

# **Arrangements for Safeguarding and Promoting the Welfare of Children and Young People**

## **Self Assessment Tool - Schools 2013/14**

## Introduction

### What is Section 11 (S.11)?

Safeguarding children is everyone's responsibility. S.11 of the Children Act places a statutory duty on key schools to make arrangements to ensure that in discharging their functions they have regard to the need to safeguard and promote the welfare of children.

It is important to remember that S.11 does not give agencies any new functions, nor does it over-ride their existing functions. Instead it requires you to carry out your existing functions in a way that takes into account the need to safeguard and promote the welfare of children.

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

In order to fulfil their duty under sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies should have in place the arrangements s that reflect the importance of safeguarding and promoting the welfare of children. In addition schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002 namely, Safeguarding Children and Safer Recruitment in Education and Dealing with allegations of abuse against teachers and other staff.

The section 11 duty complements the duty placed by section 175 and 157 of the Education Act 2002.

## **Who else does S.11 apply to?**

S.11 compliance is a mandatory requirement for key organisations involved with children and young people, including:

- Children's Social Care (CSC)
- The police
- The Probation Service
- NHS Bodies, (designated special health authorities, NHS England, CCG's, NHS Foundation Trusts, Primary Care)
- Youth Offending Teams
- CAFCASS (Children and Family Courts Advisory and Support Service)

## **How do we know if S.11 is being implemented properly?**

Working Together (2013) states that one of the statutory objectives of the LSCB is the scrutiny of local safeguarding arrangements. In order to undertake that function, all member schools, including schools, will be asked to complete a self assessment and provide evidence of how they comply with S.11 when carrying out their day to day business. This audit will give an indication of how well schools are working to keep children safe. The audits will be repeated annually, building on the previous year's self-assessment. Agencies will be asked to develop action plans to address any areas requiring improvement. **Under section 5 of the Education Act 2005 and section 162A of the Education Act 2002**, the arrangements which schools have made to promote and safeguard the wellbeing of pupils is examined by Ofsted inspection. This audit assists schools to examine their arrangements and to identify areas which may require strengthening

## **Guidance notes to support the completion of the S11 self assessment tool**

This assessment tool has been designed to provide schools with the opportunity to highlight areas of strength and to identify areas for development in respect of their section 11 duties and responsibilities. This will assist the LSCB partnership in identifying where to target support in order to drive safeguarding standards upwards.

In completing the assessment tool

1. If a school decides that a particular strand within the assessment tool is not applicable the school must clearly set out why the standard is not relevant **and** a possible alternative.
2. When referring to children, the standard includes all children and young people aged 0 to 18 years

3. Safeguarding and promoting the welfare of children is defined within Working Together 2013 (1.20) as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes





This tool covers the continuum of safeguarding need from early safeguarding provision to statutory child protection processes.

### **Grade Descriptors**

Guidance on how you grade the standards is contained within the grade descriptors – see Appendix A.

The traffic light system indicates how a school considers itself against achieving the minimum standard, whilst identifying any areas for improvement if applicable.

If your school assesses itself, as red or amber, areas for development need to be recorded along with a timescale for completion.

 Green	Indicates that all areas exceed the minimum requirements and indicate innovative and exceptional practice
 Amber	Indicates that areas meet the minimum standard but will be improved over the coming year to exceed minimum standards
 Red	Indicates that areas assessed are below the minimum requirements and that immediate action is necessary
 Grey	Indicates that this indicator is <b>not</b> applicable to your agency

## Evidencing the standards

When providing evidence to support compliance with standards you must be assured that statements made within the completed tool are correct and based on accessible evidence.

This self-assessment tool **does not** require schools to submit documentation as evidence; however evidence may be subsequently requested.

The self-assessment must demonstrate the **impact** (the ‘so what’) of policies and practice on identifiable improved outcomes for children young people and families for which evidence is available.

## Demonstrating Outcomes

To demonstrate improved outcomes you may, for example, discuss how you identified areas for improved outcomes, what you hoped to achieve, what you did and then set out who was better off and why.

*‘Implicit in this process is an interest not only in whether good quality products and outcomes have been produced but also in finding out how these have been achieved. They are seen as inextricably linked; it is not possible to improve one without understanding the other. The emphasis is on learning and on gaining an increasingly better understanding’*

Source: What are the key questions for audit of child protection systems and decision-making?

[http://www.c4eo.org.uk/themes/safeguarding/files/safeguarding\\_briefing\\_2.pdf](http://www.c4eo.org.uk/themes/safeguarding/files/safeguarding_briefing_2.pdf)

Further guidance can be found in **Appendix B** at the back of this document.

## Further Information

If you have any questions, please contact the .....

You can also contact:



**Northumberland Safeguarding Children Board  
Section 11 Audit for Schools  
2013/14**

Dear recipient,

The s11 Audit Template is a very important document that assists Northumberland's Local Safeguarding Children Board in analysing its performance both collectively and also that of single agencies / schools.

Once the document has been completed, the Board needs to be satisfied that the correct individual with appropriate authority has had sight of the completed Audit Template and is in a position whereby they are able to sign off the document as a true reflection of the audit outcome.

Therefore, would you complete the following:

**Name of person completing the s11 Audit Template**

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**Agency name and designated role of individual completing the s11 Audit Template**

.....

**Date s11 Audit completed .....**

**Date of formal sign off (if appropriate).....**

**Name of person with authority to sign off s11 Audit Template if different from above**

.....

**Designated role of above individual.....**

**Date of formal sign off .....**

## **STANDARD 1 – Senior management have commitment to the importance of safeguarding and promoting children’s welfare**

<b>How effective is the commitment of senior management to safeguarding and promoting the welfare of children within your school?</b>		
<b>Compliance checklist – policies &amp; procedures, school arrangements (minimum standard)</b>	<b>Describe / identify how your school meets this standard.</b>	<b>Assessment Rating Red/ Amber/ Green/ Grey</b>
1.1 There is a named person at senior level responsible for safeguarding and championing role clearly in job description		
1.2 There are named designated people with clearly defined roles and responsibilities in relation to safeguarding and child protection		
1.3 Senior managers demonstrate good understanding of safeguarding		
1.4 Everyone in the school knows who the designated or lead person for safeguarding is, this includes members of the governing body		
1.5 Children are listened to, taken seriously and responded to appropriately		



1.6 Corporate plans include reference to safeguarding		
1.7 Are reasonable steps taken to ensure that pupils are safe on the school site		
1.8 There are policies and procedures in place covering broader aspects of safeguarding e.g. health and safety, racist abuse, first aid, educational visits, e safety, meeting medical needs physical restraint. Do these have regard to safeguarding?		
<b>How do you know? – include evidence of any impact and/or any outcomes and explain how this will make a difference to children and young people/ professionals and/ or your school</b>		
<b>Are any actions required to improve effectiveness?</b>	<b>How will you do this?</b>	<b>Who will lead?</b>

**STANDARD 2 – There is a clear statement of the agency's responsibility towards children and this is available to all staff**

<b>How clearly are the school's responsibilities towards children communicated to all staff?</b>		
<b>Compliance checklist – policies &amp; procedures, school arrangements</b>	<b>Describe / identify how your school meets this standard.</b>	<b>Assessment Rating Red/ Amber/ Green/ Grey</b>

(minimum standard)		
2.1 The school has a written policy and procedure for safeguarding and protecting children, which is in accordance with <u>NSCB Inter Agency procedures</u>		
2.2 The school's policy & procedure is available to all staff, and staff know how to access it		
2.3 The policy and procedure is reviewed on a regular basis to maintain compliance with new legislation, and school and personnel changes		
2.4 The policy and procedure has been reviewed since the introduction of Working Together 2013		
2.5 All staff are aware of their own roles & responsibilities and those of the school for safeguarding and protecting children		
2.6 The school has effective complaints and whistle blowing procedures and systems for professionals and service users which are in line with statutory guidance. Complaints are used to improve service outcomes through school learning		

2.7 The policy is mandatory for staff and volunteers ,other visitors on site		
2.8 Commissioning arrangements include monitoring of Section 11 responsibilities. This should include schools ensuring that all providers using the school buildings outwith the school day have appropriate safeguarding policies and procedures in place (including vetting, health and safety, insurance)		
2.9 The school can demonstrate policies and procedures have a positive impact on outcomes for children		
<b>How do you know? – include evidence of any impact/ or any outcomes and explain how this will make a difference to children and young people/ professionals and/ or your school</b>		
<b>Are any actions required to improve effectiveness?</b>	<b>How will you do this?</b>	<b>Who will lead?</b>

### **STANDARD 3 – There is a clear line of accountability within the school for work on safeguarding and promoting welfare**

<b>How clear is the line of accountability within the school for work on safeguarding &amp; promoting welfare?</b>		
<b>Compliance checklist – policies &amp; procedures, school arrangements (minimum standard)</b>	<b>Describe / identify how your school meets this standard.</b>	<b>Assessment Rating Red / Amber / Green/ Grey</b>
3.1 The school has a clear written accountability framework, which covers individual, professional and school accountability.		
3.2 Staff understand to whom they are accountable and what level of accountability they have.		
3.3 Effective supervision and monitoring is available to all staff and this is quality assured by the school		
3.4 the school presents an annual safeguarding report to governors		
<b>How do you know? – include evidence of any impact/ or any outcomes and explain how this will make a difference to children and young people/ professionals and/ or your school</b>		

Are any actions required to improve effectiveness?	How will you do this?	Who will lead?	Timescale?

**STANDARD 4 – Service development takes into account the need to safeguard and promote welfare and is informed, where appropriate, by the views of children & families**

How effectively does service development take into account need to safeguard? How is it effectively informed by views of children & families? How can you demonstrate improved outcomes?		
Compliance checklist – policies & procedures, school arrangements (minimum standard)	Describe / identify how your school meets this standard.	Assessment Rating Red / Amber / Green/ Grey
4.1 In all school development plans, there is a section which considers the need to safeguard and promote the welfare of children and young people		
4.2 Professional contributions to <b>LA strategic plans/decision making</b> include a focus on preventing children and young people from suffering harm		
4.3 School development plans are informed by the views of children, young people and their families and their involvement is evidenced		

4.4 Individual case decisions are informed by the views of children, young people and their families			
4.5 Children are made aware of their right to be safe from abuse. This is achieved through information made available, for children, young people, parents and carers about where to go for help in relation to maltreatment and abuse			
4.7 Information provided is in a format and language that can be easily understood by all school users			
How do you know? – include evidence of any impact/ or any outcomes and explain how this will make a difference to children and young people/ professionals and/ or your school			
Are any actions required to improve effectiveness?	How will you do this?	Who will lead?	Timescale?

**STANDARD 5 – There is effective training on safeguarding & promoting the welfare of children for all staff working with or in contact with children & families**

How effective is training on safeguarding & promoting welfare of children for all staff & volunteers working with or in contact with children & their families? Can you demonstrate improved outcomes as a result?		
Compliance checklist – policies & procedures, school arrangements (minimum standard)	Describe / identify how your school meets this standard.	Assessment Rating Red / Amber / Green / Grey
5.1 Mandatory safeguarding training is in place which includes a clear induction process that is delivered in a timely way.		
5.2 Staff and Governors receive ongoing safeguarding training and individual training plans are in place based on identified need via an appraisal process.		
5.2 The school can evidence safeguarding training undertaken by staff through a database.		
5.3 Outcomes and findings from reviews and inspections (at school, LA and national level) are disseminated to appropriate staff and volunteers.		
5.4 The school can demonstrate impact of training and practice and improved outcomes.		

<b>How do you know? – include evidence of any impact/ or any outcomes and explain how this will make a difference to children and young people/ professionals and/ or your school</b>			
<b>Are any actions required to improve effectiveness?</b>	<b>How will you do this?</b>	<b>Who will lead?</b>	<b>Timescale?</b>

**STANDARD 6 – Safer recruitment procedures including vetting procedures and those for managing allegations are in place**

<b>How robust are school's recruitment, vetting and managing allegations procedures?</b>		
<b>Compliance checklist – policies &amp; procedures, schoolal arrangements  (minimum standard)</b>	<b>Describe / identify how your school meets this standard.</b>	<b>Assessment Rating Red / Amber / Green / Grey</b>
6.1 The school has safe recruitment and selection procedures in place, in line with statutory guidance.		



6.2 The school has a procedure for managing allegations.		
6.3 A senior has been identified for the managing allegations procedure and knows who the LADO is and when to contact them.		
6.4 Audit processes are in place to monitor safe recruitment and managing allegations.		

**How do you know? – include evidence of any impact/ or any outcomes and explain how this will make a difference to children and young people/ professionals and/ or your agency**

<b>Are any actions required to improve effectiveness?</b>	<b>How will you do this?</b>	<b>Who will lead?</b>	<b>Timescale?</b>

**STANDARD 7 – There is effective inter-agency working to safeguard & promote the welfare of children**

<b>How effective is inter-agency working by your school? How do you demonstrate improved outcomes as a result?</b>		
<b>Compliance checklist – policies &amp; procedures, school arrangements (minimum standard)</b>	<b>Describe / identify how your school meets this standard.</b>	<b>Assessment Rating Red/ Amber/ Green/ Grey</b>
7.1 Staff know how and when to share information in a way that is both legal and ethical to safeguard and protect children and young people (e.g. Early Help Assessment (formerly CAF),		

child welfare concerns and child protection concerns)			
7.2 Safeguarding data collected is made available to the LSCB, practitioners, service users and commissioners.			
7.3 The school routinely evaluates outcomes from the perspective of the child or young person			
7.4 The school has in place a programme of internal audit and review that enables them to continuously improve safeguarding practices to ensure children are safe from harm or neglect.			
7.5 The school ensures effective contribution to Section 47 enquiries, Conferences, child protection plans and core groups.			
7.6 Participation in multi agency planning at multi agency meetings is monitored and non attendance addressed			
7.7 Children and their families are consulted regarding the effectiveness of inter agency working.			
<b>How do you know? – include evidence of any impact/ or any outcomes and explain how this will make a difference to children and young people/ professionals and/ or your school</b>			
<b>Are any actions required to improve effectiveness?</b>	<b>How will you do this?</b>	<b>Who will lead?</b>	<b>Timescale?</b>

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## **STANDARD 8 – There is effective Information Sharing**

<b>How effective are the schools arrangements for information sharing governance?</b>			
<b>Compliance checklist – policies &amp; procedures, school arrangements (minimum standard)</b>	<b>Describe / identify how your school meets this standard.</b>		<b>Assessment Rating Red / Amber / Green / Grey</b>
8.1 The school has a clear policy on appropriate information sharing to ensure children are safeguarded and their welfare promoted. This is explicitly covered in the induction process.			
8.2 The school has a named person who can provide advice to staff in relation to information sharing.			
8.3 The LSCB Thresholds document is widely available to all staff and staff understand the threshold for making a referral to Children's Services.			
<b>How do you know? – include evidence of any impact/ or any outcomes and explain how this will make a difference to children and young people/ professionals and/ or your school</b>			
<b>Are any actions required to improve effectiveness?</b>	<b>How will you do this?</b>	<b>Who will lead?</b>	<b>Timescale?</b>

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## **Appendix B – Examples of how you can demonstrate compliance against the indicators (*minimum standards*)**

### **STANDARD 1 – senior management commitment to the importance of safeguarding and promoting children’s welfare**

Job descriptions clearly set out the expectations placed on the named person. This may well include reference to how they will champion safeguarding within their school.

Corporate / business plans highlight the improved outcomes expected as a result of the plan so that measured improvements in safeguarding, including child protection, are easily identifiable.

**Re: 1.7 - this includes adequate security arrangements/ health and safety checks for the grounds and building, backed by completed risk assessments**

Ofsted guidance to be used where applicable throughout- [www.ofsted.gov.uk](http://www.ofsted.gov.uk);

To include reference to Health and Wellbeing Boards and Children’s Partnerships where applicable.

### **STANDARD 2 – A clear statement of the school’s responsibility towards children is available to all staff**

How do you know that your staff are aware of their safeguarding responsibilities e.g. how many staff are trained and level of training, induction training, professional development that highlights safeguarding knowledge, appraisals etc.

Provide evidence of whistle blowing and/or complaints made regarding safeguarding issues including compliance with procedures. Include how the school has used complaints to improve service outcomes through organisational learning. You may include learning from serious case reviews, single and multi agency audits etc

Evidence how your school ensures that any contracted/commissioned agency has the required level of safeguarding knowledge.

### **STANDARD 3 – A clear line of accountability within the school for work on safeguarding and promoting welfare**

Even if safeguarding is not your core business, agencies must evidence the accountability structure in place to ensure that children and young people are safeguarded and their welfare promoted, for example, through Hidden Harm / Safe Networks / CQC standards/ Ofsted etc

#### **STANDARD 4 – Service development takes into account the need to safeguard and promote welfare and is informed, where appropriate, by the views of children & families**

Some suggestions for evidence within this section may include:

Equality impact assessments that include a specific area on safeguarding

How you have involved children and families to inform strategic planning or decision making (pupil and parent/carers feedback processes e.g. survey, forums)

The methods that have been used to ensure the diverse needs of children are identified and addressed.

Identify the outcomes your school prioritised and evidence how these have been progressed towards achievement.

#### **STANDARD 5 – Training on safeguarding & promoting the welfare of children for all staff working with or, depending on the agency's primary functions, in contact with children & families**

Schools must consider single and multi agency training undertaken: You may have discussed training elsewhere, this can be cross referenced.

A database for recording attendance at training can be in a number of formats including excel spreadsheet / word / electronic

Evidence of how areas of practice have improved as a result of training practice/ processes/ reviews/ SCRs and what the impact is/ was on children and young people.

#### **STANDARD 6 – Safer recruitment procedures including vetting procedures and those for managing allegations are in place**

How do you promote the role of the LADO within your school (intranet / internet / websites / Team Meetings etc)? What evidence do you have to demonstrate that processes are embedded within your school and referrals made whenever an allegation is made.

Evidence could include referrals made to the Disclosure & Barring Service (DBS) that they have been fully completed, not stopped due to staff resignation / checks made including DBS and professional registration.

Evidence of how the Thresholds document is embedded and assessed through supervisions etc

## **STANDARD 7 - Effective inter-agency working to safeguard & promote the welfare of children**

How do you utilise data and provide examples. For example provide an example of how you have acted on your data to improve early intervention provision.

Where applicable evidence how your school has used inter-agency protocols.

Show how you have worked effectively with LSCB partners to successfully deliver Care plans and appropriately support any s47 investigation.

Evidence to include how you monitor school attendance at child protection conferences and core groups, when required, and ensure effective contribution to child in need and looked after children planning

Further examples could include attendance at multi agency meetings/ evidence of how non attendance at key meeting is addressed within your school/ school progression of child in need plans / team around the child plans etc / dispute escalation procedures in place for resolving disagreement internally and externally on case issues

Evidence of how you know its working – with children and young people

## **STANDARD 8 – Effective information sharing**

Evidence practice links to the statutory guidance 'Information Sharing for Managers & Practitioners (DCSF) and the 8 golden rules. If information sharing arrangements are effective it will include secure transfer of information such as secure email, password protection etc.

Effective and appropriate information sharing could be identified through increased cases of early identification of need.

## References

- **The Munro Review of Child Protection – Part One: A Systems Analysis** - [www.education.gov.uk](http://www.education.gov.uk)
- **Working Together to Safeguard Children 2013 : A guide to inter-agency working to safeguard and promote the welfare of children** - [www.education.gov.uk](http://www.education.gov.uk)
- **UK Immigration and work permits** - [www.ukimmigration.com](http://www.ukimmigration.com)
- **Disclosure and Barring Service** <https://www.gov.uk/government/schools/disclosure-and-barring-service>