EDUCATION AND TRAINING INSPECTORATE

Safeguarding Proforma Guidance

Private and Voluntary Pre-School Playgroups

2021-2022

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

***There are different versions of the proforma for different pre-school 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 self-evaluation proforma is designed to help you to review and quality assure the extent to which your pre-school complies with child protection/safeguarding[[1]](#footnote-1) requirements and how your arrangements reflect best practice in all aspects of safeguarding children and young people.

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| The proforma contains statements about current requirements in respect of child protection/safeguarding arrangements **as clarified in the DHSSPS Minimum Standards for Child-minding and Day Care for Children under 12 July 2012 which is based on Part XI of the Children Order (NI) 1995 and as explained in the HSCB Implementation Guidance for the Minimum Standards October 2106 from the Health and Social Care Trusts. Standard 1 relates directly to safeguarding and child protection. Standard 3 refers to children’s health and well-being.**  Various DE Circulars also contain statements of best practice which are pertinent for non-statutory settings.  Advice for Playgroups is available in [**Co-operating to Safeguard Children and Young People in Northern Ireland**](https://www.health-ni.gov.uk/publications/co-operating-safeguard-children-and-young-people-northern-ireland)(Health, Social Services and Public Health - March 2016) |

The commencement of the Addressing Bullying in Schools (NI) Act 2016 remains paused, however it is expected that schools will continue to prepare for its implementation, with oversight by management group.

The ETI, the Department of Health and the Department of Education(DE) recommend that you review/quality assure your compliance and effectiveness at least annually on a rolling basis. Some schools 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.

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

We recommend, while the legal duty rests with the management group, that in the best practice, both the designated child protection officer (DCPO) and a member of the management group are involved in carrying out the self-evaluation together.

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 the 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 leader and the chairperson of the management group 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. As an aide memoire, Appendices 1 and 3 contain a list of relevant legislative requirements and DE Circulars. The statements take account of the material published by the Child Protection Support Service (CPSS).

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) and the Child Protection Support Service for specialist advice (see Appendix 2).

**Note: Responses made in this proforma may be subject to further checks through an auditing process completed by DE and/or the Employing Authority.**

# Appendix 1

## Key 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/)

# Appendix 2

## Education Authority Child Protection Support Service (CPSS)

[Safeguarding and Child Protection](http://www.eani.org.uk/schools/safeguarding-and-child-protection/)

|  |  |
| --- | --- |
| **Office** | **Tel Number** |
| Central contact number for all areas | 028 95985590 |

# Appendix 3

## Department of Education Circulars

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 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)
3. [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)
4. [Circular 2016/05 Children Who Display Harmful Sexualised Behaviour](https://www.education-ni.gov.uk/sites/default/files/publications/education/Circular%202016_05-Children-who-display-harmful-sexualised-behaviour.pdf)
5. [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)
6. [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)
7. [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)
8. [Circular 2015/23 Drugs Guidance](https://www.education-ni.gov.uk/sites/default/files/publications/de/circular-2015-23.pdf)
9. [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)
10. [Circular 2013/25 e-Safety Guidance](https://www.education-ni.gov.uk/sites/default/files/publications/de/2013%2025%20-%20Amended.pdf)
11. [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)
12. [Circular 2011/22 Internet Safety](https://www.education-ni.gov.uk/sites/default/files/publications/education/2011%2022%20-%20Amended.pdf)
13. [Circular 2021/13 Interim Guidance on the use of Restraint and Seclusion in Educational Settings](https://www.education-ni.gov.uk/sites/default/files/publications/education/DE%20Circular%2013%20of%202021%20-%20Restraint%20and%20Seclusion.pdf)
14. [Circular 2014/27 Managing Information On Persons Who Pose A Risk To Pupils](https://www.education-ni.gov.uk/sites/default/files/publications/education/Circular%202014-27%20Managing%20information%20on%20persons%20who%20pose%20a%20risk%20to%20pupils%20-%20November%202014.pdf)
15. [Circular 2016/27 Online Safety](https://www.education-ni.gov.uk/sites/default/files/publications/education/DE%20Circular%202016.27%20Online%20Safety.pdf)
16. [Circular 2017/04 Safeguarding and Child Protection – A Guide for Schools - Update](https://www.education-ni.gov.uk/sites/default/files/publications/education/circular-201704-safeguarding-and-child-protection-in-schools-a-guide-for-schools-%28updated-september-2019%29.pdf)
17. [Circular 2018/07 Self-Assessment Audit Tools for Schools](https://www.education-ni.gov.uk/sites/default/files/publications/education/DE%20Circular%20201807%20Self-Assessment%20Audit%20Tool%20for%20Schools_1.PDF)

# Appendix 4

## 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 5

## References and resources

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. [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)
4. [First-aid and administration of medicines](https://www.education-ni.gov.uk/sites/default/files/publications/de/supporting-pupils-with-medical-needs.pdf)
5. [Health and Safety](https://www.hseni.gov.uk/articles/education)
6. [Managing Critical Incidents Guidance](https://www.education-ni.gov.uk/sites/default/files/publications/de/guide-to-managing-critical-incidents-in-schools.pdf)
7. [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/)
8. [Publications and guidance on child protection issues for schools](https://www.education-ni.gov.uk/articles/publications-and-guidance-child-protection-issues-schools)
9. [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)
10. [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)
11. [Safeguarding Board for Northern Ireland (SBNI) Procedures Manual (May 2018)](https://www.proceduresonline.com/sbni/)
12. [Safeguarding Board NI Strategic Plan 2018-2022](https://www.safeguardingni.org/sbni-strategic-plan-2018-2022)
13. [The United Nations Convention on the Rights of the Child](https://www.unicef.org.uk/what-we-do/un-convention-child-rights/)
14. [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)
15. [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)

The Education and Training Inspectorate
Promoting improvement.


## ETI Safeguarding Proforma 2021-22

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

**REF NO: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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Q1-Q5 Designated Posts and Duties

Q6 Training and Training Renewal

Q7 Management Group/Pre-school’s Overview of Child Protection and Safeguarding including review of key policy documents

Q8-Q13 Children, 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 centre 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.

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| **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 designated child protection officer (DCPO) who has responsibility for safeguarding and is on-site daily. (Standard 1) There is a deputy designated officer (DDCPO) for child protection/safeguarding in the pre-school who forms part of a designated child protection/safeguarding team. The DCPO should also lead the review of child protection and safeguarding polices and report annually to the management group.** | |  |  |  | |  | |
| *Is their experience appropriate? Is there at least one member of the safeguarding team on the management group? \*What are the agreed protocols for reporting child protection concerns in the pre-school?* ***\*Are the reporting arrangements clear across the pre-school team? \*Have policies been updated*** *with reference to supporting the physical, mental and emotional health and well-being of children and staff?* | | | | | | | |
| **2. The names of the DCPO and DDCPO are known to all staff and parents/carers. The system for reporting concerns/complaints about abuse, for example, staff member to DCPO to the chair is known to all staff (paid and unpaid), and parents/ carers.** | |  |  |  | |  | |
| *How are the names and system for reporting concerns/complaints communicated?*  *Are reporting arrangements clearly specified in policies and procedures and are they displayed on notice boards? How is this monitored?*  ***\*****Are designated staff available to be contacted via phone or on-line video when the pre-school is closed, and is contact information easily accessible?* | | | | | | | |
| **3. There is a designated committee member who has responsibility for safeguarding.** | |  |  |  | |  | |
| *Is the designated member of the management group a member of the safeguarding team? Is he/she known to all staff and parents/carers? How is this communicated?* | | | | | | | |
| **4. All members of the management group have access to a copy of:**  **(i) the child protection/safeguarding policy and procedures;**   1. **DE Circular 2017/04, Safeguarding and Child Protection;** 2. **The HSCT Implementation Guidance accompanying the DoH Minimum Standards** 3. **Current child protection/safeguarding circulars** **and letters of advice issued by DE;** 4. **All relevant government guidance relating to COVID-19.** | |  |  |  | |  | | |
| **5. A report on all child protection/ safeguarding activity is presented, at least annually, as an agenda item to the management group.** | |  |  |  | | **Date last presented** | | |
| *When was it presented last? Is it recorded in the minutes? Note: best practice recommends that CP is a standing agenda item and signed off in management group meetings* | | | | | | | | |
| **Training** | | | | | | | | |
| **6. Training requirements** | **Training renewal** | | | | **Most recent date completed and any proposed actions** | |
| **Safeguarding update training for all school staff.** | *Cascaded by the DCPO and DDCPO to the whole staff - a minimum of every two years*  *All new staff to receive training as part of their induction programme*  *Training to include any updates in-line with Guidance issued by DE/EA/HSCT re:COVID-19 and to be shared with management group*  *Are all staff, paid and unpaid, aware of and follow the agreed child protection/safeguarding policies and procedures.*  *Does this include bank staff etc?*  *How is this monitored? (e.g. are records kept and a register maintained for all training received for all staff and management groups)*  *\*Are all staff in your centre informed about their statutory responsibility to share information relevant to safeguarding children?*  *\*Are all staff at all levels in your centre informed about their statutory responsibility to report inappropriate behaviours by colleagues?* | | | | **New Staff:**  **Last trained:**  **Valid until:**  **Whole Staff:**  **Last trained:**  **Valid until:**  **Others:**  **Last trained:**  **Valid until:** | |
| **Training for Designated Child Protection Officer and Deputy Designated Child Protection Officer.** | *All new DCPO and DDCPOs should attend 2-day CPSS introduction to CP training 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. (In light of restrictions caused by COVID-19, DCPOs may be on the CPSS list for the next available refresher training)* | | | | **Name of DT: Last trained:**  **Valid until:**  **Name of DDT: Last trained:**  **Valid until:** | |
| **Training for Leader** | *One day course on appointment and a half day renewal within three years of the initial training date and thereafter.* | | | | **Name of leader: Last trained:**  **Valid until:** | |
| **Training for all Management Group including the chair** | *Child Protection Awareness training as part of induction and, if appropriate, during each four year term of office. This training can be delivered by the Leader, Early years specialist, Designated committee member for CP and the Designated or Deputy Designated officer for CP.* | | | | **Last trained:**  **Valid until:** | |

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| **The Management Group Overview of Child Protection and**  **Safeguarding including review of key policy documents** |

**The HSC Implementation Guidance for Standard 15 (version 3, October 2016) lists as Appendix 1 the policies which should be reviewed annually. Please note that the list is not exhaustive.**

7. DE recommends that certain policies should be reviewed regularly. DE advises that **best practice is that almost all policies should be reviewed at least every three years, with regular risk assessment carried out where required** and with all policies made available to parents.

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| **Policy Declaration:**  **There are written child protection/ safeguarding policies and procedures which are ratified by the management group which are current and fit for purpose. Y/N** | **\*** *Has the child protection policy been reviewed and revised to include an addendum of key COVID-19 changes?*  **\****Have they been updated to address the current challenges of supporting the physical, mental and emotional health and wellbeing of pupils and staff?*  *\***Do your policies address in age appropriate ways, healthy and respectful relationships, including use of respectful language, behaviours and consent?*  *Does the centre’s child protection/safeguarding policies and procedures reference the recognition and management of harmful sexualised behaviours?* | **Last reviewed/ratified and notes** *(for example. How are staff and managers, member of the management group and parents/carers involved in the review process?)* |
| **Child protection/safeguarding**  **Standards 1 and 15**  **There is a confidential system for recording information about:**   * **suspicions of abuse of a child or young person;** * **disclosure of abuse;** * **complaints of abuse by members of staff; and complaints made against members of staff.**   *Child Protection record keeping*  *Circular 2016/20: Child Protection: Record Keeping in Schools*  *Circular 2019/08: Child Protection: Record Keeping in Pre-schools update* | *Is the pre-school following the guidance provided by DE on record keeping? Where are the records kept for suspicions of abuse/complaints against staff?*  ***NOTE:*** *The only hard-backed book maintained by a pre-school is in connection with complaints against members of staff. The record is considered annually as an agenda item and signed off by the management group; this should be signed and dated by the leader 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.* | ***Last reviewed:***  ***Next review:*** |
| **Attendance**  (Standard 11 requires a daily register of children in attendance.  Standard 10 requires a quarterly report to the registered person and reflects the need for these to be shared with the management group trustees) | *When was a report on attendance policy and data last presented and recorded in the minutes (it is due at least quarterly) as an agenda item to the management group?* | **Date most recently reviewed** |
| **(Positive) behaviour management**  *\*(To include any updates relating to COVID-19.)*  **(Standard 6)** | *How have staff, parents, management group members been consulted?* | **Date most recently reviewed** |
| **Addressing Bullying / Hurtful behaviours**  **(Standard 6)** | *How are incidents of bullying/hurtful behaviours recorded and followed up and, where appropriate, has a chronological record been established to note the associated actions taken by the pre-school*  *When and how are parents/carers consulted?* | **Date most recently reviewed** |
| **Educational visits**  **Standard 4**  **Animals (Standard 3)** | *Have all appropriate risk assessments been carried out?* | **Date most recently reviewed** |
| **First-aid and administration of medicines**  **Standard 3 Children’s Health and wellbeing** |  | **Date most recently reviewed** |
| **Health and Safety**  **Standards 4, 13 and 14** |  | **Date most recently reviewed** |
| **Intimate Care**  **(Standard 1)** | *What records are kept of any intimate care provided?* | **Date most recently reviewed** |
| **Managing Incidents**  **(Standard 4 refers to safety emergencies and Standard 15 to Untoward Events)**  **New context:**  **COVID-19 – safety for all staff, children and young people.** | *Have all appropriate risk assessments been carried out?*  *How does the pre-school plan for, record and conduct risk assessments?*  *Examples: COVID-19; trips and outings; visitors to the pre-school; challenging behaviours; children displaying harmful sexualised behaviours*  *Trust guidance for play pods* | **Date most recently reviewed** |

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| **Staff Code of Practice**  **(Standard 1)**  *\*(To include any updates relating to COVID-19.)* | *Who monitors the implementation and how? Examples include procedures for intimate care/ toileting/changing children.*  *Does this include the appropriate use of social media by staff (both inside and outside of pre-school)?*  *Does it set out how staff record safeguarding matters/issues?*  *\*Does it include reference to appropriate behaviours, values and the centre’s ethos?* | **Date most recently reviewed** |
| **Supervision of Volunteers and Visitors** | *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 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 centre carry out risk assessments to determine if volunteers or other individuals not on its payroll should or should not be vetted?* | **Date most recently reviewed** |
| [**First-aid and administration of medicines**](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 pre-school practice* | ***Last reviewed:***  ***Next review:*** |
| [**Health and Safety**](https://www.hseni.gov.uk/articles/education)  **The pre-school ensures the safety of all, through the security of the site and buildings.** | *What are the pre-school’s procedures to ensure the security of the site and buildings in the best interest of the children?* | ***Last reviewed:***  ***Next review:*** |
| [**Intimate Care**](https://www.health-ni.gov.uk/sites/default/files/publications/dhssps/intimate-care-policy.pdf) | *Relevant staff are aware of the guidance provided and it is reflected in pre-school practice. Copy has been signed by parents/carers* | ***Last reviewed:***  ***Next review:*** |
| [**Managing Critical Incidents Guidance**](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 pre-school practice* | ***Last reviewed:***  ***Next review:*** |
| **Staff Code of Conduct**  *\*(To include any updates in-line with Guidance issued by DE/EA re: COVID-19.)* | *Who monitors the implementation and how?*  *Does it include the appropriate use of social media by staff (both inside and outside of school)? \*In best practice there is a policy for all pre-school staff and children on the acceptable use of ICT systems in school. The policy should be signed by all staff members*  *Does it set out how staff record safeguarding*  *matters/issues?* | ***Last reviewed:***  ***Next review:*** |
| **Staff recruitment**  Circular 2006/09 Child Protection: Criminal Background Checking of Staff in Pre-schools – Programme to Extend Coverage  Circular 2008/03 Child Protection: Pre-employment Checking of Persons To Work in Pre-schools – New Arrangements  Circular 2006/07 Child Protection: Employment of Substitute Teachers | *Staff recruitment information may sit within the overarching child protection/safeguarding policy.*  *All staff on the payroll of the school and unsupervised volunteers are appropriately and suitable vetted in compliance with relevant DE circulars.* | ***Last reviewed:***  ***Next review:*** |

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| **Children/Young People, 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 pre-school for all pupils, irrespective of race, religion/belief, political views, gender, gender identity (e.g. transgender) and sexual orientation (LGBTQ+), \*EOTAS pupils Refuge Children and Looked After Children.** |  |  |  |  |
| *Does the pre-school provide a welcoming environment for all? How are staff and children guided to challenge negative attitudes, bullying, discrimination and prejudice?  How do staff encourage all children to engage fully in the life of the pre-school?*  *How does the pre-school take account of letters of advice and updated information from DE? Does the pre-school adhere to the guidance produced by the EA Equality and Inclusion Team including the model policy for Diversity and Inclusion?*  *Do the adults in your school model appropriate use of language and behaviours?* | | | | |
| **\*9. The pre-school actively plans to identify and support the emotional health and wellbeing needs of the children.** |  |  |  |  |
| What actions have been taken, including review of the preventative education curriculum? Has training been  undertaken to ensure that the pre-school is a trauma-informed “Healing Pre-School”? What specific actions have  been taken in relation to addressing the impact of COVID-19 on the emotional health and wellbeing of children and staff? How effective are approaches and individual strategies in improving wellbeing? | | | | |
| **10. Parents/carers are provided with a copy of the child protection/ safeguarding policies and complaints procedure, when their child is first enrolled.**  *Note: During discussions the reporting inspector may ask about examples relating to child protection/bullying /safeguarding and how the pre-school ensures that children make progress and achieve their potential.* |  |  |  |  |
| *When and how was child protection/safeguarding information last communicated to parents/carers?*  *Is there a summary document which indicates clearly that the full policy and procedures can be requested from the school or found on the website? How are the needs of the parents of newcomer children met? How are new parents/carers informed of the child protection/safeguarding/anti-bullying procedures? What about children who join the pre-school during the year? Does the school maintain a record of parental/carer receipt of policies and permissions on intimate care, use of images, and online safety?*  *Is a safeguarding flowchart made available to parents and carers as part of the pre-school’s child protection procedures?* | | | | |
| **11. There is appropriate support available to (vulnerable) children who are on the child protection register, have disclosed abuse, or are considered at particular risk.** |  |  |  |  |
| **12. The centre’s parental complaints procedure for issues not relating to child protection / safeguarding is readily available to parents and carers.** |  |  |  |  |
| *Has the complaints procedure for issues* ***not relating to*** *child protection/safeguarding been updated since 1st April 2017 to include the role of the Office of the Northern Ireland Public Services Ombudsman?* | | | | |

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

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| **Additional comments/information on any of the above issues which the leader or chairperson of the management group wishes to bring to the attention of the inspection team.**  **How frequently does the pre-school review the safeguarding and child protection?** |

**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Leader**

**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson of the Management Group/ Proprietor**

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

**An inspector may discuss some of the points on this form in greater detail with the leader, chair of the management group and/or designated CP officer during the inspection and in some instances may wish to see relevant evidence on request.**

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| **Amendments to proforma (if necessary) following inspection:** |

**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **Leader**

**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **Chairperson of the Management Group/**

**Proprietor**

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

1. ETI report on the provision for the care and welfare of all children and young people, and on child protection / safeguarding arrangements. Child protection is an element of safeguarding and the arrangements a school has in place should ensure that the children and young people’s safety is paramount. [↑](#footnote-ref-1)