Safeguarding Proforma Guidance

Nursery, Primary, Post-Primary & Special Education schools and EOTAS centres

2021-2022

EDUCATION AND TRAINING INSPECTORATE

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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 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 self-evaluation proforma is designed to help you to review and quality assure the extent to which your school[[1]](#footnote-1) complies with child protection /safeguarding[[2]](#footnote-2) requirements and how your arrangements reflect best practice in all aspects of safeguarding children and young people.

|  |
| --- |
| Under **Articles 17 and 18** of the Education and Libraries (NI) Order 2003, the board of governors of a grant aided school has a statutory duty to:   * safeguard and promote the welfare of registered pupils at the school at all times when the pupils are on the school premises or in the lawful control or charge of a member of school staff; and * decide on the measures to be taken by all persons associated with the school to protect pupils from abuse, whether at school or elsewhere and review these measures from time to time.   The 2003 Order places a further obligation on the board of governors to prepare a written statement of such measures and to ensure that copies of the statement are available for inspection at the school.  Furthermore, the Schedule for Regulation 4 of The Education (School Development Plans) Regulations (Northern Ireland) 2010 requires schools to monitor and review (annually – Regulation 7) the progress made in the school’s approach to (c) promoting the health and well-being, attendance, good behaviour and discipline of pupils and (e) managing the attendance and promoting the health and well-being of staff. |

\*The Addressing Bullying in Schools Act (NI) 2016 (the Act) will come into operation on 1st September 2021.

\*The Act will provide a common definition of bullying; require all schools to centrally record incidents of bullying, their motivation and their outcome; and require each school’s board of governors to be actively involved in setting its anti-bullying policies, monitoring their implementation and ensuring these are regularly reviewed.

\*DE Circular 2021/12 provides advice for schools on their responsibilities following commencement of the Act; and provides details of the accompanying statutory guidance for schools and boards of governors.

\*The Department of Education is currently undertaking a review of the use of restraint and seclusion in educational settings; and the current arrangements for the suspension and expulsion of pupils. Links to relevant DE Circulars can be found in Appendix 1.

The ETI 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, and/or discuss it with your district inspector.

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 governors, that in the best practice, both the designated teacher (DT) and designated governor (DG) are involved in carrying out your self-evaluation as part of a safeguarding team which includes the principal and chair of governors.

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. 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).

As this version is a generic document for a range of school settings, nursery schools should respond only to the questions which apply their phase and setting.

Education Other Than at School (EOTAS) centres should read *schools* as EOTAS centres and *governors* as governance group/Education Authority. Other references should be considered in context as appropriate such as *principal* as manager or senior leader. EOTAS centres should also refer to DE Circular 2014/24, section 6.

If you have any questions regarding safeguarding, contact the Child Protection Support Service (CPSS) for specialist advice (see Appendix 2). If you have any questions regarding the inspection, 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 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)

The most relevant guidance to which schools must have regard is contained with Circular 2017/04 (Safeguarding and Child Protection in Schools - A Guide for Schools) – see Appendix 4

[DE Circular 2021/13 - Restraint and Seclusion](https://www.education-ni.gov.uk/publications/circular-202113-interim-guidance-use-restraint-and-seclusion-educational-settings)

[Circular 2021-04 -Suspensions and Expulsions Arrangements for pupils in grant-aided schools in Northern Ireland.pdf (education-ni.gov.uk)](https://www.education-ni.gov.uk/sites/default/files/publications/education/Circular%202021-04%20-Suspensions%20and%20Expulsions%20Arrangements%20for%20pupils%20in%20grant-aided%20schools%20in%20Northern%20Ireland.pdf)

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 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](https://www.education-ni.gov.uk/sites/default/files/publications/education/DE%20Circular%2013%20of%202021%20-%20Restraint%20and%20Seclusion.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. 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 SCHOOL: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ REF NO: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**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. 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 school/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.

As this version is a generic document, EOTAS centres should read *schools* as EOTAS centres, and *governors* as governance group/Education Authority. Other references should be considered in context as appropriate such as *principal* as manager or senior leader.

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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 teacher (DT) and deputy designated teacher(s) (DDT) for child protection/ safeguarding in the school who form part of a designated child protection/safeguarding team.**  **The DT should also lead the review of child protection and safeguarding polices and report annually to the governors.** |  |  |  |  |
| *Is their experience appropriate? Is there at least one member of the safeguarding team on the SLT? \*What are the agreed protocols for reporting child protection concerns in any units and those attending EOTAS centres, and where there are collaborative ALC arrangements for provision?* ***Are the reporting arrangements clear across the school/ Further Education (FE) college and with the EOTAS centres if applicable?***  ***(\*****EOTAS centres will complete the proforma for their own provision and customise accordingly. For pupils with no links with schools, then the EOTAS centre has sole responsibility for safeguarding. This applies mostly to KS4 pupils who will also be linking with an FE college.)*  ***Have policies been updated in-line with*** [***DE Guidance - School Development Planning 2020/21***](https://www.education-ni.gov.uk/sites/default/files/publications/education/Guidance%20on%20School%20Development%20Planning%20for%20202021.pdf) *– COVID- 19, including reference to supporting the physical, mental and emotional health and well-being of pupils and staff?* | | | | |
| **2. The names of the DT and DDT(s) are known to all staff, learners, and parents/carers. The system for reporting concerns/complaints about abuse, for example, staff member to DT to principal, is known to all staff (paid and unpaid), parents/ carers and learners.** |  |  |  |  |
| *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 if the school is closed due to COVID-19 or pupils are self-isolating, and is contact information easily accessible?* | | | | |
| **3. There is a designated governor who has responsibility for safeguarding.** |  |  |  |  |
| *Is the designated governor/member of management group a member of the safeguarding team? Is he/she known to all staff, learners, and parents/carers? How is this communicated?* | | | | |
| **4. All members of the board of governors have access to:**  **(i) the child protection / safeguarding policy and procedures;**   1. **DE Circular 2017/04, Safeguarding and Child Protection;** 2. **Current child protection/safeguarding circulars[[3]](#endnote-1) and letters of advice issued by DE; School Governors’ Handbook on Child Protection.** 3. **All relevant government guidance relating to COVID-19.**   Circular 2010/18 Every School A Good School – The Governors’ Role |  |  |  |  | |

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| *Where appropriate, do the board of governors have a copy of the child protection policy and procedures of the EOTAS centre(s) that their pupil’s attend?* | | | | |
| **5. A report on all child protection/ safeguarding activity is presented, at least annually, as an agenda item to the board of governors.** |  |  |  | **Date last presented** |
| *When was it presented last? Is it recorded in the minutes? Schools should include any pupils attending EOTAS centres? EOTAS centres should complete a child protection/safeguarding report for their governance group/EA manager. Note: best practice recommends that CP is a standing agenda item in board of governor/governance meetings.* | | | | |

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| **Training and Training Renewal**  **\*In 2021/22 the CPSS will continue to provide online training, which is either live or pre-recorded** | | |
| **6. Training requirements** | **Training renewal** | **Most recent date completed and any proposed actions** |
| **Safeguarding update training for all school staff.** | *Cascaded by the DT and DDT to the whole school 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 re: COVID-19 and to be shared with governors.*  *Are all staff, paid and unpaid, aware of and follow the agreed child protection/safeguarding policies and procedures?*  *Does this include substitute teachers, and peripatetic teachers such as non-EA music tutors, sports coaches, etc?*  *How is this monitored? (e.g. are records kept and a register maintained for all training received for all staff and governors?)*  *\*Are staff at all levels in your school informed about their statutory responsibility to share information relevant to safeguarding children and young people?*  *\*Are staff at all levels in your school informed about their statutory responsibility to report inappropriate behaviours by colleagues?*  *Are pupils in your school informed about the need, and their responsibility, to report inappropriate behaviours by peers?* | **New Staff:**  **Last trained:**  **Valid until:**  **Whole Staff:**  **Last trained:**  **Valid until:**  **Others:**  **Last trained:**  **Valid until:** |
| **Training for Designated Teacher and Deputy Designated Teacher.** | *All new DTs and DDTs 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, newly appointed DTs and DDTs will receive 2 full day live sessions plus resources which must be read prior to the live sessions;*  *\*Refresher training for DTs and DDTs will be one half day live session)* | **Name of DT: Last trained:**  **Valid until:**  **Name of DDT: Last trained:**  **Valid until:** |
| **Training for School Principal.** | *CPSS Training as soon as possible on appointment and a half-day renewal within three years of the initial training date and thereafter.*  *\* New principals will receive a half-day live training session.*  *\*Refresher training will be delivered through pre-recorded sessions.* | **Name of principal: Last trained:**  **Valid until:** |
| **Training for all Governors.** | *Child Protection Awareness training every four years as part of induction and during each four year term of office. This training can be delivered by the Principal, Designated Governor for CP and the Designated or Deputy Designated teacher for CP. \*A record should be kept of attendance at training and of governors’ viewing the* [EATV Governor Training Videos](https://www.eani.org.uk/services/eatv/governor-videos/governors-support) | **Last trained:**  **Valid until:** |
| **Training for Designated Governor (Specific Child Protection Awareness Training and Child Protection Training from the CPSS for the Chairperson and Designated Governor for Child Protection)** | *Specific Child Protection Awareness and Child Protection Training from the CPSS for the Chairperson and Designated Governor for Child Protection)**to equip them in assisting the board of governors with their child protection governance responsibilities. Training required every four years during each four year term of office.* | **Name of DG: Last trained:**  **Valid until:** |
| **Training for Chair of Governors (Specific Child Protection Awareness Training, Child Protection training from the CPSS for the Chairperson and Designated Governor for Child Protection and Training on recruitment, selection and vetting)**  Circular 2006/08 Child Protection: Training Requirement for School Governors on Staff Recruitment and Selection Panels | *Specific Child Protection Awareness, Child Protection Training from the CPSS for the Chairperson and Designated Governor for Child Protection**to equip them in assisting the board of governors with their child protection governance responsibilities and training on recruitment, selection and vetting (delivered by EA Human Resources). The Chair of Governors needs to ensure that at least one governor on each interview panel has attended this, although best practice would be to have additional members trained. Training every four years during each four year term of office.*  *\* (In light of restrictions caused by COVID-19 chair and designated governor training will be delivered in a pre-recorded session)* | **Name of Chair: Last trained:**  **Valid until:**  **Names of governors**  **trained for recruitment etc:** |

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| **Governor Awareness training in relation to Child Sexual Exploitation** | *At least once in each term of office. Two online modules are available at* [EATV Governor Training Videos](https://www.eani.org.uk/services/eatv/governor-videos/governors-support) | **Date completed:** |

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| **Child Protection training for school governors has three specific components**  1. ***Initial Child Protection Awareness*** *Training*An overview of child protection is also available to view on [EATV Governor Training Videos](https://www.eani.org.uk/services/eatv/governor-videos/governors-support)  2. Safeguarding role of Chair and Designated Governor for Child Protection: Facilitated by the EA CPSS  3. Training on recruitment, selection and vetting (including **Child Protection legislation and DE guidance for governors on interview and appointment panels)** delivered by EA Human Resources. The Chair of Governors needs to ensure that at least one governor on each interview panel has attended this. |

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

**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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| **Declaration:** *Has the school developed its child protection /safeguarding policies and procedures as necessary in line with experiences through COVID-19?* **Y/N**  *Has the child protection policy been reviewed and revised to include an addendum of key COVID-19 changes? Have the policies/procedures, including health and safety, been updated as applicable 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 the use of respectful language, behaviours and consent?*** | | | |
| **Policy** | **In place:**  **Y/N** | **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?)* |
| **There are written child protection/ safeguarding policies and procedures which are ratified by the board of governors.** |  | *Are all of the school’s policies and procedures current and fit for purpose? If the school has a pupil in EOTAS. Has the EA provided child protection and safeguarding policies and procedures from the EOTAS centre to the school, BoG’s and parents?*  *\*Does the school’s child protection/safeguarding policies and procedures reference the recognition and management of harmful sexualised behaviours?*  *Please refer as a check list to Appendix 3 - Legislation and Guidance including DE Circulars and Letters of Information.* | ***Last reviewed:***  ***Next review:*** |

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| **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 reference to appropriate behaviours, values and the school ethos?*  *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 school staff and pupils in the acceptable use of ICT systems in school. The policy should be signed by all staff members*  *\*Does it set out the statutory duty of staff to record and report safeguarding matters/issues?* |  |
| **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 2020/07: Child Protection: Record Keeping in Schools* |  | *Is the 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 school is in connection with complaints of a safeguarding nature 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 has 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 schools are using either electronic, or online/cloud-based child protection record systems. Schools 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**  *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 board of governors?*  *Where appropriate, has the school considered how it will capture attendance data if necessary through remote models of delivery?* | ***Last reviewed:***  ***Next review:*** |
| **(Positive) Behaviour Management** |  | *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 school dealt with it.* | ***Last reviewed:***  ***Next review:*** |

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| **Addressing Bullying** (legislation commenced from 1st September 2021) |  | *Has the anti-bullying policy been updated using the EA Anti-Bullying Policy Framework?*  *Has any whole school training taken place in relation to the new anti-bullying guidance and how will the policy be implemented and embedded?*  *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 school?*  *When and how are parents/carers/learners consulted?*  *Were any changes made in light of the consultation?*  *Do all staff consistently use SIMS to record and monitor pastoral issues?*  *\*This policy should be reviewed at intervals of* ***no more than four years*** *or at such times as the Department may direct.* | ***Last reviewed:***  ***Next review:*** |
| **Appropriate risk assessment procedures are in place**  *\*New context:*  *COVID-19 – safety for all staff, children and young people.* |  | *Have all appropriate risk assessments been carried out?*  *How does the school plan for, record and conduct risk assessments?*  *Examples: COVID-19; trips and outings; visitors to the school; challenging behaviours; learners displaying harmful sexualised behaviours; and*  *practical classes in post-primary schools exceeding 20 pupils (Circular 2016/11)* |  |
| **Drugs Policy**  [*Circular 2015/23*](http://www.belb.org.uk/Downloads/cpsss_circular_2015_23.pdf) *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.*  *\*While there is no mandatory requirement to have a drugs policy in nursery schools, in best practice any policy on drugs may refer to use of drugs by staff, finding drugs or drugs paraphernalia on the premises or, most relevant to safeguarding, suspicion that a parent/carer is under the influence of drugs.* | ***Last reviewed:***  ***Next review:*** |

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| **EOTAS Provision**  EOTAS Guidance 2014/24. |  | *If the school has a pupil in EOTAS have the EA provided child protection and safeguarding policies and procedures from the EOTAS centre to the school, BoG’s and parents?*  *(EOTAS safeguarding policies and procedures, are ratified by the EA Behaviour Support Team)*  *Are pupils currently placed in EOTAS settings?*  *(If yes, is the setting EA regulated?)*  *Have pupils been placed in EOTAS settings during the last three years?*  *(If yes, was the setting EA regulated?)* | ***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 school practice* | ***Last reviewed:***  ***Next review:*** |
| **Health and Safety** [**Education**](https://www.hseni.gov.uk/articles/education)  **The school ensures the safety of all, through the security of the site and buildings.** |  | *What are the school’s procedures to ensure the security of the site and buildings in the best interest of the learners?* | ***Last reviewed:***  ***Next review:*** |
| [**Intimate Care Policy and Guidelines Regarding Children**](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 school practice. Copy has been signed by parents/carers* | ***Last reviewed:***  ***Next review:*** |
| **Managing Critical Incidents Guidance**  [A guide to managing critical incidents in schools](https://www.education-ni.gov.uk/publications/guide-managing-critical-incidents-schools) |  | *Relevant staff are aware of the guidance provided and it is reflected in school practice* |  |
| **Online Safety**  *Circular 2016/27* |  | *Does this include a review of the taught pastoral / preventative education curriculum and the promotion of “keeping safe” messages including image sharing and image-based abuse?*  *Has the school developed its e-safety policy as necessary to include guidance for remote/distance learning, electronic communications with pupils, parents/carers and staff in-line with experiences through COVID-19?*  *\*Does the school community make use of the Safer Schools App and the associated information and updates from Ineqe?* | ***Last reviewed:***  ***Next review:*** |
| **Relationships and Sexuality Education**  *Circular 2013/16 (policy) and 2015/22 (guidance)*  ***Not Nursery Schools*** |  | *As required by Circular 2013/16, does the policy include consultation with parents and endorsement by the board of governors?*  *\***Does your RSE and preventative curriculum address in age appropriate ways, healthy and respectful relationships, including use of respectful language, behaviours and consent?*  *\*Does this include the holistic overview, review, monitoring and evaluation of the effectiveness of the content and delivery of the RSE and preventative curriculum to empower children and young people to make informed choices and keep themselves safe?*  *Does evaluation include consultation with children and young people 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**  Circular 2006/09 Child Protection: Criminal Background Checking of Staff in Schools – Programme to Extend Coverage  Circular 2006/09 Child Protection: Criminal Background Checking of Staff in Schools – Appendix A  Circular 2008/03 Child Protection: Pre-employment Checking of Persons To Work in 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.*  *Does the school, in* ***all*** *cases, employ substitute teachers who are on the NI Substitute Teachers Register?* | ***Last reviewed:***  ***Next review:*** |

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| **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 |  | *Supervision information of volunteers and visitors may sit within the overarching child protection / safeguarding policy.*  *Is there a visitors CP procedure for former learners who return to the school to prepare and sit examinations and external candidates?*  *Is there a policy about staff not conducting private tutoring on school premises?*  *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:*** |

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| **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 and respect in the school/centre for all pupils, irrespective of race, religion/belief, political views, gender, gender identity (e.g. transgender) and sexual orientation (LGBTQ+), \*EOTAS pupils and Children Looked After.** |  |  |  |  |
| *Does the school provide a welcoming environment for all?*  *Does the school adhere to the guidance produced by the EA Equality and Inclusion Team including the model policy for Diversity and Inclusion?*  *\*Do you provide appropriate fora for pupils to discuss issues of concern regarding inclusion, respect and harmful or offensive language and behaviours?*  *\*Does the school promote a culture that ensures that children and young people are listened to and respected?*  *\*How are staff and pupils guided to challenge negative attitudes, bullying, discrimination and prejudice?*  *\*Is it communicated to everyone in the school 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)*  *How does the school encourage all pupils to engage fully in the life of the school including participating in enrichment activities, clubs, teams and sports?* | | | | |
| **\*9. The school actively plans to identify and support the emotional health and wellbeing needs of the pupils and staff in line with the DE Emotional Health and Wellbeing Framework.** |  |  |  |  |
| *As outlined in the School Development Planning regulations, what priority areas has the school considered for inclusion?**What actions have been taken, for example, a review of the preventative education curriculum? Has training been undertaken to ensure that the school is a trauma-informed “Healing School”? What specific actions have been taken in relation to addressing the impact of COVID-19 on the emotional health and wellbeing of pupils and staff? How effective are approaches and individual strategies in improving wellbeing?*  [**Circular 2010/22 - School development planning - Regulations and guidance**](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) **(Reference 2 c and 2e)**  [**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)  [**DE Circular 2018/07 Self-Assessment Audit for Schools**](https://www.education-ni.gov.uk/publications/circular-201807-self-assessment-audit-tool-schools)  [**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 including relationships and sexuality education? Do you address in age- and stage-appropriate ways, healthy and respectful relationships, including use of respectful language, behaviours and consent?*  *Do the adults in your school model appropriate use of language and behaviours?*  *Is the delivery of RSE and age- and stage-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 image sharing and image-based abuse? How do you know if your school’s RSE and preventative curricula meet the needs of your pupils and empowers them to make informed choices and keep themselves safe?* | | | | |
| **11. All learners have been informed and understand the arrangements for child protection/ safeguarding, how a concern or complaint may be raised and how they will be supported and listened to.** |  |  |  |  |
| *How are learners informed of the relevant member(s) of staff to whom they should voice their concerns? For example: displays on notice boards; assemblies; circle time. Is the display format age appropriate, does it meet the needs of, for example, newcomer learners or learners with special educational needs? Are there any other ways provided by the school so that a learner can express any concerns or issues they may have?*  *\*Do you ensure that pupils are supported and listened to when raising any child protection/safeguarding concerns or complaints?* | | | | |
| **12. Parents/carers are provided with a copy of the child protection/ safeguarding policies and complaints procedure, when their child is first enrolled, and a summary every two years thereafter.**  *Note: During discussions the reporting inspector may ask about examples relating to child protection/bullying /safeguarding and how the school ensures that learners 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 learners met? How are new parents/carers informed of the child protection/safeguarding/anti-bullying procedures? What about learners who join the 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 school’s child protection procedures?*  *\*Have parents been made aware of the Safer Schools App and the regular online safety messages it provides for parents?* | | | | |

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| **13. There is appropriate support available to (vulnerable) learners who are on the child protection register, have disclosed abuse, or are considered at particular risk.** |  |  |  |  |
| **\*14. For any pupils over the age of 18 years do you have the contact details of the Adult Safeguarding team in your area?**  **\* Not applicable to Nursery or Primary schools** |  |  |  |  |
| *The Child Protection Support Service can provide contact details for local Adult Safeguarding Gateway teams.* | | | | |
| **\*15. The school’s 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 principal or chairperson of the board of governors wishes to bring to the attention of the inspection team.** |

**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Principal**

**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson of the board of governors**

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

**An inspector may discuss some of the points on this form in greater detail with the principal, chair of the governors and/or designated teacher/governor during the inspection and may request to see relevant evidence.**

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

**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **Principal**

**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **Chair of board of governors**

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

1. Education Other Than at School (EOTAS) centres should read *schools* as EOTAS centres, principal as head of centre and *governors* as governance group/Education Authority [↑](#footnote-ref-1)
2. 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-2)
3. [↑](#endnote-ref-1)