

Completing the Safeguarding and Child Protection Self Review

Found in Norfolk's "My School" – a password-protected website

Step 1: Log into My School, and click on : [Safeguarding And Child Protection Self Review](#)












My School

[School name]

Current / Important links

Please use the left navigation to search the different categories within MySchool.

 Emergency school closure system Set you schools status to closed on the Emergency School Closure System.	 Planned Admission Numbers - Consultation Consultation on the 2023/24 academic year	 Keydata School performance data
 Safeguarding And Child Protection Self Review	 Learning and Inclusion alert COVID information alerts sent to schools	 Contacts Directory Directory of Children's Services staff
 Covid-19 Frequently Asked Questions Including LA contacts	 INTRAN You schools code for accessing translation services	 Prejudice related incidents Annual return of prejudice related incidents

Step 2: Click on the area to view or edit

Safeguarding Self evaluation

This review tool has been written to assist Governing Bodies, Proprietors, Headteachers and DSLs in ensuring that their responsibilities in accordance with sections 157 + 175 of the Education Act 2002 and the associated statutory guidance, ["Keeping Children Safe in Education"](#) are met.

This self-review tool has been devised to ensure schools are supported in the process of safeguarding and have access to relevant and valid information regarding their statutory safeguarding functions. The tool will assist schools to examine the current safeguarding arrangements in place and to identify areas which may require further development. A completed audit tool with evidence of actions taken is a valuable source of evidence to demonstrate to the Governing Board and for the purpose of Ofsted inspection how the school is meeting statutory requirements for safeguarding children.

The tool has been devised with reference to best practice guidance[1] and the requirements of the current Ofsted Framework for School Inspection. The tool was last revised in July 2021 to reflect changes in local and national guidance, and learning from serious case reviews; new fields and revised fields are highlighted throughout the tool.

Please refer to the [guidance notes](#) on the left.

Safeguarding Self Evaluation Form scoring

1. **Outstanding** - The area is fully embedded within the setting. There is evidence of positive work in practice and evidence can be provided to demonstrate the impact for children.
2. **Good** - The area meets requirements and is fully embedded. Evidence is available to demonstrate the practice in the setting.
3. **Requires Improvement** - This is an area which requires development, however there is some evidence available.
4. **Inadequate** - This area needs significant work and/or is not compliant. There is no or very little evidence available.

Please select the area you wish to view / edit

- 1) [DSL and Named Governor Roles](#)
- 2) [School Ethos](#)
- 3) [Safeguarding Policy](#)
- 4) [Child Protection Procedures](#)
- 5) [Child Protection Record Keeping and Monitoring](#)
- 6) [Use of External Providers](#)
- 7) [Training & Induction](#)
- 8) [Safer Selection and Recruitment](#)
- 9) [Safer Working Practice for all Staff for the Protection of Children](#)

Step 3: Click on the measure to edit

Safeguarding Self evaluation

1) DSL and Named Governor Roles

Please select the measure you wish to view / edit

- [Has a Designated Safeguarding Lead \(DSL\)](#)
- [Has a deputy DSL](#)
- [Has a named governor for safeguarding](#)
- [The roles are established](#)
- [Time is made available for both roles to work together](#)
- [Cover for the DSL role.](#)
- [The school/college has systems in place to monitor and quality assure implementation and compliance with safeguarding requirements and procedures.](#)
- [Any deficiencies or weaknesses in child protection arrangements brought to the attention of the governing body and senior managers are remedied without delay.](#)

Or :

- [Add an action](#)
- [Return to the homepage](#)
- [Download a complete word version of 1\) DSL and Named Governor Roles](#)

Step 4: click on the “Edit XXXXX” link in the main window

Safeguarding Self evaluation

1) DSL and Named Governor Roles

Please select the measure you wish to view / edit

- Has a Designated Safeguarding Lead (DSL)
- Has a deputy DSL
- Has a named governor for safeguarding
- The roles are established
- Time is made available for both roles to work together
- Cover for the DSL role.
- The school/college has systems in place to monitor and quality assure implementation and compliance with safeguarding requirements and procedures.
- Any deficiencies or weaknesses in child protection arrangements brought to the attention of the governing body and senior managers are remedied without delay.

Or :

- Add an action
- Return to the homepage
- Download a complete word version of 1) DSL and Named Governor Roles

Has a deputy DSL

- One or more deputy DSLs are appointed and are trained to the same level as the DSL.

Grade :No grade entered yet

[Edit 'Has a deputy DSL'](#)

Step 5: Edit the measure: choose a grade, add text, and then click on the “Save SEF” button

The screenshot shows a web form titled "Safeguarding Self evaluation". The form contains a section for "1) DSL and Named Governor Roles" with a description: "The school has robust governance and lines of accountability to ensure that practice meets required standards; leaders and managers are clear about their responsibilities and the steps they are taking to develop good practice beyond the statutory minimum." Below this is a sub-section "Has a deputy DSL" with a bullet point: "One or more deputy DSLs are appointed and are trained to the same level as the DSL." A text editor is present with a toolbar and the text "Information in this box may include their training date." To the right of the text editor is a dropdown menu with the text "Please choose" and a list of options: "1 - Outstanding", "2 - Good", "3 - Requires improvement", and "4 - Inadequate". At the bottom left of the form is a button labeled "Save SEF". Three red arrows point to the text editor, the dropdown menu, and the "Save SEF" button.

Safeguarding Self evaluation

1) DSL and Named Governor Roles
The school has robust governance and lines of accountability to ensure that practice meets required standards; leaders and managers are clear about their responsibilities and the steps they are taking to develop good practice beyond the statutory minimum.

Has a deputy DSL

- One or more deputy DSLs are appointed and are trained to the same level as the DSL.

Information in this box may include their training date.

Please choose

- 1 - Outstanding
- 2 - Good
- 3 - Requires improvement
- 4 - Inadequate

Save SEF

Step 6: Click on “Add an action” to add an action to an area

Safeguarding Self evaluation

1) DSL and Named Governor Roles

Please select the measure you wish to view / edit

- [Has a Designated Safeguarding Lead \(DSL\)](#)
- [Has a deputy DSL](#)
- [Has a named governor for safeguarding](#)
- [The roles are established](#)
- [Time is made available for both roles to work together](#)
- [Cover for the DSL role.](#)
- [The school/college has systems in place to monitor and quality assure implementation and compliance with safeguarding requirements and procedures.](#)
- [Any deficiencies or weaknesses in child protection arrangements brought to the attention of the governing body and senior managers are remedied without delay.](#)

Or :

- [Add an action](#)
- [Return to the homepage](#)
- [Download a complete word version of 1\) DSL and Named Governor Roles](#)

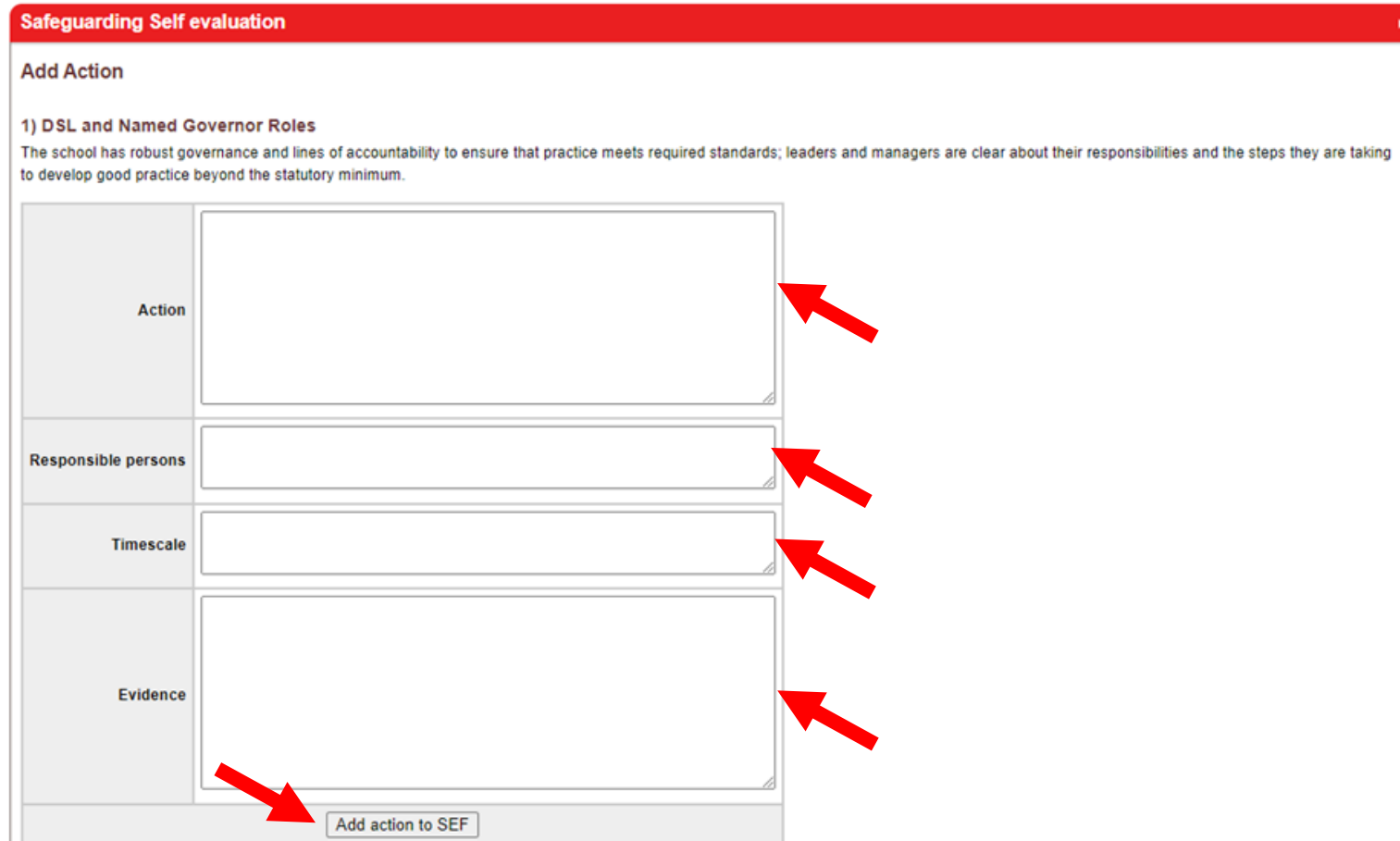
Step 6: Fill in the Action form as appropriate, then click “Add action to SEF”

Safeguarding Self evaluation

Add Action

1) DSL and Named Governor Roles
The school has robust governance and lines of accountability to ensure that practice meets required standards; leaders and managers are clear about their responsibilities and the steps they are taking to develop good practice beyond the statutory minimum.

Action	<input type="text"/>
Responsible persons	<input type="text"/>
Timescale	<input type="text"/>
Evidence	<input type="text"/>



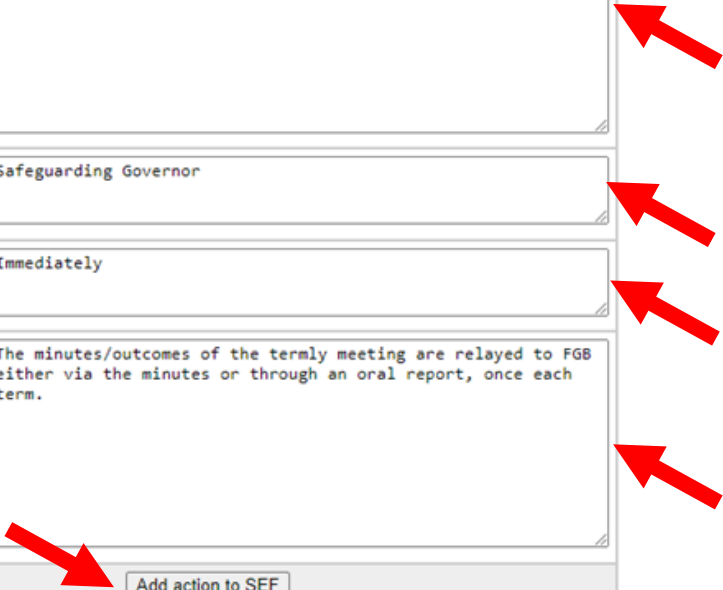
Step 6a: Example of an action entered in the form

Safeguarding Self evaluation

Add Action

1) DSL and Named Governor Roles
The school has robust governance and lines of accountability to ensure that practice meets required standards; leaders and managers are clear about their responsibilities and the steps they are taking to develop good practice beyond the statutory minimum.

Action	To minite the termly scheduled meeting between DSL and Governor for Safeguarding and to have this recorded termly at the FGB.
Responsible persons	Safeguarding Governor
Timescale	Immediately
Evidence	The minutes/outcomes of the termly meeting are relayed to FGB either via the minutes or through an oral report, once each term.



NOTE: Clicking on “Complete / close” REMOVES the Action from the SEF - it has been completed so is **not visible** anymore

Safeguarding Self evaluation

Actions
The following actions have been logged against the safeguarding self evaluations.

1) DSL and Named Governor Roles				Actions	
Action	Timescale	Responsible person	Evidence of progress	Edit	Complete/close
To minute the termly scheduled meeting between DSL and Governor for Safeguarding and to have this recorded termly at the FGB.	Immediately	Safeguarding Governor	The minutes/outcomes of the termly meeting are relayed to FGB either via the minutes or through an oral report, once each term.	Edit	Complete / close

- [Download full SEF including notes in Microsoft Word](#)
Please send any comments or suggestions to [Lucy Canning](#)



We can recover it if necessary, and we plan to make it possible for schools to see and or recover Actions themselves.