



A Protocol to Quality Assure the Safeguarding in Education Processes in Blaenau Gwent Council

August 2019

1.0 Background

Blaenau Gwent Council and the Education Directorate are committed to ensuring that Safeguarding in Education processes are robust, fit for purpose and are being consistently applied. To support this aim, we have reviewed our practice from the last two years and further developed the following quality assurance, or system testing protocol. This protocol underpins, and is supportive of, the Education Directorate's Self –Evaluation Policy and practice.

This protocol sets out how officers assure themselves, via a process of gathering evidence, arriving at judgements and making changes that children and young people are appropriately protected and kept safe from harm and that staff and volunteers are well placed to make informed and confident responses to specific safeguarding issues.

2.0 Current processes:

2.1 Monitoring (gathering first-hand evidence)

The Safeguarding in Education Manager (SEG Manager) and Strategic Education Improvement Manager (SEIM) have established a safeguarding matrix that holds information on:

- training and policy adoption for all schools
- training for education directorate staff
- DBS and EWC escalation
- Volunteer information for school settings

The matrix information is provided by schools and updated on a half yearly basis at October half term and at the end of the spring term by business support. At the commencement of each year the SEG Manager sends the Safeguarding protocol to schools. The protocol sets out the expectations for data submission and return from schools for the current academic year.

Within 2 weeks of each reporting period the SEG completes an evaluation (FADE) which is submitted to the Strategic Education Improvement Manager in the first instance and then to Education DMT for consideration.

To supplement this, the SEG Manager meets on a termly basis with safeguarding leads for

- Schools
- Youth Service
- Aneurin Bevan Leisure Trust
- Early years
- Organisational Development
- Home to school transport
- Catering

The SEM formally shares the minutes in the monthly meetings with the Strategic Safeguarding Lead for Education, Quality Assurance Manager and Service Manager for Children Services.

2.1.1 Quality assurance or system testing arrangements:

A range of ‘dip-test activity’ is undertaken by the SEG over a two-year period as set out below:

	<u>Sample Of</u>	<u>Expected Evidence</u>
Schools	<ul style="list-style-type: none"> • Training register • Safeguarding policy / self-evaluation report(SER) • Pupil voice • Leadership discussion • Discussion with wider staff (via interview) • Staff personnel file including volunteers • Supply staff • Record keeping of concerns • Governor DBS • Volunteers records (schools) • RPI reporting • Health and safety incidents 	<ul style="list-style-type: none"> • Register of training with dates and course attended • Policy adoption and distribution (parents, staff, pupils)/ updated SER • Response to questions from SEG Manager • Response to questions and an open narrative with SEG Manager • References, application form, Disclosure and Barring Service (DBS) verification for employed and supply staff • Chronology of concerns, Multi- agency referral form (MARF), actions, and any multi agency correspondence organised in a systematic way • Leadership discussion on Restrictive Physical Interventions (RPI’s) and health and safety incidents. • Volunteer coordinator identified
Out of County Schools (via link SEG in LA)	<ul style="list-style-type: none"> • Conversation with relevant team as to factors considered when placing child • Training register • Safeguarding policy/ SER • Staff personnel file including volunteers • Supply staff • Record keeping of concerns 	<ul style="list-style-type: none"> • To follow the agreed collection of data by Local Authority (LA) • Policy adoption and distribution (parents, staff, pupils)/ updated SER • Arrangements for sage recruitment to include supply staff • Appropriate record keeping of concerns
OD	<ul style="list-style-type: none"> • Reporting of concerns on an exception basis to SEG Manager/ Strategic 	<ul style="list-style-type: none"> • DBS and Education Workforce Council (EWC) escalation protocol in place • Tracking of DBS and EWC escalations through the safeguarding log

	Safeguarding Lead for Education (SSLE) and CLT.	
Youth Service	<ul style="list-style-type: none"> • Training • Safeguarding policy • Staff personnel file including volunteers • Record keeping of concerns • Assurance arrangements for external provides 	<ul style="list-style-type: none"> • Register of training with dates and course attended • Policy distribution to staff • References, application form, DBS verification • Chronology of concerns, MARF, actions, and any multi agency correspondence organised in a systematic way • Safeguarding policy/ staff list DBS
Leisure Trust	<ul style="list-style-type: none"> • Training • Safeguarding policy • Record keeping of concerns 	<ul style="list-style-type: none"> • Register of training with dates and course attended • Policy adoption and distribution • Response to questions from SEG Manager • Response to questions and an open narrative with SEG Manager • Information brought to safeguarding leads meeting • Chronology of concerns, MARF, actions, and any multi agency correspondence organised in a systematic way
Early years childcare and play	<ul style="list-style-type: none"> • Joint monitoring visits with early years staff 	<ul style="list-style-type: none"> • Evidence of actions addressed through Quality Assurance (QA) tool • Leadership discussion
Home to school transport	<p><u>Corporate arrangements</u></p> <ul style="list-style-type: none"> • Training • Safeguarding policy • Contractor personnel log • Record keeping of concerns <p><u>Brynmawr Foundation</u></p> <ul style="list-style-type: none"> • Safeguarding arrangements to mirror those of the LA and explicit within the schools safeguarding SER 	<ul style="list-style-type: none"> • Register of training with dates and course attended • Policy distribution to contractors and personnel working on contracted routes • References, application form, DBS verification (licensing arrangements) • Chronology of concerns, MARF, actions, and any multi agency correspondence organised in a systematic way
Catering (including breakfast clubs)	<ul style="list-style-type: none"> • Training • DBS • Supply staff • Ratios for supervision • Reporting arrangements 	<ul style="list-style-type: none"> • Register of training with dates and course attended for corporate staff and setting staff • References, application form, DBS verification

2.1.2 Reporting:

A Safeguarding evaluation (FADE) is completed after each activity the findings of which are shared on a monthly basis at the safeguarding meeting referred to in section 2.1 and with

the establishment/service area visited. Findings are then reported to Education DMT on a termly basis by exception of non-compliance in any area and as appropriate feed into South East Wales Consortia (SEWC) regional sub-groups as appropriate.

Completed evaluations (FADEs) feed into the Directorate self-evaluation process and updates of the Local Government Education Services (LGES) self-evaluation report (SER) as well as being reflected in Directorate, Service and Team plans.

Findings are shared with elected members and Chairs of school Governors via relevant reporting avenues such as the quarterly Joint Safeguarding Report to the joint Safeguarding Scrutiny Committee. Such items will be included on the forward work programme of both.

Findings from this quality assurance process informs the ongoing development of effective approaches to safeguarding as well as informing the professional practice of Challenge Advisers in our commissioned school improvement service Education Achievement Service (EAS).

This work influences the Council's aim of improving the identification and support of children experiencing Adverse Childhood Experiences (ACEs).

2.2 Evaluation/Review

Through the business reporting activities, the SEG Manager updates the business plan identifying key areas and uses this information to inform future practice. In addition to the reporting arrangements aforementioned, findings are reported to the Corporate Safeguarding Leads Group on a termly basis.

In line with the Directorate's Self- Evaluation Policy and on an annual basis, the SEG Manager will complete an evaluation (FADE) report detailing the following:

- Focus of activity over the past year by service area
- Analysis
- Recommendations
- Evaluation of impact of the work

This work will inform the update of the self- evaluation report (SER) and the daily practice to keep children and young people safe and help to ensure that safeguarding systems and processes are robust, continue to be fit for purpose, withstand intense scrutiny and inform further improvement.

Blaenau Gwent County Borough Council

Education Directorate Self-Evaluation

Team/Service: Safeguarding

Title of the evaluation:

Date of report:

Report author: Sarah Dixon

Report author:	
Service Area:	
Date report written:	
Focus for the evaluation (F) A sentence to describe the area you are focussing on.	
Analysis (A) Your analysis of the: <ul style="list-style-type: none">• outcomes or process or change	
Evaluation (E) By way of: <ul style="list-style-type: none">• Outcomes (or process or change)• Provision• Leadership and management	

Development/Improvement
required/Recommendation

(R) and Way Forward:

By way of:

- Outcomes (or process or change)
- Provision
- Leadership and management

Timetable for QA Safeguarding in Education Process

Academic Year	Autumn	Spring	Summer
2019/20	Alternative provision (3) Schools (1) Out of County (1) Early years child care and play (1) (6)	Leisure Trust (1) After school clubs School (2) (4)	Youth Service (1) Schools (2) Out of County (1) Home to School transport (1) (5)
2020/21	OD (1) Early years child care and play (1) Catering (1) Schools (3) (6)	4 Schools (4) (4)	Schools (4) (4)