EDUCATION AND TRAINING INSPECTORATE

Safeguarding Proforma Guidance

Further Education and Work Based Learning

2021-2022

**Contents**

[Guidance and supplementary information for the annual review and evaluation of Safeguarding arrangements 2](#_Toc79137306)

[Appendix 1 4](#_Toc79137307)

[Department of Education Circulars 4](#_Toc79137308)

[Appendix 2 7](#_Toc79137309)

[Legislation 7](#_Toc79137310)

[Appendix 3 8](#_Toc79137311)

[References and resources 8](#_Toc79137312)

[ETI Safeguarding Proforma 2021-22 9](#_Toc79137313)

# Guidance and supplementary information for the annual review and evaluation of Safeguarding arrangements

***There are different versions of this proforma for different education and training sectors. Please ensure that you are using the current and correct version for your type of organisation or centre.***

**Please note, this proforma is reviewed and updated by the ETI as required annually. The sections within the proforma have been re-arranged but any substantive changes to specific questions are identified with an asterisk (\*).**

This proforma is designed to help you evaluate the extent to which your organisation complies with the requirements for the protection and safeguarding[[1]](#footnote-1) of young people and adults who may be at risk, and how your arrangements reflect best practice as identified in Department of Education (DE) Circulars and guidance (see appendices).

Within child protection legislation, a child refers to any young person up to the age of 18 years – in this document referred to as young people.

Adults who may be at risk of harm and/or in need of protection are in this document referred to as adults.

|  |
| --- |
| **FE & WBL: evidence of the impact and monitoring of the disclosure and barring arrangements for an FE college is referred to in Circular FE 11/13 and the TfS/ANI 2017 operational requirements which are:**   * **FE circular:** [**Disclosure and Barring Arrangements: Vetting Requirements for (i) the recruitment of staff to Further Education colleges (ii) existing staff and (iii) students**](https://www.economy-ni.gov.uk/sites/default/files/publications/del/FE11-13%20Disclosure%20and%20Barring%20Arrangements-Vetting%20requirements%20for%20the%20recruitment%20of%20staff%20to%20FE%20Colleges.pdf) * **TfS (updated):** [**Training for Success Operational Requirements and Guidelines**](https://www.economy-ni.gov.uk/publications/training-success-operational-requirements-and-guidelines) * **AppsNI:** [**Apprenticeship guidelines and operational requirements**](https://www.economy-ni.gov.uk/publications/apprenticeship-guidelines-and-operational-requirements) |

The ETI recommend that you review/quality assure your compliance and effectiveness at least annually on a rolling basis. Some organisations have found it helpful to evaluate their provision on each question as red (work overdue), amber (work underway) or green (up-to-date), known as the ‘RAG’ process, and you may wish to consider this approach.

We recommend that in the best practice, both the designated person (DP) and designated governor/member of management committee (DG/ DM) are involved in carrying out the self-evaluation as part of a safeguarding team which includes the safeguarding champion, director/ manager and chair of governors/ management committee.

Please record brief information about the nature of the evidence used to support your review and any planned actions.

When inspections restart post COVID-19, inspections will be largely paperless through the ETI InsPIRE management information system. Each organisation will be able to access the current version of this proforma at any time by logging into their InsPIRE portal. The ETI will not be able to view the organisation proforma until they choose to share it following notification of an inspection. When an inspection takes place, the InsPIRE portal will help reduce the burden of inspection by providing all of the information an organisation needs specific to the inspection activity in one place including details of the inspection team, access to all relevant guidance and materials, a repository for uploaded materials, along with a messaging system for communication with the ETI. At the time of an ETI inspection, a completed, signed copy of the proforma must be made available to the Reporting Inspector through your organisation’s portal as agreed, and **will be retained as the official record of your child protection/safeguarding arrangements.**

When completing the proforma you must be assured that the statements made are correct and are based on accessible evidence which can be provided to inspectors, if required, and that both the director / senior manager and chair of the governing body/ management committee sign and date the completed form. The completed proforma will form the basis of a discussion about child protection/adult safeguarding arrangements in your organisation. During an inspection, ETI will seek to evaluate how well the evidence presented in the completed proforma is understood and acted upon at all levels within the organisation and the effectiveness of the arrangements to keep learners and staff safe.

The proforma contains statements about current requirements in respect of child protection/safeguarding arrangements as set out in various DE circulars, or statements of best practice. For reference, the appendices contain a list of relevant DE Circulars, legislative requirements and additional references and resources. **Please refer to and use these as resources only if they apply to duty of care in the context of your organisation and learners.**

If you have any questions regarding the inspection of safeguarding, please contact the Reporting or District Inspector or Inspection Services Team at 028 91279726 or [eti@education-ni.gov.uk](mailto:eti@education-ni.gov.uk)

**Note: Responses made in this proforma may be subject to further checks through auditing processes.**

# Appendix 1

## Department of Education Circulars

**Note that DE Circulars apply directly to schools, but provide advice on good practice relevant to all organisations.**

[1. Circular 2007/01 Acceptable Use of the Internet and Digital Technologies in Schools](https://www.education-ni.gov.uk/sites/default/files/publications/education/2007.01%20-%20Amended%282%29.pdf)

2. [Circular 2019/14 Attendance Guidance and Absence Recording By Schools](https://www.education-ni.gov.uk/sites/default/files/publications/education/de-circular-2019-14-attendance-guidance-and-absence-recording.pdf) (2019/14 supersedes 2018/12)

3. [Circular 2006/09 Child Protection: Criminal Background Checking of Staff in Schools – Programme to Extend Coverage](https://www.education-ni.gov.uk/sites/default/files/publications/de/Criminal-background-checking-of-staff-in-schools-programme-to-extend-coverage.pdf)

4. [Circular 2006/09 Child Protection: Criminal Background Checking of Staff in Schools – Appendix A](https://www.education-ni.gov.uk/sites/default/files/publications/de/circular-2006-09-appendix-a.pdf)

5. [Circular 2006/07 Child Protection: Employment of Substitute Teachers](https://www.education-ni.gov.uk/sites/default/files/publications/de/circular-2006-07.pdf)

6. [Circular 2008/03 Child Protection: Pre-employment Checking of Persons To Work in Schools – New Arrangements](https://www.education-ni.gov.uk/sites/default/files/publications/de/Circular-2008-03-pre-employment-checks-new-arrangements.pdf)

7. [Circular 2020/07 - Child Protection: Record Keeping in Schools](https://www.education-ni.gov.uk/publications/circular-202007-child-protection-record-keeping-schools)

8. [Circular 2006/06 Child Protection: Recruitment of People to Work With Children and Young People in Educational Settings](https://www.education-ni.gov.uk/sites/default/files/publications/de/Circular-2006-06.pdf)

9. [Circular 2006/06 Child Protection: Recruitment of People to Work With Children and Young People in Educational Settings – Appendix A](https://www.education-ni.gov.uk/sites/default/files/publications/de/circular-2006-06-appendix-a-checks-on-applicants-from-abroad.pdf)

10. [Circular 2006/06 Child Protection: Recruitment of People to Work With Children and Young People in Educational Settings – Form DOR O2](https://www.education-ni.gov.uk/sites/default/files/publications/de/circular-2006-06-form-dor-02.pdf)

11. [Circular 2006/08 Child Protection: Training Requirement for School Governors on Staff Recruitment and Selection Panels](https://www.education-ni.gov.uk/sites/default/files/publications/de/circular-2006-08-child-protection-staff-recruitment.pdf)

12. [Circular 2006/25 Child Protection: Vetting of School Governors](https://www.education-ni.gov.uk/sites/default/files/publications/de/vetting-of-school-governors.pdf)

13. [Circular 2016/05 - Children who display harmful sexualised behaviour](https://www.education-ni.gov.uk/publications/circular-201605-children-who-display-harmful-sexualised-behaviour)

14. [Circular 2016/11 Class Sizes In Post-Primary Schools – Practical Subjects (as well as other subjects that include a practical activity)](https://www.education-ni.gov.uk/sites/default/files/publications/education/Class%20Sizes%20in%20Post-Primary%20Schools%20-%20Practical%20Subjects%20-%20Circular%202016....pdf)

15. [Circular 2015/13 Dealing With Allegations of Abuse Against A Member of Staff](https://www.education-ni.gov.uk/sites/default/files/publications/de/2015-13-dealing-with-allegations-of-abuse-against-a-member-of-staff.pdf)

16. [Circular 2012/19 Disclosure and Barring Arrangements: Changes To Pre-employment Vetting Checks For Volunteers Working In Schools From 10/09/12 – Guidance For Schools and Employing Authorities On Changes To Pre-employment Checking and Safer Recruitment Practices](https://www.education-ni.gov.uk/sites/default/files/publications/de/Disclosure-and-barring-arrangements-guidance-for-schools-and-employing-authorities-volunteers.pdf)

17. [Circular 2013/01 Disclosure and Barring Arrangements: Vetting Requirements for Paid Staff Working In Or Providing A Service For Schools – Guidance For Schools and Employing Authorities On Pre-employment Vetting Checking and Safer Recruitment Practices](https://www.education-ni.gov.uk/sites/default/files/publications/de/circular-2013-01-updated-september-2015.pdf)

18. [Circular 2015/23 Drugs Guidance](https://www.education-ni.gov.uk/sites/default/files/publications/de/circular-2015-23.pdf)

19. [Circular 2014/24 Education Otherwise Than At School (EOTAS) Guidance](https://www.education-ni.gov.uk/sites/default/files/publications/education/2014-24-eotas-guidance.pdf)

20. [Circular 2016/26 Effective Educational Uses of Mobile Digital Devices](https://www.education-ni.gov.uk/sites/default/files/publications/education/DE%20circular%202016.26%20Effective%20Educational%20Uses%20of%20Mobile%20Digital%20Devices.pdf)

21. [Circular 2008/10 Employment of Substitute Teachers – NI Substitute Teachers Register (NISTR)](https://www.education-ni.gov.uk/sites/default/files/publications/de/circular-number-2008-10-employment-of-substitute-teachers.pdf)

22. [Circular 2010/18 Every School A Good School – The Governors’ role](https://www.education-ni.gov.uk/sites/default/files/publications/education/circular-2010-18-governors-guide.pdf)

23. [Circular 2013/25 e-Safety Guidance](https://www.education-ni.gov.uk/sites/default/files/publications/de/2013%2025%20-%20Amended.pdf)

24. [Circular 2010/01 Guidance on Relationships and Sexuality Education](https://www.education-ni.gov.uk/sites/default/files/publications/education/2010%2001%20-%20Amended.pdf)

25. [Circular 2020/05 Guidance for schools on supporting remote learning to provide educational continuity](https://www.education-ni.gov.uk/sites/default/files/publications/education/Circular%202020-5-Guidance%20for%20Schools%20on%20Supporting%20Remote%20Learning.pdf)

26. [Circular 2011/22 Internet Safety](https://www.education-ni.gov.uk/sites/default/files/publications/education/2011%2022%20-%20Amended.pdf)

27. [Circular 2014/27 - Managing information on persons who pose a risk to pupils](https://www.education-ni.gov.uk/publications/circular-201427-managing-information-persons-who-pose-risk-pupils)

28. [Circular 2016/27 Online Safety](https://www.education-ni.gov.uk/sites/default/files/publications/education/DE%20Circular%202016.27%20Online%20Safety.pdf)

29. [Circular 2014/14 Pupil Participation](https://www.education-ni.gov.uk/sites/default/files/publications/de/2014-14-pupil-participation.pdf)

30. [Circular 2015/22 Relationship and Sexuality Education (RSE) Guidance](https://www.education-ni.gov.uk/sites/default/files/publications/de/2015%2022%20-%20Amended.pdf)

31. [Circular 2013/16 Relationships and Sexuality Education Policy In Schools](https://www.education-ni.gov.uk/sites/default/files/publications/education/2013%2016%20-%20Amended.pdf)

32. [Circular 2017/04 - Safeguarding and Child Protection in Schools - A Guide for Schools](https://www.education-ni.gov.uk/publications/circular-201704-safeguarding-and-child-protection-schools-guide-schools)

33. [Circular 2018/07 - Self- Assessment Audit Tool for Schools](https://www.education-ni.gov.uk/publications/circular-201807-self-assessment-audit-tool-schools)

34. Circular 2010/22 - [School](https://www.education-ni.gov.uk/sites/default/files/publications/de/sdp-circular-2010-22-sdp-regulations-and-guidance-english-version%20%281%29.pdf) development planning - Regulations and guidance

35. [DE Guidance - School Development Planning 2020/21 – COVID 19](https://www.education-ni.gov.uk/sites/default/files/publications/education/Guidance%20on%20School%20Development%20Planning%20for%20202021.pdf)

36. [Circular 2020/08 Amended draft Attendance Guidance and Absence Recording by schools](https://www.education-ni.gov.uk/sites/default/files/publications/education/ED1%2020%20331281%20%20AMENDED%20Draft%20Circular%20-%20Attendance%20Guidance%20and%20absence%20recording%20from%20January%202021%282%29.pdf)

37. [Circular 2021/12 Addressing Bullying In Schools Act (NI) 2016 - Statutory Guidance for Schools and Boards of Governors](https://www.education-ni.gov.uk/sites/default/files/publications/education/ABiSA%20-%20Final%20Statutory%20Guidance%20-%20V1b%20%28agreed%20at%2009%20March%202021%29_0.pdf)

38. Circular 2021/13 Interim Guidance on the use of Restraint and Seclusion in Educational Settings

# Appendix 2

## Legislation

* Addressing Bullying in Schools Act (Northern Ireland) 2016
* Children (Leaving Care) Act (NI) 2002
* Children (Public Performances) Regulations (Northern Ireland) 1996
* Children and Young Persons Act (Northern Ireland) 1968
* Children’s Services Co-operation Act (NI) 2015
* Criminal Justice and Courts Act 2015 section 33
* Criminal Law Act (NI) 1967
* Education (NI) Order 1998
* Female Genital Mutilation Act 2003
* Forced Marriage (Civil Protection) Act 2007
* Health & Personal Social Services (NI) Order
* Health & Personal Social Services Act (NI) 2001
* Health & Social Care (Reform) Act (NI) 2009
* Human Rights Act 1998
* Prohibition from Teaching and Working with Children Regulations (NI) 2006
* Protection of Children (NI) Order 1978
* Protection of Children (Northern Ireland) Order 1978 article 3
* Safeguarding Board Act (NI) 2011
* Sexual Offences Act 2003
* The Children (NI) Order 1995
* The Criminal Evidence (NI) Order 1999
* The Criminal Justice Act 1988 (Reviews of Sentencing) Order (NI) 2019
* The Data Protection Act (1998)
* The Disability Discrimination Act 1995
* The Education and Libraries (NI) Order 2003; Articles 17 and 18
* The Family Homes & Domestic Violence (NI) Order 1998
* Mental Capacity Act (Northern Ireland) 2016
* The Mental Health (NI) Order 1986
* The Northern Ireland Act 1998, Section 75
* The Police & Criminal Evidence (NI) Order 1989
* The Public Interest Disclosure (NI) Order 1998
* The Race Relations (NI) Order 1997
* The Safeguarding Vulnerable Groups (NI) Order 2007 (amended 2012)
* The Sexual offences (NI) Order 2008
* The Special Educational Needs and Disability Order (NI) 2005 (SENDO)

# Appendix 3

## References and resources

The Department of Education’s [Publications and guidance on child protection issues for schools](https://www.education-ni.gov.uk/articles/publications-and-guidance-child-protection-issues-schools)

Further detailed information is available at: [Safeguarding and Child Protection](http://www.eani.org.uk/schools/safeguarding-and-child-protection/)

1. [Adversity and Trauma-Informed Practice –Young Minds 2019](https://youngminds.org.uk/media/3091/adversity-and-trauma-informed-practice-guide-for-professionals.pdf)
2. [Adverse Childhood Experiences Factsheet](https://www.volunteernow.co.uk/app/uploads/2019/05/Adverse-Childhood-Experiences-Factsheet-April-2019.pdf)
3. Attendance – [Miss School = Miss Out, Improving Pupil Attendance Strategy](https://www.education-ni.gov.uk/publications/miss-school-miss-out-improving-pupil-attendance-strategy)

[ETI Good Practice Report and Case Studies](https://www.etini.gov.uk/news/attendance-schools-eti-good-practice-report-and-case-studies)

1. [Code of Good Governance](https://www.volunteernow.co.uk/app/uploads/2018/10/Code-of-Good-Governance.pdf) – [Code of Good Governance Health Check](https://www.volunteernow.co.uk/app/uploads/2019/03/Code-of-Good-Governance-Health-Check.pdf)
2. [Co-operating to Safeguard Children & Young People in NI (2017) DoH](https://www.health-ni.gov.uk/publications/co-operating-safeguard-children-and-young-people-northern-ireland)
3. [First-aid and administration of medicines](https://www.education-ni.gov.uk/sites/default/files/publications/de/supporting-pupils-with-medical-needs.pdf)
4. [Health and Safety](https://www.hseni.gov.uk/articles/education)
5. [A Guide to Managing Critical Incidents in Schools](https://www.education-ni.gov.uk/publications/guide-managing-critical-incidents-schools)
6. [National Society for the Prevention of Cruelty to Children (NSPCC) (2017) Child Abuse and Neglect](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/)
7. [Publications and guidance on child protection issues for schools](https://www.education-ni.gov.uk/articles/publications-and-guidance-child-protection-issues-schools)
8. [Safeguarding Children and Adults at Risk, Policy Standards](https://www.volunteernow.co.uk/app/uploads/2019/10/safeguarding-children-and-adults-at-risk-policy-standards2019.pdf)
9. [Safeguarding and Child Protection - Information and resources for school Governors, Principals, Designated Teachers/Deputy Designated Teachers and for all EA staff](https://www.eani.org.uk/school-management/safeguarding-and-child-protection)
10. [Safeguarding Board for Northern Ireland (SBNI) Procedures Manual (May 2018)](https://www.proceduresonline.com/sbni/)
11. [The United Nations Convention on the Rights of the Child](https://www.unicef.org.uk/what-we-do/un-convention-child-rights/)
12. [UK Council for Child Internet Safety (2016) Sexting in schools and colleges](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759007/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf)

The Education and Training Inspectorate
Promoting improvement.


## ETI Safeguarding Proforma 2021-22

**NAME OF ORGANISATION: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CONTENTS LIST**

Q1-Q5 Designated Posts and Duties

Q6 Training and Training Renewal

Q7 Overview of Child Protection and Safeguarding including review of key policy documents

Q8-Q13 Learners, Parents/Carers and Staff

Please note, this proforma is reviewed and updated by ETI as required annually. The sections within the proforma have been re-arranged but any substantive changes to specific questions are identified with an asterisk (\*).

\*In the academic year 2021/22, the proforma has additional prompts which focus on the development of policies and practice to address, in age and stage appropriate ways, the development of healthy and respectful relationships, including use of respectful language, behaviours and consent. These prompts are provided to support your organisation to build on existing practice. Identified actions should be used in a prioritised and manageable way to inform planning, and the review and monitoring of the ongoing development and effectiveness of your preventative curriculum.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Designated Posts and Duties** | | | | |
| **Current Requirement** | **Yes** | **No** | **Any proposed action/s + RAG** | **What is the nature of the evidence and where is it located?** |
| **1. There is a safeguarding champion, a designated person (DP) and deputy designated person(s) (DDP/s) for the protection and safeguarding of young people and adults who form part of a designated safeguarding team. The DP should also lead the review of safeguarding/child protection policies and report annually to the governing body/management committee.** |  |  |  |  |
| *A safeguarding champion is a mandatory requirement for any organisation who use Access NI for vetting staff and who work with adults. Is there a safeguarding team? If so, is there at least one member of the Safeguarding Team on the management team? Who is it?*  *Who are the members of the team and what is their relevant experience?*  *Are other members of staff and management (including senior managers) involved in the arrangements for safeguarding?*  *What arrangements are in place where multiple sites exist?*  *Are reporting arrangements clear across the organisation?*  *Have policies been updated in relation to COVID-19 with reference to supporting the physical, mental and emotional health and well-being of learners and staff?* | | | | |
| **2. The names of the DP and DDP members of staff are known to all staff, learners, and where appropriate, parents/carers** |  |  |  |  |
| *How is this information communicated?*  *Are the relevant details evident and displayed on notice boards across all sites of the organisation?*  *Are designated staff available to be contacted via phone or on-line video if the organisation is closed, and is contact information easily accessible?* | | | | |
| **3. There is a designated governor or member of the management committee who has responsibility for safeguarding/child protection.** |  |  |  |  |
| *Who is the designated governor/member of management committee?*  *Is this person best placed to carry out the role?* | | | | |
| **4. All members of the governing body/management committee have access to:**  **(i) safeguarding/child protection policy and procedures;**  **(ii) relevant DE/ DfE Circulars;**  **(iii) relevant DHSSPS /AccessNI guidance;**  **\*(iv) all relevant government guidance relating to COVID-19.** |  |  |  |  |
| *How does the organisation take account of letters of advice and updated information from appropriate bodies?*  *Note: Where new circulars or guidance documents are brought to the attention of management, the action should be minuted as a record.* | | | | |
| **5. A report on all child protection/safeguarding activity is presented, at least annually, as an agenda item to the governing body/ management committee.** |  |  |  |  |
| *When was it presented last? Is it recorded in the minutes? Note: best practice recommends that CP/SG is a standing agenda item in senior management / governing body/management committee meetings.* | | | | |

|  |  |  |
| --- | --- | --- |
| **Training** | | |
| **6. Training requirements** | **Training renewal** | **Most recent date completed and any proposed actions** |
| **Safeguarding update training for all organisation staff** | *Cascaded by the DP and DDP to the whole organisation / staff - a minimum of every two years (best practice is annually)*  *All new staff to receive training as part of their induction programme*  *Are all staff, paid and unpaid, aware of and follow the agreed child protection/safeguarding policies and procedures.*  *How is this monitored? (E.g. are records kept and a register maintained?)*  *\*Are staff at all levels in your organisation informed about their statutory responsibility to share information relevant to safeguarding children, young people and adults?*  *\*Are staff at all levels in your organisation informed about their statutory responsibility to report inappropriate behaviours by colleagues?*  *Are learners in your organisation informed about the need, and their responsibility, to report inappropriate behaviours by peers?* | **Whole Staff:**  **Last trained:**  **Valid until:**  **New Staff:**  **Last trained:**  **Valid until:**  **Others:**  **Last trained:**  **Valid until:** |
| **Training for Designated Person and Deputy Designated Person** | *All new DP and DDP(s) should attend appropriate training (in person or online) in, young person and adult safeguarding with a recognised training body, at the earliest opportunity in the term in which they are appointed to the post, and refresher training within three years of their initial training date, and thereafter.* | **Name of DP: Last trained:**  **Valid until:**  **Name of DDP: Last trained:**  **Valid until:** |
| **Training for the Adult Safeguarding Champion** | *Appropriate training for the Adult Safeguarding Champion (in person or online) on initial appointment to the role and update training within three years and thereafter.* | **Last trained:**  **Valid until:** |
| **The Director/Manager and all senior members of staff (including the senior manager with responsibility for safeguarding) have participated in appropriate, recognised and up-to-date child protection/safeguarding training.** | *Have completed appropriate training (in person or online) in, young person and adult safeguarding with a recognised training body, on appointment and renewed within three years of the initial training date and thereafter.* | **Last trained:**  **Valid until:** |
| **All governors/ members of the management committee have received child and adult at risk protection awareness training as part of their induction programme.** | *Have completed appropriate training (in person or online) in young person and adult safeguarding with a recognised training body, on appointment and during each term of office (usually four years).*  *A useful resource:* [*EATV Governor Training Videos*](https://www.eani.org.uk/services/eatv/governor-videos/governors-support) | **Name of designated governor/ management committee member : Last trained:**  **Valid until:** |

|  |
| --- |
| **The review of key policy documents** |

**7.** The Department of Education (DE) recommends that certain policies should be reviewed regularly and advises that **best practice is the policies should be reviewed at least every three years, with regular risk assessment carried out where required** and with all policies made available as appropriate to key stakeholders.

While issued mainly for schools **NOTE THAT** DE Circulars contain guidance which is regarded **as good practice** for other organisations, where appropriate. **Please refer to these and apply only as appropriate to the context of your FE college or WBL organisation.**

|  |  |  |
| --- | --- | --- |
| **Declaration: There are written child protection and/or adult safeguarding policies and procedures which are ratified by the board of governors/management committee and which are current and fit for purpose. Y/N**  *Have the safeguarding /child protection policies been reviewed and revised to include an addendum of key changes relating to COVID-19 and in particular to the current challenges of supporting the physical, mental and emotional health and wellbeing of learners and staff?*  ***\** *Do your policies address in age-appropriate ways, healthy and respectful relationships, including the use of respectful language, behaviours and consent?*** | | |
| **Policy** | **Policy review** | **Last reviewed/ratified and any proposed actions**  *(for example: How are staff and managers, governors, parents/carers and learners involved in the review process?)* |
|  | | |
| **A safeguarding policy and procedures are in place, ratified by the governing body/management committee, which cover the needs of learners when in the organisation and when placed with employers, subcontractors or based at other external sites.** | *Are all of the organisation’s policies and procedures current and fit for purpose?*  *For information on best practice refer as a check list to Appendix 2 - Legislation and Guidance including DE Circulars and Letters of Information.*  *Does the policy reflect the needs of all of the learners in the organisation?*  *\*Does the organisation share its policy on the protection of young people and adults with employers and/or subcontractors and ensure that it extends to all external sites?*  *\*Does the organisation’s child protection/adult safeguarding policies and procedures reference the recognition and management of harmful or offensive sexualised behaviours?* | ***Last reviewed:***  ***Next review:*** |
| **\*Staff Code of Conduct**  *(To include any updates in-line with relevant guidance re: Covid-19 eg from PHA, DfE)* | *Who monitors the implementation and how?*  *Does this include the appropriate use of social media by staff (both inside and outside of the organisation)?*  *\*Does it include reference to appropriate behaviours, values and the organisation’s ethos?*  *\*Does it set out the statutory duty of staff to record and report safeguarding matters/issues?*  *In best practice there is a policy for all staff and learners in the acceptable use of ICT systems in the organisation. The policy should be signed by all staff members.* | ***Last reviewed:***  ***Next review:*** |
| **There is a confidential system for recording information about:**   * **suspicions of abuse of a young person or adult at risk;** * **disclosure of abuse; and** * **complaints of abuse by members of staff.**   *Circular 2016/20: Child Protection: Record Keeping in Schools*  *Circular 2019/08: Child Protection: Record Keeping in Schools update* | *Are all records in relation to child protection and adult safeguarding issues retained in accordance with the arrangements outlined in this circular?*  ***\*NOTE:*** *The only hard-backed book maintained by an organisation is in connection with complaints against members of staff. The record is considered annually as an agenda item by the board of governors; this should be signed and dated by the principal and chairperson even if there are no complaints. ETI have a right to see the book, and that it has been signed and dated, but not the content of the book.*  *NB Guidance in the circular also applies where organisations are using either electronic, or online/cloud-based child protection record systems. Organisations must assure themselves that any system they are using is robust, secure and that access is restricted to relevant staff only, for example, designated staff.* | ***Last reviewed:***  ***Next review:*** |
| **Attendance**  [Miss School = Miss Out, Improving Pupil Attendance Strategy](https://www.education-ni.gov.uk/publications/miss-school-miss-out-improving-pupil-attendance-strategy)  [Attendance in Schools: an ETI Good Practice Report and Case Studies](https://www.etini.gov.uk/news/attendance-schools-eti-good-practice-report-and-case-studies)  *Circular 2020/08 Amended Draft Attendance Guidance and Absence Recording by Schools.* | *When was a report on attendance policy and data last presented and recorded in the minutes (it is due at least annually) as an agenda item to the governing body / management committee?*  *Where appropriate, has the organisation considered how it will capture attendance data if working remotely?* | ***Last reviewed:***  ***Next review:*** |
| **(Positive) Behaviour Management**  *(To include any updates relating to COVID-19.)*  *See section on Addressing Bullying* | *How have staff, parents, learners and governors been consulted?*  *NOTE: The ETI may ask about an example of an incident relating to bullying behaviours and how the organisation dealt with it.* | ***Last reviewed:***  ***Next review:*** |
| **Access NI**  **All learners undertaking work-experience placements, involving contact with children or adults at risk, have been subject to an appropriate AccessNI check prior to the start of the placement.** | *Is this process monitored and appropriate records kept?* | ***Last reviewed:***  ***Next review:*** |
| **Addressing bullying** | *Has the anti-bullying policy been updated using the NI Anti-Bullying Guidance materials?*  *How are incidents of bullying behaviours recorded and followed up and, where appropriate, has a chronological record been established to note the associated actions taken by the organisation?*  *When and how are parents/carers/learners consulted?*  *Were any changes made in light of the consultation?*  *Do all staff consistently record and monitor pastoral issues?* | ***Last reviewed:***  ***Next review:*** |
| **Appropriate risk assessment procedures are in place.**  **Context:**  **COVID-19 – safety for all learners and staff.** | *Have all appropriate risk assessments been carried out?*  *How does the organisation plan for, record and conduct risk assessments?*  *Examples: COVID-19; trips and outings; visitors to the organisation; challenging behaviours; practical sessions.* | ***Last reviewed:***  ***Next review:*** |

|  |  |  |
| --- | --- | --- |
| **Drug Policy**  [**Circular 2015/23**](http://www.belb.org.uk/Downloads/cpsss_circular_2015_23.pdf)[**Drugs guidance**](https://www.education-ni.gov.uk/articles/drugs-guidance) | *\*Circular 2015/23 advises schools of the drugs guidance produced by CCEA in 2015 to assist them in complying with the statutory requirement to have a drugs policy and to publish details in relation to the policy in their prospectuses.* | ***Last reviewed:***  ***Next review:*** |
| **First-aid and administration of medicines** [**Supporting Pupils with Medication Needs**](https://www.education-ni.gov.uk/sites/default/files/publications/de/supporting-pupils-with-medical-needs.pdf) | *Relevant staff are aware of the guidance provided and it is reflected in the organisation’s practice* | ***Last reviewed:***  ***Next review:*** |
| **Health and Safety** [**Education**](https://www.hseni.gov.uk/articles/education)    **The organisation ensures the safety of all, through the security of the site and buildings.** | *What are the organisation’s procedures to ensure the security of the site and buildings in the best interest of the learners?* | ***Last reviewed:***  ***Next review:*** |
| **Managing Critical Incidents Guidance** [**A Guide to Managing Critical Incidents in Schools**](https://www.education-ni.gov.uk/sites/default/files/publications/de/guide-to-managing-critical-incidents-in-schools.pdf) | *Relevant staff are aware of the guidance provided and it is reflected in organisation practice* | ***Last reviewed:***  ***Next review:*** |
| **Safeguarding or ‘keeping safe’ messages are actively promoted with learners within the curriculum and through other activities (e.g. Internet, social networking, and on-line safety).**  **Online Safety**  *Circular 2016/27* | *Does this include a review of the taught pastoral / preventative education curriculum and the promotion of “keeping safe” messages?*  *\*Has the organisation reviewed and revised its e-safety policy as necessary to include guidance for remote/distance learning, electronic communications with learners, parents/carers in-line with experiences through COVID-19?* | ***Last reviewed:***  ***Next review:*** |
| **Relationships and Sexuality Education**  *Circular 2013/16* | *As required by Circular 2013/16, does the policy include consultation with parents and endorsement by the management committee/ governing body?*  *\***Does your preventative curriculum address in age- appropriate ways, healthy and respectful relationships, including use of respectful language, behaviours and consent?*  *\*Does this include the review, monitoring, oversight and evaluation of the effectiveness of the content and delivery of the preventative curriculum to empower learners to make informed choices and keep themselves safe?*  *Does evaluation include consultation with learners and outline how their views will be listened to, respected and acted upon, where appropriate?*  *\*Do you provide staff with professional learning opportunities to be confident in handling sensitive and challenging issues?* | ***Last reviewed:***  ***Next review:*** |
| **Staff recruitment**  **All staff on the payroll and unsupervised volunteers (if applicable) are appropriately vetted in compliance with relevant DfE circulars in accordance with the Safeguarding Vulnerable Groups (NI) Order (2007).** | *Staff recruitment information may sit within the overarching child protection/safeguarding policy.*  *All staff on the payroll of the organisation and unsupervised volunteers are appropriately and suitable vetted in compliance with relevant DE circulars.* | ***Last reviewed:***  ***Next review:*** |
| **Supervision of Volunteers and Visitors**  Appropriate procedures are in place to manage the recruitment and supervision of all volunteers\*.  Circular 2012/19 Changes to pre-employment vetting checks for volunteers working in schools  Section 4.5 of the Safeguarding and Child Protection in Schools guide  Circular 2012/19 Changes to pre-employment vetting checks for volunteers working in schools  Section 4.5 of the Safeguarding and Child Protection in Schools guide | *Is there a policy about the supervision of volunteers or visitors (if appropriate)*  *How does the organisation carry out risk assessments to determine if volunteers or other individuals not on its payroll should or should not be vetted?*  *Supervision information of volunteers and visitors may sit within the overarching child protection/safeguarding policy.*  *Note: \* If volunteers are not vetted, appropriate arrangements for ‘supervision’ must be in place. “Supervision” is defined as “regular, day to day, reasonable in all circumstances to protect children and young people, and carried out by an individual who is engaged in regulated activity relating to children and young people and has therefore been vetted”. How does the school carry out risk assessments to determine if volunteers or other individuals not on its payroll should or should not be vetted?* | ***Last reviewed:***  ***Next review:*** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learners, Parents/Carers and Staff** | | | | |
| **Current Requirement** | **Yes** | **No** | **Any proposed action/s + RAG** | **What is the nature of the evidence and where is it located?** |
| **8. There is an ethos and culture of inclusion in the organisation for all learners irrespective of race, religion/belief, political views, gender, gender identity (e.g. transgender) and sexual orientation (LGBQ+)** |  |  |  |  |
| *Does the organisation provide a welcoming environment for all?*  *\*Has the organisation an Equality/Inclusion policy which addresses the range of issues which have, or may, arise?*  *\*Do you provide appropriate fora for learners to discuss issues of concern regarding inclusion, respect and harmful or offensive language and behaviours?*  *\*Does the organisation promote a culture that ensures that learners are listened to and respected?*  *\*How are staff and learners guided to challenge negative attitudes, bullying, discrimination and prejudice?*  *\*Is it communicated to everyone in the organisational community that harmful or offensive language and behaviours are unacceptable, will not be tolerated and will have consequences? (while not exhaustive, for example, homophobic, misogynistic, racist, sectarian and sexist language and sexual behaviours)* | | | | |
| **9. The organisation actively plans to identify and support the emotional health and wellbeing needs of the learners and staff.** |  |  |  |  |
| *What actions have been taken, including a review of the preventative curriculum? Has training been undertaken to ensure that the organisation’s staff is trauma-informed? What specific actions have been taken in relation to addressing the impact of COVID-19 on the emotional health and wellbeing of learners and staff? How effective are approaches and individual strategies in improving wellbeing?*  [**Emotional Health and Wellbeing Framework**](https://www.education-ni.gov.uk/sites/default/files/publications/education/Children%20%26%20Young%20People%20s%20Emotional%20Health%20and%20Wellbeing%20in%20Education%20Framework%20%28final%20version%29.PDF)  [**CCEA Wellbeing Hub**](https://ccea.org.uk/learning-resources/wellbeing-hub) | | | | |
| **\*10. Does your preventative curriculum address in age-appropriate ways, healthy and respectful relationships, including respectful language, behaviours and consent?** |  |  |  |  |
| *How do you evaluate the effectiveness of your preventative curriculum? Do you address, in age-appropriate ways, healthy and respectful relationships, including use of respectful language, behaviours and consent?*  *Is the delivery of your preventative curriculum progressive and age-appropriate, does it develop understanding and provide time and space for meaningful discussion and exploration of attitudes? Is there awareness of how to address harmful sexual behaviours including domestic abuse, image sharing and image-based abuse?*  *How do you know if your organisation’s preventative curriculum meets the needs of your learners and empowers them to make informed choices and keep themselves safe?*  *Do the adults in your organisation model appropriate use of language and behaviours?* | | | | |
| **11. All learners have been informed and understand the arrangements for the protection and safeguarding of young people and adults.** |  |  |  |  |
| *How are learners informed of the relevant member/s of staff to whom they should voice their concerns? For example, displays on notice boards.*  *Are there appropriate visual cues to highlight key staff members for learners with learning disabilities and additional educational needs?*  *Are there any other ways provided by the organisation so that a learner can express any concerns or issues they may have?*  *Are the needs of newcomer young people and their parents/carers met?*  *\*How do you ensure that learners are supported and listened to when raising any child protection/adult safeguarding concerns or complaints?* | | | | |
| **12. Parents/carers (where appropriate), and learners are provided with a copy of the safeguarding policy and complaints procedure when the learner is enrolled and a summary every two years thereafter.** |  |  |  |  |
| *When, and how was child protection /safeguarding information last communicated to learners, parents/carers?*  *Is there a summary document which indicates clearly that the full policy and procedures can be requested from the organisation or found on the website?*  *How are new parents/carers informed about the procedures for the protection of young people and adults at risk/safeguarding?* | | | | |
| **13. There is appropriate support available to young people who are on the child protection register, and learners who have disclosed abuse or are considered to be at risk.** |  |  |  |  |
| *What form does this support take? How is this information communicated to relevant staff?* | | | | |
| **14. The organisation’s complaints procedure for issues not relating to child protection / safeguarding is readily available to learners, parents and carers.** |  |  |  |  |
| *Has the procedure for complaints* ***not relating*** *to child protection/safeguarding issues been updated since 1st April 2017 to include the role of the Office of the Northern Ireland Public Services Ombudsman?* | | | | |

|  |
| --- |
| **Additional comments/information on any of the above issues which the director or chairperson of the governing body/management committee wishes to bring to the attention of the inspection team.** |

**Declaration -** the statements contained in this document are correct and are based on accessible evidence which can be provided to inspectors, if required,

**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Director/senior manager**

**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson of the governing**

**body/management committee**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**An inspector may discuss some of the points on this form in greater detail during the inspection and may request to see relevant evidence.**

|  |
| --- |
| **Amendments to proforma (if necessary) during inspection:** |

**Signed:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Director/senior manager**

**Signed:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Chairperson of the governing**

**body/management committee**

**Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. ETI report on the provision for the care and welfare of all children, young people, and adults at risk; and on the arrangements for the protection and safeguarding of young people and adults at risk. The protection and safeguarding of young people and adults at risk is a subset of care and welfare and the arrangements an organisation has in place to ensure that the safety of children, young people and adults at risk are paramount. [↑](#footnote-ref-1)