

Staffordshire Safeguarding Self-Assessment Tool (SSSAT) (Version six, December 2021)

This Staffordshire Safeguarding Self-Assessment Tool has been developed to ensure that your provision and practice are compliant with current legislation including the **Children's Act 1989** and **2004**, the *Statutory Framework for the Early Years Foundation Stage*, effective from 1st September 2021 and *Working Together to Safeguard Children*, July 2018 (last updated 9th December 2020). This tool will support your setting to prepare for future Ofsted inspections and has been aligned to *Inspecting safeguarding in early years, education and skills settings, updated August 2021*.

This document should be completed by the Designated Safeguarding Lead (DSL) with input from the management and staff team. As a self-assessment tool, it should be retained by the setting and will help you identify what future actions you need to take to ensure you are confident in applying safeguarding within your setting. All staff, students and volunteers must ensure the safety and wellbeing of the children and young people that they work with. Whilst it is essential to have safeguarding policies and procedures in place, safeguarding goes beyond this and is about preventative measures and ensuring effective systems are in place.

Name of setting:

Name of DSL completing the document:

Date evaluation started:

Date of review:

SSSAT completion date:

	IN PLACE	NOT IN PLACE	Action required (What? When? How?)	Person responsible	Completed (date and signature)
Safeguarding / child protection policies and procedures					
There is a safeguarding/child protection policy and procedure that reflects Staffordshire Safeguarding Children Board (SSCB) policies and procedures and statutory requirements (If this is not in place, please use the SSCB PVI safeguarding template) The policy:					
• is clear, easy to understand and accessible to all					
• has been annually reviewed, approved and signed by relevant management					
• is accessible to parents and carers					
• includes a statement about how your setting aims to promote the safety and welfare of children					
• includes the names of DSL					
• covers the use of mobile phones and digital recording devices in the setting including social networking sites					
• Includes a procedure for managing allegations and concerns against those who work and volunteer with children.					

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<ul style="list-style-type: none"> • makes it clear to parents and carers that information may be shared with other agencies (in line with Government <i>Information Sharing Guidance</i>¹) to ensure the safety of the child 					
<ul style="list-style-type: none"> • includes information about how to respond to an allegation against a staff member or adult working or volunteering in the setting and what to do if there are concerns about the inappropriate behaviour of an adult 					
<ul style="list-style-type: none"> • includes the contact numbers of the Local Authority Designated Officer (LADO) including those in other neighbouring authorities 					
<ul style="list-style-type: none"> • references that the setting's DSL will contact Education Safeguarding Advice Service (ESAS²) if they require further advice as to whether the presenting evidence/situation warrants a referral to First Response 					

¹https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

² ESAS is for education safeguarding advice which: Does not require immediate enquiry or communication with the First Response Team

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<ul style="list-style-type: none"> reflects the additional vulnerabilities of groups of children such as those with disabilities when recognising and responding to the signs of abuse and neglect of children 					
<ul style="list-style-type: none"> states that staff, leaders and managers recognise that children are capable of abusing their peers and this risk is covered adequately in the safeguarding policy and procedure. 					
<ul style="list-style-type: none"> cross-references with other relevant policies and procedures 					
<ul style="list-style-type: none"> states that providers must notify Staffordshire Childrens Advice and Support (SCAS) and Ofsted of any serious accident or injury to, or death of, any child while in their care, and must act on any advice from those agencies. 					
<ul style="list-style-type: none"> has a section on the PREVENT duty and makes reference to seeking protection from radicalisation and extremist narratives as a safeguarding concern. 					

or is a Safeguarding concern or issue which cannot be supported by the Local Support Team. For example, you may call ESAS for advice on: An unresolved professional disagreement regarding a safeguarding issue, managing risk or policy/procedure issues. **Phone:** 01785 895836 / **Email:** esas@staffordshire.gov.uk

	IN PLACE	NOT IN PLACE	Action required (What? When? How?)	Person responsible	Completed (date and signature)
<ul style="list-style-type: none"> clearly defines how PREVENT concerns should be reported within the setting by staff. 					
<ul style="list-style-type: none"> includes a 'No Platform³' element within the PREVENT section (for settings that operate from a shared community building). 					
Interlinked Policies and Procedures					
<ul style="list-style-type: none"> Supervision and Appraisal 					
<ul style="list-style-type: none"> Whistle Blowing 					
<ul style="list-style-type: none"> Intimate Care 					
<ul style="list-style-type: none"> Code of Conduct 					
<ul style="list-style-type: none"> Prevent Duty (this may be part of your child protection policy or a separate policy) 					
<ul style="list-style-type: none"> Safer Recruitment 					
Training and Professional Development					

³ • 'No Platform' outlining how settings / services / organisations ensure that they balance the right of freedom of speech against the potential use of their facilities for the promotion of extremist ideological, religious or political beliefs. In this context beliefs are considered to be extremist if they include the expression of racist or fascist views; if they incite hatred based on religious interpretation, ideology or belief; or if they promote discrimination on the grounds of political opinion, age, colour, disability, ethnic or national origin, gender, marital status, race, religion or sexual orientation. Examples would include venue hire arrangements, use of IT facilities, materials posted on notice boards, external speakers etc.

	IN PLACE	NOT IN PLACE	Action required (What? When? How?)	Person responsible	Completed (date and signature)
<ul style="list-style-type: none"> staff are trained to understand the safeguarding policy and procedures, which ensures they have up to date knowledge of safeguarding issues. 					
<ul style="list-style-type: none"> training is made available which enables all staff to identify signs of possible abuse and neglect at the earliest opportunity, and to enable them to respond in a timely and appropriate way. 					
<ul style="list-style-type: none"> staff recognise significant changes in children's behavior, deterioration in children's general well-being and unexplained bruising, marks or signs of possible abuse or neglect 					
<ul style="list-style-type: none"> staff take notes and report to the DSL any child's comments which give cause for concern. 					
<ul style="list-style-type: none"> staff recognise and understand the procedures to take if they suspect neglect or abuse outside the setting, for example in a child's home or that a girl may have been subjected to (or at risk of) female genital mutilation. 					
<ul style="list-style-type: none"> there is a trained DSL who understands their role and responsibilities (Including PREVENT) 					

	IN PLACE	NOT IN PLACE	Action required (What? When? How?)	Person responsible	Completed (date and signature)
<ul style="list-style-type: none"> During term time or when the setting is in operation, the DSL or appropriately trained Deputy DSL should be available during opening hours for staff to discuss safeguarding concerns. 					
<ul style="list-style-type: none"> The DSL/Deputy DSL and Childminders MUST attend DSL Level 2 training and update every 2 years with a multi-agency Lv3 or Lv4 training related to your specific role (SSCB) training every 2 years⁴ 					
<ul style="list-style-type: none"> The DSL/Deputy DSL updates their knowledge and skills at least annually and cascades this to all staff 					
<ul style="list-style-type: none"> All staff (including cooks, site supervisors, cleaners etc.) MUST complete Level 1 SSCB Safeguarding Awareness training every 3 years 					
<ul style="list-style-type: none"> The manager or a member of the management team has accessed Safer Recruitment training 					
<ul style="list-style-type: none"> The Manager has attended the SSCB Litebites training on Managing 					

⁴ <https://www.ssscb.org.uk/learning-zone/>

	IN PLACE	NOT IN PLACE	Action required (What? When? How?)	Person responsible	Completed (date and signature)
Allegations against a person who works with children					
<ul style="list-style-type: none"> The setting has recently attended PREVENT training and has cascaded information to ALL staff (including volunteers and students) ensuring they have an understanding of PREVENT, and what to do if they suspect an individual may be at risk of radicalisation or involved in extremist activity 					
<ul style="list-style-type: none"> VMC and other committee run early years settings have a safeguarding champion who led on child protection and other safeguarding arrangements alongside the settings DSL. 					

	IN PLACE	NOT IN PLACE	Action required (What? When? How?)	Person responsible	Completed (date and signature)
<ul style="list-style-type: none"> The safeguarding champion for VMC and other committee run early years setting have completed Level one safeguarding training (every three years) and completed Level 2 training and update every 2 years with a multi-agency Lv3 or Lv4 training related to your specific role (SSCB) training every 2 years⁵ 					
Safer Recruitment					
<ul style="list-style-type: none"> All recruitment advertisements highlight the importance of safeguarding and the requirement for references and Disclosure and Barring Service (DBS) checks. 					
<ul style="list-style-type: none"> All staff, students and volunteers are interviewed to ensure their suitability to fulfil the requirements of their role. Consideration is given to whether they can or cannot be included within ratios if they satisfy that they are competent and responsible. This includes childminders working with assistants. Childminders are responsible for the quality of work for their assistants and must be satisfied 					

⁵ <https://www.ssscb.org.uk/learning-zone/>

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that they are competent in the areas of the work they undertake.					
<ul style="list-style-type: none"> Two written references are obtained for ALL staff, students and volunteers and proof of identification, training and qualifications are seen and recorded. A staff file is in place and includes all relevant documentation referenced above. 					
<ul style="list-style-type: none"> Relevant checks have been undertaken for all those in contact with children including the management committee members, any changes must be notified to Ofsted. As stated in Statutory framework for the EYFS 3.78 					
<ul style="list-style-type: none"> EY2 forms are completed for all committee members, and EY3 forms are completed for notification of changes where applicable in particular the changes of manager. 					
<ul style="list-style-type: none"> Personnel files are maintained including: <ul style="list-style-type: none"> - Recruitment - Selection - Induction. Refer to Statutory Framework for the EYFS 3.12 					

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<ul style="list-style-type: none"> Safeguarding policies and procedures are included in the induction process for all staff and volunteers. All staff and volunteers sign and date to acknowledge that they have read and understood the policies and procedures. The sharing of this information and understanding should reflect each individual staff member's style of learning. 					
Supervision and Appraisal					
<ul style="list-style-type: none"> There are arrangements in place for the regular supervision and support of staff, students and volunteers. 					
<ul style="list-style-type: none"> Supervisions provide opportunities for staff to: <ul style="list-style-type: none"> - Discuss any issues, particularly concerning children's development and well-being - Identify solutions to address issues as they arise - Receive coaching to improve their personal effectiveness - Become aware of local processes and local learning from the SSCB in relation to child safeguarding practice reviews and the key messages 					
<ul style="list-style-type: none"> There must be appropriate arrangements in place for supervision 					

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of staff that have contact with children and families. These are recorded and staff members receive a copy for their own records. Refer to Statutory Framework for the EYFS 3.22 – 3.23					
<ul style="list-style-type: none"> Safeguarding is a regular agenda item at team meetings, development sessions and 1:1s with ALL individual staff members. 					
Early Intervention and Multi Agency Working					
<ul style="list-style-type: none"> At least one member of staff has undertaken SSCB outcomes star Early Help Training 					
<ul style="list-style-type: none"> The setting's registration form includes a question about whether or not an Early Help Assessment (EHA) is already in place, and if the child is known to Children's Social Care (If so, name and contact details should be sought). 					
<ul style="list-style-type: none"> EHA's are undertaken and initiated by the setting whenever the need is identified 					
<ul style="list-style-type: none"> Parents, carers and children are involved in the EHA process 					

	IN PLACE	NOT IN PLACE	Action required (What? When? How?)	Person responsible	Completed (date and signature)
<ul style="list-style-type: none"> Identified links with Children Centres, Family Health and Wellbeing Hubs, Early Help Teams (EHTs) and Specialist Safeguarding Units (SSUs) are established to ensure children and families with additional needs are effectively supported. 					
Confidentiality and Information Sharing					
<ul style="list-style-type: none"> ALL staff understand that safeguarding concerns supersede the need for confidentiality. 					
<ul style="list-style-type: none"> A copy of government document called '<i>Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers. July 2018</i>' in line with 'General data protection regulation (GDPR) Act is available within the setting. See link below 					
<ul style="list-style-type: none"> The provision has current registration with the Information Commissioner's Office (ICO) and is clear about its responsibilities in relation to General Data Protection Regulation (GDPR). This is updated annually 					
Logging Concerns about a Child's Welfare and Responding to Concerns					

	IN PLACE	NOT IN PLACE	Action required (What? When? How?)	Person responsible	Completed (date and signature)
<ul style="list-style-type: none"> Staff are aware of and use the SSCB Thresholds Framework: <i>Accessing the right help at the right time document</i> and the document is readily available (this includes for volunteers and students) 					
<ul style="list-style-type: none"> Staff are aware of the SSCB policy and procedure that is in place for recording existing injuries 					
<ul style="list-style-type: none"> Staff are aware that they must have a discussion with parents/carers about existing injuries including the need to for forms/records to be kept and signed by them and parents. Refer to SSCB Policy Recording incident and PVI safeguarding policy template. 					
<ul style="list-style-type: none"> Robust monitoring systems are in place and existing injuries are regularly monitored to identify any patterns and/or any concerns 					
<ul style="list-style-type: none"> ALL staff (including volunteers and students) understand the significance of listening to the 'child's voice' and if a different explanation of an injury/mark is given to that of the parent/carer, a call must be made to Staffordshire Childrens Advice and 					

	IN PLACE	NOT IN PLACE	Action required (What? When? How?)	Person responsible	Completed (date and signature)
Support (SCAS (Option 2 on the IVR)					
<ul style="list-style-type: none"> Children's absences/lateness is recorded and where no explanation is given, or there may be reason to question the explanation and know who to contact if they have concerns, this is followed up appropriately in line with SCC's Attendance Policy⁶. 					
<ul style="list-style-type: none"> All staff and volunteers know the name/s of the DSLs 					
<ul style="list-style-type: none"> There is a system in place to record concerns which are readily accessible and used by all staff 					
<ul style="list-style-type: none"> All staff, students and volunteers know how to record concerns 					
<ul style="list-style-type: none"> The DSLs monitors the use and quality of concern raised, for example existing injury and absence records and takes appropriate action in line with SSCB procedures 					
<ul style="list-style-type: none"> The DSLs record all action taken after a concern is recorded and updates the outcome 					

⁶ www.staffordshire.gov.uk/apolicy

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<ul style="list-style-type: none"> If in unforeseen circumstances the DSL/Deputy DSL is not contactable, staff, students and volunteers know who to contact. 					
Managing allegations of abuse against a person who works with children					
<ul style="list-style-type: none"> All staff to be trained to recognise inappropriate behaviour displayed by other members of staff, or any other person working with children, for example: inappropriate sexual comments; excessive on-to-one attention beyond what is required of their role including inappropriate sharing of images. Refer to Statutory Framework for the EYFS 3.6 					
<ul style="list-style-type: none"> Staff must know who to report their concerns to that a member of staff maybe displaying inappropriate behaviour towards children. 					
<ul style="list-style-type: none"> Staff need to know that they can report their concerns directly to LADO if they feel their concerns are not being actioned by the settings DSL. 					
<ul style="list-style-type: none"> Setting must demonstrate there is an effective whistleblowing process in place and that all staff are aware of this process. 					

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<ul style="list-style-type: none"> There is a process in place to support those staff who raise concerns. 					
<ul style="list-style-type: none"> The settings whistleblowing policy is linked to the Governments 'organisational whistle blowing policy to safeguard and promote the welfare of children' 					
Child Protection Files and Record Keeping					
<ul style="list-style-type: none"> A separate child protection file is created for each child about whom there are safeguarding concerns 					
<ul style="list-style-type: none"> Each individual child protection file contains a front sheet and chronology which contains all child protection information and records. 					
<ul style="list-style-type: none"> All child protection files are kept in a locked cabinet, separate to children's main files and accessible only to the DSL/DSL deputy or relevant person in charge. 					
<ul style="list-style-type: none"> There is a note or symbol on the child's main file to indicate that a child protection file exists (i.e., a red circle sticker) 					

Child Protection File Transfer					
<ul style="list-style-type: none"> A chronology and summary of a child's child protection file is transferred to the next setting or school when the child leaves. These are completed prior to transition and a hand over meeting takes place which is separate from the learning and development transition sheet. 					
<ul style="list-style-type: none"> A record is kept of the chronology transfer including who holds the information, date of transfer and relevant contact details including a signature. 					
<ul style="list-style-type: none"> Child Protection files are archived in a secure cabinet until the child reaches the age of 25 years and then shredded. 					
Safe Environment					
<ul style="list-style-type: none"> ALL visitors sign in and out and identification is checked and logged. ALL staff understand that this procedure must be followed without exception. 					
<ul style="list-style-type: none"> The premises are secure – entry cannot be gained without authorised access and children cannot leave the premises unsupervised 					

<ul style="list-style-type: none"> • The outside fencing is secure and of a suitable height to ensure the safety of children 					
<ul style="list-style-type: none"> • Parents have completed and signed the relevant registration and permission forms for their child to attend. 					
<ul style="list-style-type: none"> • There are protocols in place to ensure professional boundaries are appropriately maintained for staff (including students and volunteers) e.g., babysitting and social networking 					
<ul style="list-style-type: none"> • Parental consent is obtained for emergency medical treatment 					
<ul style="list-style-type: none"> • Details of who has Parental Responsibility are recorded on the registration form 					
<ul style="list-style-type: none"> • Parental consent is recorded for the taking and usage of digital images. 					
<ul style="list-style-type: none"> • Parental consent is recorded for the usage of digital images onto social media. 					
<ul style="list-style-type: none"> • Existing medical conditions and/ or significant distinguishing marks are recorded on the registration form. 					
<ul style="list-style-type: none"> • A record is kept of each time a medicine is administered to a child. 					

<ul style="list-style-type: none"> Specialist training is accessed by staff to ensure medical knowledge where a child has specific medical needs 					
<ul style="list-style-type: none"> A written record is kept of incidents, accidents or injuries and any first aid treatments 					
<ul style="list-style-type: none"> Parents are informed of any accident, incident or injury sustained by the child on the same day, or as soon is reasonably practicable. Parents sign a record of this. 					
<ul style="list-style-type: none"> Registered provider must notified Ofsted or the childminder agency with which you are registered of any serious accident, illness or injury to, or death of, any child while in their care, and the action taken. Notification must be made as soon as reasonably practicable, but within 14 days of the incident occurring Statutory framework 3.52 					
<ul style="list-style-type: none"> Providers must inform RIDDOR of deaths and serious injuries (regulation 4) see link below. The reports must be made within 15 days of the accident happening 					
<ul style="list-style-type: none"> Registered providers understand how to prevent harm to health in line with the health and safety executive COSHH law which requires you to 					

control substances which are hazardous to health					
<ul style="list-style-type: none"> • Staff are effectively deployed (both inside and out) to ensure the safety supervision of children and young people at all times and their needs are met 					
<ul style="list-style-type: none"> • NSPCC, ChildLine and Domestic Abuse/Violence sources of support posters are displayed 					
<ul style="list-style-type: none"> • Contact details for the Staffordshire Childrens Advice and Support (SCAS), Police and emergency medical help are easily accessible 					
<ul style="list-style-type: none"> • A copy of <i>Working Together to Safeguard Children 2018</i> is accessible 					
<ul style="list-style-type: none"> • A copy of <i>Inspecting Safeguarding in Early Years, Education and Skills Settings</i> (updated August 2021) is accessible copy link below in search engine to access a copy 					

Links to Referenced Documents

- **Early Years Foundation Stage** (The Safeguarding and Welfare Requirements P21-34)
<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
- **Inspecting Safeguarding in Early Years, Education and Skills Settings – (updated August 2021)** [Inspecting safeguarding in early years, education and skills settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-settings)
- **Working Together To Safeguard Children - July 2018**
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf

- **Early Help Assessment Form** [Early Help - Staffordshire Safeguarding Children Board \(staffsscb.org.uk\)](http://staffsscb.org.uk)
- **Information Sharing** (Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf
- **Staffordshire Safeguarding Children Board:** <https://www.ssscb.org.uk/> for guidance on developing child protection policy and other essential policy and guidance documents
- **SCC Childcare & Early Education Attendance Policy:** www.staffordshire.gov.uk/apolicy
- **Whistleblowing, Guidance for Employers and Code of Practice 2015 :** [Whistleblowing: Guidance for Employers and Code of Practice \(publishing.service.gov.uk\)](http://www.publishing.service.gov.uk)
- **RIDDOR:** [Reportable incidents - RIDDOR - HSE](http://www.hse.gov.uk/riddor/)
- **Health and Safety Executive (COSHH) :**[COSHH basics - COSHH \(hse.gov.uk\)](http://www.hse.gov.uk/coshh/)