****

Safeguarding Self-Evaluation for Early Years Settings

#### Education Safeguarding Service

This document has been written to assist managers and proprietors in reviewing arrangements for carrying out their functions with a view to safeguarding and promoting the welfare of children.

The *Early Years Foundation Stage* (2017), ‘*Keeping children safe in education – statutory guidance for setting and colleges’* published in September 2018 outlines the arrangements that need to be in place to meet those duties and settings need to be familiar with local arrangements that help to inform practice.

This proforma can provide the basis for the settings Annual Report and be used as evidence for Ofsted Inspections that are now far more robust when considering safeguarding arrangements.

**Settings must be aware that this tool will be subject to frequent review and will be amended following learning identified from Serious Case Reviews as well as local and national policy, guidance and legislation. Settings should ensure that the current version is in use.**

|  |  |
| --- | --- |
| Name of setting |  |
| Name of Designated Safeguarding Lead |  |
| Name of Deputy Designated Safeguarding Leads |  |
| Name of Designated Committee member for Safeguarding (*amend as appropriate*)  |  |
| Date completed (DD MM YY) |  |

**Policies and Procedures**

|  |
| --- |
| **What safeguarding policies are in place within your setting?** |
| **Question** | **Yes/No** | **If yes, provide evidence to support response.** **If no, identify action required and date to be completed** |
| **Safeguarding and Child Protection Policies** |
| * **Is your child protection policy:**
	+ Specific to your setting?
	+ Updated (at least) annually?
		- Is it reviewed/updated following specific incidents and/or changes within statutory policy and guidance?
	+ Reflective of current local and national guidance and legislation?
	+ Available to view on your settings website?
	+ Available to everyone in the setting community and included in your induction pack to all new staff (including supply staff and volunteers)?
 |  |  |
| * **Do you ensure that all members of staff (and volunteers) are aware of and understand the settings safeguarding policies and procedures?**
 |  |  |
| * **Is there a policy relating to the safe use of mobile phones, cameras and other internet enable devices?**
 |  |  |
| * **Do you include personal care within the settings policies?**
	+ This may include; sleep, nappy changing, managing children who are sick, infectious, or with allergies, food and drink
 |  |  |
|

|  |
| --- |
| * **Are children and parents aware of your safeguarding / child protection policies?**
	+ Is there a child friendly version and how is this made available?
	+ Is there a parent friendly version and how is this made available?
 |

 |  |  |
| * **Does the settings safeguarding information clearly identify who the Designated Safeguarding Lead(s) are?**
 |  |  |
| **Record Keeping** |
| * **Does your setting follow Local Authority guidance in respect of record keeping?**
	+ Does the setting have a robust system to record child welfare concerns identified within the setting, which evidences the action taken and rationale by the DSL?
	+ Are child protection files kept in a secure cabinet, in a secure room and kept separately from other information?
	+ Does the setting ensure that child protection records are transferred in accordance with statutory guidance?
 |  |  |
| **Managing Allegations** |
| * **Does your setting follow Local Authority guidance in respect of managing allegations?**
 |  |  |
| * **Do you ensure that all members of staff (and volunteers) are aware of and understand the managing allegations procedures?**
 |  |  |
| * **Does your setting have a ‘whistle-blowing’ policy/procedure, which has been explained to all staff?**
 |  |  |
| **Code of Conduct and Acceptable Use Policies (AUP)** |
| * **Does the setting have a Staff Behaviour Policy / Code of Conduct to assist adults to work in an open and transparent way?**
 |  |  |
| * **Does the Code of Conduct include reference to staff conduct and behaviour outside of setting?**
	+ Does it include acceptable use of technology, use of mobile phones/devices, the use of social media / the internet?
 |  |  |

**Leadership and Management of Safeguarding**

|  |  |  |
| --- | --- | --- |
| **Question** | **Yes/No** | **If yes, provide evidence to support response.** **If no, identify action required and date to be completed** |
| **Role of the Designated Safeguarding Lead (DSL)** |
| * **Has the setting identified an appropriate member of the leadership team as the DSL?**
	+ Is this explicit in the role-holder’s job description?
	+ Do they take an active role with overall responsibility for safeguarding in the setting?
	+ Have they received suitable and up-to-date training (with at least annual updates) in accordance with KCSIE and local KSCB requirements?
 |  |  |
| * **Has the setting identified appropriate staff to act as deputy DSLs?**
	+ If so, have they received training to the same standard as the DSL (as above)?
 |  |  |
| * **Is DSL/Deputy DSL always available during setting hours?**
 |  |  |
| * **Is the DSL** **given the time, funding, training, resources and support to carry out their role effectively?**
 |  |  |
| * **Does the DSL work effectively with any deputy DSLs to ensure they have appropriate oversight of safeguarding practice and concerns/cases?**
	+ What records are kept by the setting to evidence this?
 |  |  |
| **Online Safety**  |
| * **Is the overall responsibility for online safety recognised by setting leaders as being identified within the role of the DSL?**
	+ Has the DSL undertaken appropriate training to support this?
 |  |  |
| * **Has the DSL undertaken a self-review of the settings current online safety practice?**
 |  |  |
| * **How does the setting ensure that they have appropriate filtering and monitoring systems in place?**
	+ How does the setting leadership evidence that the filtering and monitoring systems in place are appropriate to the settings needs and requirements?
	+ Is the setting confident that all staff are aware of the role they have to play in monitoring children’s internet use?
 |  |  |
| * **Are leaders able to effectively demonstrate that they have a clear oversight regarding the safe use of technology in setting?**
	+ Does this cover use of technology by children?
	+ Does this cover use of technology by staff?
 |  |  |

**Voice of the Child**

|  |  |  |
| --- | --- | --- |
| **Question** | **Yes/No** | **If yes, provide evidence to support response.** **If no, identify action required and date to be completed** |
| **Curriculum and child focused ethos** |
| * **Is the voice of every child heard within the setting?**
 |  |  |
| * **How are children taught about safeguarding?**
	+ Is the approach appropriate and effective to the community’s needs?
	+ Does it enable children take on responsibility for their own and others safety?
 |  |  |
| * **Are all children able to identify a trusted adult with whom they can communicate any concerns?**
 |  |  |
| * **Is there an anti-bullying policy in place that is owned and understood by the children?**
 |  |  |
| * **Is there an up-to-date online safety policy and Acceptable Use Policy in place that is owned and understood by the children?**
 |  |  |
| **Vulnerable Children** |
| * **Are children at risk of the issues highlighted within KCSIE 2018 identified by the setting?**
 |  |  |
| * **Are children from minority ethnic backgrounds recognised by the setting?**
 |  |  |
| * **Are children from military families recognised by the setting?**
 |  |  |
| * **Are children who have English as an Additional Language (EAL) recognised by the setting?**
 |  |  |
| * **Are young carers recognised by the setting?**
 |  |  |
| * **Are children in private fostering arrangements recognised by the setting?**
 |  |  |
| * **Are children who may have a parent or close family member in prison recognised by the setting?**
 |  |  |
| * **Are children with medical issues identified by the setting?**
	+ Has appropriate advice from medical professionals been sought?
 |  |  |
| * **How are children and staff encouraged to challenge discriminatory behaviours and language?**
 |  |  |

**Multi-Agency Working**

|  |  |  |
| --- | --- | --- |
| **Question** | **Yes/No** | **If yes, provide evidence to support response.** **If no, identify action required and date to be completed** |
| * **Does the DSL have an overview of all early help cases?**
	+ Are they regularly monitored?
	+ Is there a written plan in place which identifies the help the child should receive and how concerns can be escalated?
 |  |  |
| * **Does the DSL have an overview of all children in need cases?**
	+ Are they regularly monitored?
	+ Is there a written plan in place which identifies the help the child should receive and how concerns can be escalated?
 |  |  |
| * **Does the DSL have an overview of all child protection cases?**
	+ Are they regularly monitored?
	+ Is there a written plan in place which identifies the help the child should receive and how concerns can be escalated?
 |  |  |
| * **Does the DSL have an overview of all children in care cases?**
	+ Are they regularly monitored?
	+ Is there a written plan in place which identifies the help the child should receive and how concerns can be escalated?
 |  |  |
| * **Are there mechanisms in place to follow up outcomes of referrals to Children Social Care as identified in KCSIE 2018?**
 |  |  |
| * **Is the setting proactive in developing links with partner agencies in order to support and safeguard children and young people and their families?**
 |  |  |

**Staff**

|  |  |  |
| --- | --- | --- |
| **Question** | **Yes/No** | **If yes, provide evidence to support response.** **If no, identify action required and date to be completed** |
| **Setting Ethos** |
| * **Does the DSL disseminate safeguarding information and learning to all staff and volunteers?**
	+ Is it a standing item at staff meetings/briefings?
 |  |  |
| * **Is there a clear induction process for all staff and volunteers, including supply and contracted staff?**
 |  |  |
| * **Do all staff and volunteers (including contracted staff) receive safeguarding training?**
	+ How often is this provided?
	+ Does it cover online safety (and include the full range of risks as identified within KCSIE 2018)?
	+ Does it cover Part five KCSIE 2018?
	+ Does it cover peer on peer abuse and issues identified within KCSIE 2018 and annex A?
	+ Does is cover Kent specific child protection procedures, both inside and outside of the setting?
 |  |  |
| * **Do all staff, volunteers and visitors know who the DSL is?**
 |  |  |
| **Behaviour management** |
| * **Is there a behaviour management policy that is understood by all staff / volunteers?**
	+ Is it in accordance with the most recent national guidance?
 |  |  |
| * **Have all members of staff received adequate and appropriate training in relation to risk assessments, de-escalation and positive handling?**
 |  |  |
| **Challenge and difference** |
| * **Does the setting promote British values?**
 |  |  |
| * **Does the staff group reflect the diversity of the community they serve?**
 |  |  |
| * **Is the setting confident that their practice is inclusive?**
	+ Of children?
	+ Of staff?
	+ Of Parents/carers?
 |  |  |
| **Safer Recruitment**  |
| * **Are appropriate staff trained in safer recruitment processes in line with current national guidance?**
 |  |  |
| * **Are appropriate recruitment checks and risks assessments carried out regarding student work placements?**
 |  |  |
| * **What mechanisms are in place to identify staff who may be disqualified under the Childcare Act 2006?**
 |  |  |
| **Supervision**  |
| * **Do all members of staff receive supervision as required by the EYFS 2017 and Section11 of the Children Act 2004?**
	+ How frequently does this take place?
 |  |  |

**Governance**

|  |  |  |
| --- | --- | --- |
| **Question** | **Yes/No** | **If yes, provide evidence to support response.** **If no, identify action required and date to be completed** |
| * **Is there a Designated Lead on the committee for Safeguarding and Child Protection? (***amend as appropriate to the setting type***)**
	+ If so, have they undertaken Kent specific safeguarding training with regard to their role and statutory duties?
 |  |  |
| * **Is safeguarding an item on any committee/proprietor meetings etc.?**
 |  |  |
| * **Are parents/carers aware of how they can contact the manager/proprietor/committee in order to raise an allegation or make a complaint?**
	+ How is this awareness raised?
 |  |  |
| * **How does the manager/proprietor/committee receive information and updates from the DSL?**
 |  |  |
| * **How does the manager/proprietor/committee ensure that the evidence provided within this tool will withstand scrutiny?**
 |  |  |

**Physical Safety**

|  |  |  |
| --- | --- | --- |
| **Question** | **Yes/No** | **If yes, provide evidence to support response.** **If no, identify action required and date to be completed** |
| * **Has the setting undertaken appropriate risk assessments regarding site safety and security?**
 |  |  |
| * **Does the setting have a secure boundary?**
 |  |  |
| * **Are there appropriate ID checks for visitors?**
 |  |  |
| * **Do all members of staff wear staff ID?**
 |  |  |
| * **Does the setting have a system in place regarding collection of children?**
	+ How is this communicated to staff and parents/carers?
 |  |  |
| * **Does the setting adhere to emergency evacuation procedures?**
	+ Are all staff aware of their role and responsibilities should evacuation be required?
	+ Does the setting have a different designated meeting point regarding bomb alerts?
 |  |  |
| * **Does the setting have emergency planning procedures, including lockdown?**
	+ Are all staff aware of their role and responsibilities should lockdown be required?
 |  |  |
| * **Does at least one person hold a current paediatric first aid certificate?**
	+ Are they on the premises and available at all times when the children are present?
* *NB: EYFS 2017 states that newly qualified entrants who started work between 30 June 2016 and 2 April 2017 must have either a full PFA or an emergency PFA certificate by 2 July 2017 in order to be included in the required staff:child ratios at level 2 or level 3 in an early years setting.*
 |  |  |
| * **Does your setting have an ‘accident or injury’ procedure?**
	+ Does this include the need to inform Ofsted of any serious accident, illness or injury to, or death of, any child while in their care, and of the action taken?
 |  |  |