

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

MUNICIPAL YEAR 2013-2014

**EDUCATION & LIFELONG
LEARNING SCRUTINY COMMITTEE**

Agenda Item No. 4

Date: 13TH NOVEMBER 2013

**REPORT OF:
DIRECTOR OF EDUCATION AND
LIFELONG LEARNING**

**SELF EVALUATION OF SAFEGUARDING
AND CHILD PROTECTION PRACTICES
IN EDUCATION SERVICES FOR
CHILDREN AND YOUNG PEOPLE IN
RHONDDA CYNON TAF**

**Author: - Esther Thomas, Service Director for Schools and Community
Tel. No: (01443) 744002**

1. PURPOSE OF THE REPORT

The purpose of this report is to provide Members with the outcome of an audit undertaken by the Local Authority on safeguarding arrangements in Education Services for Children and Young People in Rhondda Cynon Taf, through self evaluation.

2. RECOMMENDATIONS

It is recommended that Members:

- 2.1 Note and agree the information contained in this report.
- 2.2 Scrutinise and comment on the information provided.
- 2.3 Consider whether they wish to scrutinise in greater depth any matters contained in the report.

3. BACKGROUND

- 3.1 Safeguarding and promoting the welfare of children and young people is a statutory duty for local authorities under section 175 of the Education Act 2002.
- 3.2 Safeguarding and promoting the welfare of children and young people is the responsibility of everyone working in Education and Lifelong Learning and underpins all policies and procedures.
- 3.3 The arrangements that local authorities and schools have in place need to provide for two aspects to safeguarding and promoting the welfare of children. They are:
 - Arrangements to take all reasonable measures to ensure that risks of harm to children's welfare are minimised; and

- Arrangements to take all appropriate actions to address concerns about the welfare of a child, or children working to agreed local policies and procedures in full partnership with other local agencies.

3.4 In deciding what arrangements must be made to meet their duties under section 175, local authorities and governing bodies must have regard to Welsh Government guidance Safeguarding Children in Education 005/2008 which is currently under revision Draft Welsh Government circular no. 007/2013.

3.5 In order to ensure that Safeguarding and Child Protection Practices in RCT are rigorous and robust the local authority has utilised the Estyn self evaluation tool.

4. SELF EVALUATION OF SAFEGUARDING AND CHILD PROTECTION PRACTICES IN EDUCATION SERVICES FOR CHILDREN AND YOUNG PEOPLE IN RHONDDA CYNON TAF

4.1 A multi agency group was established to undertake an audit of safeguarding policies, procedures and practices across education services for children and young people in Rhondda Cynon Taf.

4.2 The Self Evaluation Report is attached as Appendix 1.

4.3 The Self Evaluation Tool seeks to establish:

- How well does the local authority discharge its responsibilities for managing safeguarding and child protection across the education service it provides, and commissions?
- Does the local authority provide clear guidance to all its education service providers including its schools about child protection policies that reflects the model in circular 005/2008?
- Does the local authority have a designated person for the management and oversight of child protection and safeguarding issues in education?
- How well does the local authority address the specific safeguarding needs of individual children, and in particular looked after children, in addition to those identified for the general population involved in its education provision?
- Management of allegations against staff.
- Safe recruitment.
- Safeguarding training.
- Safety and wellbeing of children in local authority education services.
- How clear and robust is the local authority's behavioural support policy?
- How clear and robust is the local authority's guidance on health and safety and off-site activities, and its policy for risk assessments?

5 CONCLUSION

5.1 Although many areas of good practice is identified there are areas for improvement, and some of these have already been addressed.

5.2 An Action Plan will be drawn up to ensure that policies and practices in the area of safeguarding are constantly and consistently monitored.

5.3 Monitoring of all safeguarding policies and procedures is ongoing and a progress report will be presented to this Scrutiny Committee on an annual basis.

Self Evaluation of Safeguarding and Child Protection Practices in Education Services for Children and Young People in Rhondda Cynon Taf

Estyn Questions	Judgements	Evidence
<p>1. How well does the local authority discharge its responsibilities for managing safeguarding and child protection across the education service it provides, and commissions?</p> <p><i>Does the local authority have clear policies, procedures and guidance which cover its responsibilities for safeguarding children in the education services it provides or commissions?</i></p> <p><i>How well do the policies reflect the model in Circular 5/2008 by including sections on:</i></p> <ul style="list-style-type: none"> • <i>prevention through the teaching and pastoral support offered to learners?</i> • <i>procedures for identifying and reporting cases, or suspected cases, of abuse? and</i> • <i>support to learners who may have been abused?</i> <p><i>Are policies, procedures and guidance reviewed each year?</i></p>	<p><u>Current Performance:</u></p> <p>Cwm Taf Safeguarding Children's Board (CTSCB), which was established in June 2012, works across RCT and Merthyr Tydfil Local Authorities.</p> <p>The Board is supported by a number of sub groups, overseen by the CTSCB Operational Committee (OC). OC reports to each CTSCB meeting and includes identified critical messages from each sub group. Reporting arrangements focus on performance management across a range of key indicators.</p> <p>In addition, each sub group provides an annual report to CTSCB within agreed timescales. Although still a relatively newly established Board these arrangements, which build upon what already existed within RCT LSCB, are becoming increasingly effective.</p> <p>The Education and Lifelong Learning Directorate is a core member of the Board with senior officers representing, other officers represent the directorate in all sub groups.</p> <p>The CTSCB has a clear child protection policy, training strategy, plus a comprehensive training programme in place as well as a range of safeguarding protocols and guidance provided to all educational settings.</p> <p>Corporate Parenting Board reviews the CTSCB business plan regularly. Overview and Scrutiny Committee review the Board's annual report.</p> <p>As part of the Cwm Taf Safeguarding Children Board Business Plan Section 28 – audits are undertaken to assess each partner's compliance with safeguarding requirements.</p> <p>The Education and Lifelong Learning (E&LL) Directorate has an overarching policy in place and each service area is required to have clear procedures in place to inform staff of their responsibility related to the safeguarding of children, young people and vulnerable adults.</p> <p>The Local Authority reviews its Safeguarding Policy for Education and Lifelong Learning annually</p>	<p>Cabinet Report and LSCB report</p> <p>Section 28 Audit for LSCB</p> <p>Education and Lifelong Learning Policy and Procedures for Safeguarding revised and approved March 2013</p>

Self Evaluation of Safeguarding and Child Protection Practices in Education Services for Children and Young People in Rhondda Cynon Taf

Estyn Questions	Judgements	Evidence
<p><i>(Lead:- Liz Pearce)</i></p>	<p>and all staff are made aware of the amendments. Each service area has its own policy and procedures in place to ensure the safeguarding of children and young people.</p> <p>All schools have up to date policies and procedures that follow WG and CTSCB requirements. All schools, PRUs and other education settings are required to have safeguarding policies in place which are approved annually by the governing body or management board.</p> <p>The Central South Consortium Joint Education Service which delivers school improvement services on behalf of RCT also have a Safeguarding Policy in place which is monitored regularly.</p> <p>The Children and Young People's Partnership - Fframwaith, commission a range of services from both the statutory and voluntary sector. These services include elements of informal education interventions such as home school links.</p> <p>For commissioned services, terms and conditions are applied to each contract and providers sign to confirm they are adhering to the requirement that they have a number of policies in place, a copy of which needs to be made available to the commissioner, including:</p> <ul style="list-style-type: none"> • Complaints • Quality Assurance • Health and Safety (including risk assessment and lone working) • Involvement and participation of children and young people • Volunteering • Adult Protection • Child Protection* • Whistleblowing <p>*The child protection policy must have a statement that the Provider will comply with the All Wales Child Protection Procedures whenever abuse of a child is alleged, suspected or known. The All Wales Child Protection Procedures covers identifying and reporting cases, or suspected cases of abuse.</p> <p>For new tendered services all policies and procedures are reviewed as part of the tender</p>	

Self Evaluation of Safeguarding and Child Protection Practices in Education Services for Children and Young People in Rhondda Cynon Taf

Estyn Questions	Judgements	Evidence
	<p>evaluation process.</p> <p>Within the terms and conditions of the SLA is the requirement for all projects to comply with the following monitoring arrangements.</p> <ol style="list-style-type: none"> 1. Quarterly monitoring returns 2. Pre-monitoring visit form 3. Monitoring visits – annually or more frequently for new services or if any issues are identified. <p>The key principle is that the investment in monitoring activity is proportionate to the level of service risk;</p> <ul style="list-style-type: none"> • The strategic or monetary value of the contract • The number and/or vulnerability of service users or potential users • Concerns raised about the service either through external inspection, review or through complaints procedures <p>Eye to Eye is commissioned to provide counselling support to mainstream schools, PRUs and learners in Key Stage 3 and 4 in special schools and provisions throughout the LA. During the last year they have expanded this service to include year 5/6 pupils. This is a highly effective service which brings out very positive pupil outcomes and is highly valued by schools.</p> <p>Whilst the above covers the process for directly commissioned services through the Fframwaith Partnership there are good examples of commissioning practice within sub contracted services. Services for Young People (SFYP) implement similar processes for all voluntary youth service SLAs and use ALITO online procurement framework to quality assure all external activities and transport providers used by SFYP teams.</p> <p>The Integrated Transport Unit (ITU) procures school transport via the Council's e-tender system (ALITO). The terms and conditions of contract require that only approved drivers and passenger assistants who have been enhanced Disclosure and Barring Scheme (DBS) cleared by the ITU are permitted to work on any of its tendered contracts. The DBS is required to be renewed every two years and this is strictly enforced. Any company found to have used a driver or passenger assistant who is not enhanced DBS cleared have their contract suspended immediately pending</p>	

Self Evaluation of Safeguarding and Child Protection Practices in Education Services for Children and Young People in Rhondda Cynon Taf

Estyn Questions	Judgements	Evidence
	<p>termination. All cleared DBS drivers / passenger assistants are issued with an ID badge which they are required to carry with them at all times, failure for them to carry the ID badge results in penalty points being issued to them.</p> <p>In the event of an allegation being made against a driver or passenger assistant, the allegation is reported to the Council's Safeguarding Team, who then convenes a Professional Strategy meeting. The driver / passenger assistant is suspended from duties until the investigation is concluded. In the case of any child being suspected of being abused, all company owners have received safeguarding training and are therefore clear on the process of reporting such cases.</p> <p>Additional steps are taken to mitigate risks when learners who are educated other than at school (EOTAS) are transported e.g. enhanced staffing levels.</p> <p>The LA was required to respond to Welsh Government Ministers on the arrangements for safeguarding and protecting children in education following the Pembrokeshire Report of Joint Investigation into the Handling and Management of Allegations of Professional Abuse. The key implications of the report for RCT were rigorously considered across services and agencies to provide an interim report and have a robust action plan in place to address any shortcomings identified.</p> <p><u>Areas for Improvement:</u></p> <ol style="list-style-type: none"> 1. Issues have been identified regarding health service compliance with updating DBSs on a three year cycle as this is not a requirement within the Local Health Board. 2. The implications of the new Disclosure and Barring requirements for LA staff needs to be clear to all staff to ensure compliance. 3. The Canopi Board is undertaking a review of commissioned services within the Canopi partnerships to audit compliance with safeguarding and child protection procedures. 4. Internal audit have devised self assessment templates to ensure compliance within DELL and for the Environmental Service group. Similar templates to be devised in Children's Services with the intention of findings reported to Director of Community and Children's Service to contribute to the annual report. 5. ITU are considering introducing training to drivers and escorts on drug and substance misuse. 	<p>RCT response to Pembrokeshire Report</p>

Self Evaluation of Safeguarding and Child Protection Practices in Education Services for Children and Young People in Rhondda Cynon Taf

Estyn Questions	Judgements	Evidence
<p>2. Does the local authority provide clear guidance to all its education service providers including its schools about child protection policies that reflects the model in Circular 5/2008 including advice on:</p> <ul style="list-style-type: none"> • <i>procedures for identifying and reporting cases, or suspected cases, of abuse?; and</i> • <i>support to learners who may have been abused?</i> <p><i>(Lead:- Marc Crumbie)</i></p>	<p><u>Current Performance</u></p> <p>In every school / PRU there is a designated child protection teacher who is the point of contact for the LA. That member of staff is trained to Level 3 or equivalent in Safeguarding / Child Protection. A named person is also designated for children or young people who are looked after.</p> <p>Learners who are EOTAS are made aware of the identity of the member of staff with responsibility for child protection and are informed that they can nominate a member of staff in who they can confide.</p> <p>Each school has a named governor with responsibility for child protection and governing bodies also access Safeguarding Child Protection Training.</p> <p>Schools and LA staff engage fully in the Child Protection Process, attending and preparing reports for Child Protection Conferences and Core Groups and in making referrals to Children's Services when they identify risks or have concerns.</p> <p>Immediate Response Group (IRG) held following the death of a child identifies vulnerable children and supports them with relevant input from specialist experienced workers such as Eye to Eye counsellors, Child and Adult Education Psychology, CAMHS and Children's Services.</p> <p>In accordance with WG guidance the CTSCB conducts Serious Case Reviews when a child has died or is seriously injured as a result of abuse or neglect. Education participates in audits where appropriate, sits on panels and contributes to multi-agency feedback sessions. Learning from Serious Case Reviews is robustly monitored and challenged through to the point of conclusion and multi-agency practitioner days are held around specific learning issues and national practices. This is sector leading practice. During 2011/12 nine training events were held to inform over 600 front-line, multi-agency staff of the lessons learnt from published Serious Case Reviews.</p> <p>The CTSCB has recently produced a Multi-Agency Protocol for the Assessment of Children in Need and their Families. It provides information for professionals about how to make a referral to Children's Services. The protocol includes a multi-agency referral form (MARF) and guidelines for its completion. The Safeguarding Quality and Standards subgroup of the CTSCB evaluates the quality of MARFs and safeguarding practices within a range of settings, including nursery</p>	<p>Training Data Base</p>

Self Evaluation of Safeguarding and Child Protection Practices in Education Services for Children and Young People in Rhondda Cynon Taf

Estyn Questions	Judgements	Evidence
	<p>provisions and schools. Concerns are followed up with pre-school settings and schools if concerns arise. Significant improvement in attendance by school representatives at Child Protection Conferences has also been evident.</p> <p><u>Areas for Improvement:</u></p> <p>1. During March 2012, Internal Audit recommended that the Council consider providing a suite of “model” Policies for schools on all issues relating to Safeguarding. The main purpose of devising a suite of Policies and Procedures would be to ensure that all schools have consistent documentation and all schools are using and implementing Policies that meet the statutory guidelines and therefore satisfy the overall question above. Internal auditing in September 2012 suggested that schools were not compliant at that time.</p> <p>Individual policies to include:</p> <ul style="list-style-type: none"> • Child Protection • Whistleblowing / Complaint • Staff Disciplinary • Bullying (including Cyber Bullying) • Pupil Discipline • Health & Safety • Recruitment & Selection • Training • Volunteering • Positive Physical Intervention • Use of Time Out • Intimate Care • Safe and effective intervention, use of reasonable force and searching for weapons • Educational Visits • Substance misuse • School attendance • Sex and relationships education 	

Self Evaluation of Safeguarding and Child Protection Practices in Education Services for Children and Young People in Rhondda Cynon Taf

Estyn Questions	Judgements	Evidence
	<p><i>Note: the above should not be considered an exhaustive list; management may wish to include others.</i></p> <ol style="list-style-type: none"> 2. The Service Director for Schools and Access and Inclusion to liaise with the Head of Safeguarding in Children's Services in order to ensure that an appropriate suite of policies are devised. Once completed, the model Policy along with all required appendices will be distributed along with a clear instruction to all Headteachers informing them of the mandatory requirement to adopt the Council's Model Safeguarding Policy in schools and educational establishments. Internal Audit Testing to be undertaken thereafter to monitor compliance. (Task and Finish group). 3. Consideration to be given to involvement of School Governors and Governor Support to ensure that compliance is secured. 4. Policies to be placed on Moodle. 	
<p>3. Does the local authority have a designated person for the management and oversight of child protection and safeguarding issues in education?</p> <p><i>If yes, please provide contact details and management information.</i></p> <p><i>What added value does this post bring to the management of safeguarding and child protection in the local authority's education provision?</i> (Lead:- Susan Owen)</p>	<p><u>Current Performance:</u></p> <p>RCT has a Safeguarding Co-ordinator for Education with the oversight stated. This is Susan Owen based at Ty Pennant, Pontypridd, 01443 490400 - Susan.I.Owen@rctcbc.gov.uk</p> <p>Added value includes consistent advice and support to schools and within the directorate on:-</p> <ul style="list-style-type: none"> • responding to concerns about individual children • making referrals to Children's Services • involvement in Child Protection / Child in Need processes • managing allegations against professionals, chairing strategy meetings • being part of safeguarding team which provides for this consistency • established links with local colleges • addresses identified concerns about safeguarding practice by schools and within the directorate 	<p>Job Description</p>

Self Evaluation of Safeguarding and Child Protection Practices in Education Services for Children and Young People in Rhondda Cynon Taf

Estyn Questions	Judgements	Evidence
	<ul style="list-style-type: none"> • close links with lead officer in SFYP <p>Co-ordinator has responsibility for:-</p> <ul style="list-style-type: none"> • developing and delivering training strategy • assisting with model policy development and ensuring they are kept up to date • contributing safeguarding focus to service delivery and development, plus policy. • ensuring contribution to CTSCB work alongside colleagues CTSCB QA and training / communication sub group • attends relevant school to raise safeguarding matters <p>All of which ensures a focus is maintained on safeguarding children in the directorate and schools.</p> <p><u>Areas for Improvement:</u></p> <ol style="list-style-type: none"> 1. To develop a more robust method of recording training provided using the HR Vision system. 2. Identify staff within the E&LL Directorate to deputise at MARAC meetings and ensure that information is shared appropriately. 3. A similar role to that of Susan Owen has been established for the Council's Environmental Service – Melanie Roach is the designated representative. 4. Safeguarding awareness training is currently (as at July 2013) being rolled out across the Environmental Services Group. 	
<p>4. <i>How well does the local authority address the specific safeguarding needs of individual children, and in particular looked after children, in</i></p>	<p><u>Current Performance:</u></p> <p>A register is maintained of all Electively Home Educated (EHE) pupils and the Education and Child Psychology Service / Attendance and Wellbeing Service are involved in annual reviews of home educated pupils. Guidance for schools and parents was issued in March 2012. A database has been established and effective liaison with Children's Services is always undertaken when a</p>	<p>EHE Policy</p>

Self Evaluation of Safeguarding and Child Protection Practices in Education Services for Children and Young People in Rhondda Cynon Taf

Estyn Questions	Judgements	Evidence
<p><i>addition to those identified for the general population involved in its education provision?</i></p> <p><i>(Lead:- Gaynor Davies)</i></p>	<p>request for EHE is made.</p> <p>The Safeguarding Co-ordinator attends Multi-Agency Risk Assessment Conferences (MARAC) and a member of the Safeguarding Team attends the Multi-Agency Public Protection Arrangements (MAPPA) and ensures that any relevant information is shared sensitively with schools and with conference members.</p> <p>Child Practice Reviews are undertaken when a child has died or is seriously injured as a result of abuse or neglect and Education staff are involved where appropriate. Learning from Child Practice Reviews is robustly monitored and challenged through to the point of conclusion. Multi-agency practitioner days are held around specific learning issues and Education staff are actively involved. During 2011/12, nine training events were held to inform over 600 front-line, multi-agency staff of the lessons learnt from published Serious Case Reviews. A key recommendation from one review resulted in a rigorous audit of multi-agency participation in Child Protection Conferences, Child Protection Plans and their supporting Core Groups. The review undertaken by the Quality Assurance Standards Group (QASG) suggests that the attendance of Education staff in Child Protection Conferences and Core Groups is good. Reports are also provided on a consistent basis by Education / School staff. A multi-agency audit of MARFs undertaken by QASG in 2011 (for the period of 01/01/11-01/07/11) suggest that Education staff make timely Child Protection and Child in Need referrals and the quality of the referrals is generally good. Audits are routinely undertaken by QASG when safeguarding standards or concerns are flagged up by agencies.</p> <p>Vulnerable learners who have a Statement of SEN and attend out of county provisions have their progress reviewed annually in line with the SEN Code of Practice for Wales 2002.</p> <p>Educational representatives sit on both LAC Operational and LAC Outcomes Boards. The former board ensures that decisions relating to the accommodation of LAC involves Education partners and that the needs of vulnerable children and young people are safeguarded. LAC Outcomes Board ensures that outcomes for LAC are closely evaluated within a multi-agency context. There is Educational representation on both Fostering and Adoption Panels.</p> <p>LAC PIs over the last 4 years have shown positive trends in relation to the numbers of LAC who become 16 during the school year and left full time education, training or work based learning</p>	<p>Annual Report Joint Inspection of LSCB 2011</p> <p>Report for QASG/Operational Committee</p> <p>Annual Report to the CTSCB 2012.</p> <p>PEP Guidance Document</p> <p>LAC PIs</p>

Self Evaluation of Safeguarding and Child Protection Practices in Education Services for Children and Young People in Rhondda Cynon Taf

Estyn Questions	Judgements	Evidence
	<p>without an approved external qualification. This reduced from 20.8% in 2008/9 to 2.8% in 2011/12. A dip in the number of LAC who met CSI targets at the end of Key Stage 2/3 was evident in July 2012. Prior to this, positive trends were evident. Support for meeting the needs of LAC has increased significantly following Ymbarel Service restructure in September 2012.</p> <p>The Attendance and Wellbeing Service (AWS) Manager is the named local authority contact for Children Missing Education (CME). A CME policy is in place and procedures are well-established.</p> <p>A CTSCB project to develop a Life Case Analysis Tool (LCAT) for practitioners from both children and adult services has been developed to ensure a safe and effective transition to adulthood for vulnerable young people.</p> <p>Neglect has been identified as a key issue for children and young people involved in the child protection process in RCT. Education staff have contributed to a multi-agency project to review the existing guidelines for all staff working in this difficult area. A conference has been held to inform practitioners.</p> <p>Work is underway in the CTSCB to develop a project to provide a co-ordinated response for young people who go missing from home and care frequently, linking in with on-going work around child sexual exploitation. A CTSCB protocol has also been developed to address the needs of children who display risk taking behaviour.</p> <p>An effective Multi-Agency Placement Panel is well established and committed to maintaining governance of all out of county placements and in ensuring that vulnerable children are safeguarded. Extremely complex cases which are repeatedly referred to MAPP can trigger a Live Case Analysis Tool (LCAT) being applied or a referral to QASG.</p> <p>The LA responded proactively to the Estyn Survey of the Arrangements for Pupils' Wellbeing and Behaviour Management in Pupil Referral Units. Key recommendations within the report prompted an audit and recommendations for improvements in settings.</p> <p>A cross agency / partnership protocol aimed at reducing suicide and self harm in young people, is firmly embedded and has been effectively implemented on 26 occasions to date (April 2013) since its inception in November 2010. Vulnerable youngsters and their families are supported</p>	<p>CME Policy</p> <p>LCAT</p> <p>Assessment Tool for Neglect</p> <p>Risk Taking Behaviour/Sexual Exploitation</p> <p>MAPP Terms of Reference</p> <p>Safeguarding Audit Report</p> <p>Suicide and Self Harm Protocol</p>

Self Evaluation of Safeguarding and Child Protection Practices in Education Services for Children and Young People in Rhondda Cynon Taf

Estyn Questions	Judgements	Evidence
	<p>immediately following an unexpected death and the Educational and Child Psychology Service, Services for Young People and Eye to Eye provide schools community based support including home visits in the event of a critical incident or unexpected death of a child attending school / education settings. This input ensures that the risk of other vulnerable youngsters coming to harm are minimised through this collaborative multi-agency approach.</p> <p><u>Areas for Improvement:</u></p> <ol style="list-style-type: none"> 1. To ensure that all schools manage allegations of professional abuse in a consistent way. 2. To ensure that Education representation in MARAC is a shared responsibility across services in Education. 3. To ensure that Education staff are clear about their need to challenge other agencies within Child Protection Conferences and Core Groups. 4. Training to be provided for schools on the use of PEPs. 5. PI data on the completion of Personal Education Plans (PEP) for Looked After Children (LAC) suggests that there is a need to complete these in a more timely manner. New guidance relating to PEPs has been collaboratively devised between Children's Services and the Access and Inclusion Service and training is planned in the near future. 	
<p>5. Management of allegations against staff.</p> <p><i>Does the local authority refer and report all incidents of alleged professional abuse to the LSCB?</i></p> <p><i>How well does the local authority and the LSCB ensure providers comply with the guidance for managing staff disciplinaries following such allegations?</i></p>	<p><u>Current Performance:</u></p> <p>CTSCB has guidance on how to respond to allegations against professionals. This has been addressed in training and is part of the new Headteacher course.</p> <p>Allegations against Professionals have been audited over an extended period (10/09-09/10). The referrals, meetings and outcomes relating to 86 children were analysed. Data suggests that a relatively high number of referrals were received in relation to foster care agencies (17) and teachers (14).</p> <p>Any allegations against staff are dealt with in a timely fashion with referrals being made to Children's Services. The Education Safeguarding Co-ordinator is part of a small safeguarding team who have responsibility for managing the response to allegations against professionals including chairing the meetings, thus ensuring consistency.</p>	

Self Evaluation of Safeguarding and Child Protection Practices in Education Services for Children and Young People in Rhondda Cynon Taf

Estyn Questions	Judgements	Evidence
<p><i>(Lead:- Liz Pearce)</i></p>	<p>Referrals are made to Children's Services - the Education Co-ordinator has responsibility for managing the response including chairing strategy meetings. Being a member of a small safeguarding team ensures consistency of response and absence cover.</p> <p>Systems are in place for HR, Headteacher and Governor attendance and referrals are made to WAGIIS in accordance with guidance.</p> <p>CTSCB QA sub group is developing a system for regular reporting on all allegations against professionals. Reports have been provided previously including following the Pembrokeshire report.</p> <p>Human Resources attend strategy meetings where there are allegations made against staff, in accordance with the Council's disciplinary policies and with Welsh Government guidance on allegations of a child protection nature. Cases are referred to Servoca, for independent investigation as appropriate.</p> <p><u>Areas for Improvement:</u></p> <ol style="list-style-type: none"> 1. Guidance document needed in relation to the above. 2. Structured and robust systems are being initiated within the Environmental Services Group (providing a key contact for Environmental Services staff, identifying training requirements and also ensuring appropriate employment checks are in place and recorded etc). It is the aim that these will 'mirror' the systems in place within Education and Lifelong Learning to ensure good practice and compliance in Leisure Services. 	<p>Disciplinary Policies</p>
<p>6. Safe recruitment.</p> <p><i>How well does the local authority manage its responsibilities for safe recruitment through pre-employment identity and</i></p>	<p><u>Current Performance:</u></p> <p>Through it's recruitment strategy and circulars to Schools and Managers, the Council has communicated that for:</p> <p><u>Pre-Employment Checks</u></p> <p>It is the schools / PRUs (Headteacher & Governing Body) responsibility to ensure that when an appointment is made, all pre-employment checks are undertaken immediately and are in place</p>	

Self Evaluation of Safeguarding and Child Protection Practices in Education Services for Children and Young People in Rhondda Cynon Taf

Estyn Questions	Judgements	Evidence
<p><i>qualification checks for local authority staff, and for all school staff (including any directly recruited and paid through the school)?</i></p> <p><i>Is there a record that all staff appointed after 2002 have a CRB check?</i></p> <p><i>Is there a record of those governors who have up-to-date CRB checks, and risk assessments for those who don't?</i></p> <p><i>How well does the local authority ensure its education services have robust risk assessments for volunteers that work under supervision in education settings, and which clearly determine criteria for their requirement to have CRB checks or not?</i></p> <p><i>How well does the local authority know which volunteers working in its education settings on frequent or intensive basis have up-to-date CRB checks?</i></p> <p><i>(Lead:- Richard Evans)</i></p>	<p>before the employee commences employment in the post. As a reminder, the relevant checks that need to be confirmed before appointment are:</p> <ul style="list-style-type: none"> • Employment References • Proof of ID • DBS checks <p>Plus for teaching staff the following information is also required:</p> <ul style="list-style-type: none"> • Registration with GTCW • Qualifications to teach <p>Without these checks being completed, no staff member is to commence employment within the School.</p> <p>The Council holds a central database and each School has a copy for the staff within their school appointed after 2002. The system that the Council uses for this purpose is the Vision HR system.</p> <p>Requests by Schools for their Governors to be DBS checked are actioned and records are stored on the central DBS database. As there is no current requirement for DBS to be undertaken, it is the responsibility of the Governing Body to manage this function.</p> <p>As an interim measure, HR has developed a protocol for implementation which will include appropriate DBSs, references and record keeping. Action has been taken to introduce a volunteer application form and a volunteer checklist for schools to use. All volunteers that we are made aware of are DBS checked. This has all been relayed to schools via HR circulars. Risk assessments are the responsibility of the Governing Body.</p> <p>Requests by Schools for their volunteers to be DBS checked are actioned and records are stored on the DBS database (Note: this is not the same database as the Vision HR system).</p> <p><u>DBS Information</u> Best practice dictates that DBSs are updated every three years and as point of principle for</p>	

Self Evaluation of Safeguarding and Child Protection Practices in Education Services for Children and Young People in Rhondda Cynon Taf

Estyn Questions	Judgements	Evidence
	<p>commissioned services this is the expected standard. Routinely, information is collated which covers the following:</p> <ul style="list-style-type: none"> • Project Name • Number of staff funded • DBS Number • DBS Expiry Date • Child Protection Training attended during the year • Safeguarding Training attended during the year <p>DBS numbers are checked as part of the monitoring process for services commissioned through Fframwaith.</p> <p>SFYP collates all staff, volunteer, procurement provider and SLA partner DBS numbers and issue dates provision procured through the procurement framework - these are reviewed quarterly by SFYP safeguarding lead and working group. Services for Young People require each cluster partner providing Holiday Programme activities to sign a declaration to confirm that all their staff and volunteers have current DBSs, are suitably qualified and have attended the relevant training, such as Health and Safety. All externally ordered tutors and transport providers have gone through the ALITO procurement system where proof of DBS etc. is collated.</p> <p>The Council has strong recruitment processes in place and the Council has made it clear that no person can commence employment until satisfactory checks are in place. Action is taken against any Headteacher / governing body that determines to commence an employee before agreed checks are in place.</p> <p>Internal Audit undertakes regular reviews of pre-employment checks across a rolling sample of the Council's schools.</p> <p><u>Areas for Improvement:</u></p> <p>1. Awareness raising regarding DBS requirement for School Governors.</p>	<p>E3 Approved provider Framework</p> <p>Letters from Director to schools:- 7th Sept 2011, October 2012 and 18th April 2013</p>

Self Evaluation of Safeguarding and Child Protection Practices in Education Services for Children and Young People in Rhondda Cynon Taf

Estyn Questions	Judgements	Evidence
	<p>2. The Pembrokeshire Review of Effectiveness Group identified that an area for improvement was the regulation of Volunteers. The Group agreed to convene a working party, but as yet it has not met. The action for the group was to identify where responsibility for checks on Volunteers fell.</p> <p>3. An audit of current practice with regards to which staff within the Department of Education and Lifelong Learning are required to have DBS checks and how frequently these are updated is needed to establish if there are any inconsistencies in relation to practices across departments.</p> <p>4. The council is finalising details to commence the introduction of a new electronic system (e-bulk) to process DBS checks, which will reduce the timescales significantly.</p>	<p>Pembrokeshire Review of Effectiveness Document</p> <p>School Circulars</p> <p>Volunteer Checklist</p> <p>Volunteer Application Form</p>
<p>7. Safeguarding training.</p> <p><i>How well does the local authority and the LSCB ensure that:</i></p> <ul style="list-style-type: none"> • <i>all staff and volunteers working in education provision have safeguarding training approved by the LSCB?</i> • <i>are trained in a timely way?</i> • <i>designated staff are trained in inter-agency working?</i> • <i>all temporary staff and volunteers are made aware of child protection</i> 	<p><u>Current Performance:</u></p> <p>The CTSCB has a highly regarded and well attended training programme which is delivered at 3 levels. Education is well represented at training events and staff from a range of agencies attended Safeguarding Training as part of the 2011/12 and 2012/13 LSCB Safeguarding Training Programme. LA, schools, PRU and Communities First staff can also access LSCB multi-agency training on issues such as Child Protection, Domestic Violence, Substance Misuse, Practitioner Forums etc. The Social Care Training Unit maintains a database of all LA staff who have attended the various multi-agency training courses available.</p> <p>In addition, a database is maintained by the Education Safeguarding Co-ordinator to ensure that all schools receive Level 1 Safeguarding Training at regular intervals and any data relating to single agency training and participants is also recorded.</p> <p>The Directorate has a Safeguarding Training Strategy 2010-13 which is in the process of being updated.</p> <p>It identifies 5 levels of training, staff to which this applies and sets targets for training all the schools across RCT over 3 years in awareness raising. This includes single agency and multi-agency training provided by CTSCB. It includes frequency of training and courses for NQTs, new Head Teachers and Governors as well as directorate staff etc.</p> <p>The Directorate provides a budget for delivering this training.</p>	<p>Training Programme</p>

Self Evaluation of Safeguarding and Child Protection Practices in Education Services for Children and Young People in Rhondda Cynon Taf

Estyn Questions	Judgements	Evidence
<p><i>policies and procedures?</i></p> <ul style="list-style-type: none"> • <i>staff are kept up-to-date through regular refresher courses? And</i> • <i>all training remains appropriate and up to date through regular and robust evaluation?</i> <p><i>(Lead:- Susan Owen)</i></p>	<p>The training delivered consistently across RCT is approved by the CTSCB.</p> <p>Each course is evaluated and the CTSCB training programmes are regularly updated to reflect for example new guidance, learning from case reviews and audit.</p> <p>Schools are responsible for Basic Safeguarding Training upon induction for all staff, temporary and volunteers.</p> <p>School Governors have specific Safeguarding Courses provided, along with the option to attend whole school training.</p> <p>Directorate is a member of the CTSCB Training and Communication sub group and its accompanying Training Delivery Group.</p> <p>In respect of volunteers this should be done by schools upon induction.</p> <p>Safeguarding Co-ordinator organises additional training as concerns issues new protocol etc. emerge e.g. Sexually Harmful Behaviour and the role of the Welsh Government Independent Investigation Service.</p> <p>Safeguarding Co-ordinator also commissions development of additional programmes identified through evaluation and CTSCB requirements e.g. conference and core group training for schools.</p> <p>Co-ordinator has also developed Intimate Care Policy as this was identified as a gap.</p> <p>A Designated Teacher Training Course has been produced and delivered, evaluations are positive.</p> <p>Staff from E&LL are members of the CTSCB Training Delivery Group and contribute to the multi-agency facilitation of Child Protection Courses.</p> <p>Staff from the Music Service all receive Safeguarding Training.</p> <p>For commissioned Voluntary Sector Projects, Safeguarding Training is available through Interlink supported by a Voluntary Sector Post funded through Fframwaith.</p> <p>The number of people accessing Safeguarding Training through this route is shown below;</p> <p>2011/12 – 60 2012 to date – 38</p>	

Self Evaluation of Safeguarding and Child Protection Practices in Education Services for Children and Young People in Rhondda Cynon Taf

Estyn Questions	Judgements	Evidence
	<p>Within the above, support is offered to organisations to help them develop relevant policies and procedures. All training delivered is endorsed by the Cwm Taf Safeguarding Children's Board. The Officer also sits on the Quality Assurance and Standards Group to deal with any issues that arise in respect of third sector organisations. They also sit on the Training and Communications Group, the Training Delivery Group and the Protocol and Procedures Group.</p> <p><u>Areas for Improvement:</u></p> <ol style="list-style-type: none"> 1. Linking training to HR database. 2. The Council will need to consider how best to record 'training received' for all of its staff – the preferred method would be the Vision HR system. 3. Linking all Safeguarding Training to HR database. 4. Audit's checking policies etc. are up to date and fit for purpose in schools. 5. Audit and record training for volunteers. 6. Safeguarding awareness training is currently (as at July 2013) being rolled out across the Environmental Services Group. 	
<p>8. Safety and wellbeing of children in local authority education services.</p> <p><i>How clear and robust are the local authority's policies and guidance that address anti-bullying, racist abuse, discrimination and harassment?</i></p> <p><i>Do they comply with the Human Rights Act 1998 and Equality Act 2010?</i></p> <p><i>How well does the local authority monitor these</i></p>	<p><u>Current Performance:</u></p> <p><u>Policy & Guidance</u></p> <p>All schools were consulted on the development of the RCT Behaviour Support Service guidance document - Policy and Guidance for Schools – Anti-Bullying.</p> <p>Since its adoption the document has been issued to all schools, and a series of awareness raising activities including the use of SENCO training days, e-mails and inclusion on the RCT Moodle site have been carried out.</p> <p>The document provides comprehensive information and guidance to schools and includes sections that emphasise the importance of data collection, monitoring and evaluation and staff training. Its appendices provide further guidance and advice for young people and parents and carers as well as schools. There are also model frameworks and policies and a best practice guide together with a directory of advice, counselling and support organisations.</p> <p>Whilst schools develop individual anti-bullying policies they are expected to pay heed to the</p>	<p>Policy & Guidance in Schools – Anti-Bullying Document</p>

Self Evaluation of Safeguarding and Child Protection Practices in Education Services for Children and Young People in Rhondda Cynon Taf

Estyn Questions	Judgements	Evidence
<p><i>incidents in its schools? and</i></p> <p><i>How robustly does it report this to the LSCB and elected members?</i></p> <p><i>(Lead:- Dilys Jouvenat)</i></p>	<p>advice and guidance contained within the policy.</p> <p>The policy is robust, comprehensive and adheres to the principles of the Equality Act 2010 and the Human Rights Act 1998.</p> <p>Services for Young People operate to the Education Directorate Anti-Bullying Policy. However, there is also a comprehensive Anti-Bullying Best Practice Guide in place that sets out a clear commitment to addressing bullying and includes guidance on indicators that bullying is taking place together with a specific section on staff roles and responsibilities, which makes it clear that all instances of bullying must be reported. This document is supplemented by a flowchart that identifies the steps that need to be taken.</p> <p>Services for Young People carry out surveys through the Viewpoint Extending Entitlement Questionnaires and report on a two yearly basis. The survey report enables trends to be identified and can be drilled down to school and cluster levels.</p> <p>The LA has developed and introduced a requirement for all schools to complete and submit a Bullying Incidents Reporting Form every term. The form identifies the number, and type of bullying incidents together with the age and ethnicity of both the victim and bully. Schools are also required to maintain bullying incident logs that records outcomes of any investigations. Although the reporting forms do not include information on whether any action has been taken as a result of the bullying incident.</p> <p>The Anti-Bullying Best Practice Guide contains a section on monitoring and includes a specific reporting form.</p> <p>Reporting forms are submitted on a quarterly basis, in line with safeguarding returns, to the Services for Young People Safeguarding Working Group, which monitors the submission and content of the reporting forms. This group is chaired by the Services for Young People Safeguarding Lead Officer. This process supports the service to identify and respond to trends in respect of bullying across the service.</p> <p>The group reviews the procedures on an annual basis in order to identify if the process is working or if any changes are needed.</p>	<p>RCT Services for Young People - Anti-Bullying Best Practice Guide 2011 Document</p> <p>Bullying Incident Flowchart</p> <p>Viewpoint Report</p> <p>Reporting Form</p> <p>Reporting Form</p> <p>Notes of Meetings and/or Recommendations.</p>

Self Evaluation of Safeguarding and Child Protection Practices in Education Services for Children and Young People in Rhondda Cynon Taf

Estyn Questions	Judgements	Evidence
	<p>The aim of the reporting procedure is to enable the LA to identify and address developing trends, this information will be reported to the appropriate officers and to elected members via the scrutiny committee.</p> <p>The reporting procedure has been in place since July 2012 and is already providing useful data for the LA, however it is difficult to assess whether the procedure is working as per the recommended practices in Section 5 (in particular 5.4 and 5.5) and Section 7 of the Anti-Bullying Strategy.</p> <p><u>Areas for Improvement:</u></p> <ol style="list-style-type: none"> 1. The policy should be regularly reviewed to ensure that good practice advice is updated when necessary and that legislation referred to is up-to-date (the Equality Act has replaced all previous Equality Legislation, yet both race and disability legislation is referred to). 2. It is accepted that schools have a certain amount of autonomy in respect of whether or not they follow the recommended practices within the document. However, it would be good practice to remind schools of their responsibilities and it is recommended that current processes such as the Safeguarding Questionnaire issued to schools in summer 2012, or updates issued to schools refer to the Strategy and Guidance available to them on at least an annual basis. 3. Whilst the LA does not have the resources to monitor what action has been taken in respect of every bullying incident it would be good practice to at least include a question on the reporting form as to whether or not any action has been taken, this would allow the LA to identify whether there is a pattern or trend in respect of how a school deals with bullying complaints. It may also be useful to know whether any outside organisation has been involved in action taken to address the bullying e.g. Show Racism the Red Card working with pupils to address racist comments / incidents. 4. The monitoring and reporting procedure should be assessed against the recommended practices in Section 5 (in particular 5.4 and 5.5) and Section 7 of the Anti-Bullying Strategy for an appropriate length of time and changes made if the need is identified during the assessment period. Reporting should be included in the reporting framework timetable. 5. Plans in place to collect the data from schools electronically. 	<p>Reports to Scrutiny Committee</p>

Self Evaluation of Safeguarding and Child Protection Practices in Education Services for Children and Young People in Rhondda Cynon Taf

Estyn Questions	Judgements	Evidence
<p>9. How clear and robust is the local authority's behavioural support policy?</p> <p><i>How well does the local authority monitor these incidents of physical intervention and restraint in its schools? And</i></p> <p><i>How robustly does it analyse this and where appropriately reports this to the LSCB and elected members?</i></p> <p><i>(Lead:- Michael Evans)</i></p>	<p><u>Current Performance:</u></p> <p>The Access and Inclusion document "Working Together in RCT" outlines the Authority's behaviour support policy in broad terms. The Authority's discrete behaviour support policy is currently being rewritten and should go out to consultation in the Autumn Term 2013.</p> <p>RCT's "Restrictive Physical Intervention: the use of reasonable force to restrain and control children and young people: Policy and Guidance for Schools" was adopted in Spring Term 2012.</p> <p>A model policy, serious incident recording sheet and positive handling plan and summary guidance for staff on the use of physical intervention are in the appendices. The Authority has 8 TeamTeach accredited trainers and 2 advanced trainers that can deliver training in schools.</p> <p>The Local Authority provides a range of guidance materials to schools, PRUs and other educational settings on safeguarding and wellbeing e.g. anti-bullying; use of time out; and positive physical intervention. The Access and Inclusion Service analyses data relating to exclusions; bullying, positive physical intervention, use of time out spaces and exclusion. Schools who display concerning trends are visited, and the data interrogated further to ensure that individual pupils are safeguarded. All time out rooms have been audited by LA staff to ensure that they are fit for purpose.</p> <p>Schools are required to maintain systematic records within 24 hours of every significant incident in which force has been used. A copy of the record sheet has to be sent to the Authority within one week of the incident. Parents should be informed if the use of restrictive physical intervention is used on their child. The Authority advises schools that staff and pupils should be given emotional support following a physical intervention and are given a chance to reflect upon the event.</p> <p>The Authority maintains a database of all reported physical interventions. This database can be interrogated for developing trends. The information the database can provide includes school, gender, year group, nature of incident, duration of restraint and whether any injuries were sustained in the intervention. Full analysis of the data is at the end of each academic year but reports can be run at any time during the school year.</p> <p>Risk assessments are carried out on all pupils who have a known history of violence whether they access home tuition or Ty Catrin. Positive handling plans are drawn up which minimise the risk of any potential incidents escalating into physical confrontation.</p>	<p>Bullying, Time Out and Positive Physical Intervention Policies.</p>

Self Evaluation of Safeguarding and Child Protection Practices in Education Services for Children and Young People in Rhondda Cynon Taf

Estyn Questions	Judgements	Evidence
	<p><u>Areas for Improvement:</u></p> <ol style="list-style-type: none"> 1. The LAs Behaviour Support policy is being amended and will be out for consultation in the Autumn Term 2013. The following key principles will underpin the policy:- <ol style="list-style-type: none"> i. Establishing a common sense of purpose and a cohesive approach to understanding the link between learning and behaviour ii. Support staff in the management of pupils who display a range of challenging behaviours. iii. Collaborative approach between LA and schools. iv. Further develop the challenge role of the LA as regards high excluding schools. v. Learners valued and listened to. vi. Provision of specialist and multi-agency support. vii. High expectation of learners reinforced by professional development. viii. Commitment to inclusion and to early and effective identification and intervention. ix. Value of data analysis. 2. Analyse data on incidents of physical intervention and time out room to inform service policy / strategy and training needs. 	
<p>10. How clear and robust is the local authority's guidance on health and safety and off-site activities, and its policy for risk assessments?</p> <p><i>How well does the local authority manage first aid, drug and substance misuse, sex and relationships education, education visits, internet safety and the welfare of learners on extended vocational</i></p>	<p><u>Current Performance:</u></p> <p>The Health and Safety Team based within the Human Resources division provides an advisory service across the whole Council, including elected members, directors, managers and staff at every level as required. This is achieved through various avenues, including policies, advice, guidance notes and training but the team only provides this service in relation to impact on work related activities. The team also has a key role in monitoring health and safety standards across the Council and has developed an agreed health and safety audit and monitoring programmes to concentrate on the areas of most significant risk.</p> <p>The Council has an approved policy - HS16 - young Persons Adventure Activities which clarifies the roles and responsibilities around health and safety, off-site activities and risk assessment. In addition the LA, all schools / PRUs and Services for Young People in Rhondda Cynon Taf follow the All Wales Guidance for Educational Visits endorsed by the Welsh Government, Health &</p>	

Self Evaluation of Safeguarding and Child Protection Practices in Education Services for Children and Young People in Rhondda Cynon Taf

Estyn Questions	Judgements	Evidence
<p><i>placements, in its schools and other education provision?</i></p> <p><i>(Lead:- Esther Thomas)</i></p>	<p>Safety and the Outdoor Education Advisors Panel. To support this process all schools and the central music service are using the online educational visits monitoring system “EVOLVE” to evidence all trips and visits with the adventurous trips being supported and approved by the Outdoor Education Adviser on behalf of the Local Authority. Senior Officers have access to this information and are updated on school trips taking place, especially out of school term.</p> <p>To support schools and other educational establishments with this procedure a programme of training for the nominated Educational Visit Co-ordinator (EVC) is available. This covers the guidance on Risk Assessments issued by the Co-operate Health & Safety Team and Visit Leader competence and compliance of the implementation of the Policy and Procedures for delivering Educational Visits.</p> <p>SFYP hold an externally validated All Wales Guidance for Educational Visits licence to cover all outdoor, offsite and hazardous activities provided by the service and have staff appropriately qualified in health and safety management.</p> <p>The Council has an approved policy - HS9 - First Aid at work – which gives clear guidance on requirements, including the Council’s commitment to provide first aid facilities for those persons ‘not at work’, for example pupils at school. Staff working with learners and EOTAS provisions have all received training. All schools are offered access via a Service Level Agreement to information available on Handsom. Staff from the Music Service are all First Aid trained and certificates will be updated when required. Premises where rehearsals / performances are held all have First Aid boxes.</p> <p>Guidance is available on extended work placements from sources such as the Health and Safety Executive. Schools / PRUs are expected to ensure adequate checks are made before making any work placement and there is an on-going responsibility for them to monitor working conditions. The Health and Safety Team have provided advice on this to individual schools when requested.</p> <p>Placement Officers in EOTAS settings are NEEBOSH / IOSH qualified and they visit and risk assess all external work placement venues prior to any learners being placed and monitor the attendance and progress of the young people for the duration.</p> <p>For pupils whose behaviour warrants exclusion, parents are contacted prior to a fixed term or</p>	<p>QGP website – the take-up by schools is very high.</p>

Self Evaluation of Safeguarding and Child Protection Practices in Education Services for Children and Young People in Rhondda Cynon Taf

Estyn Questions	Judgements	Evidence
	<p>permanent exclusion taking place. No learner is ever sent home without arrangements being made with parents / carers. When any child has to be sent home, parents are requested to collect them from the premises. In the case of a child absconding from the premises, parents are informed immediately. Where parents cannot be contacted the Police are informed.</p> <p>Internet safety is an issue of particular concern and is included in PSHE Programme as well as via input from School Police Liaison Officer.</p> <p>For learners EOTAS drug and alcohol mis-use is treated seriously but a supportive stance is adopted. Following initial meetings with parents / carers referral to other services, such as TEDS / Turnaround and possibly Children's Services, in line with Policy.</p> <p>SFYP staff have received specialist training and deliver a programme of externally verified internet safety courses (CEOPS) for young people in a range of formal and non-formal education settings including those most at risk and disengaged and at risk of sexual exploitation.</p> <p>SFYP staff have received a range of specialist drug and alcohol training and support young people with drug and alcohol issues to access appropriate multi agency support in a variety of formal and non-formal education settings. SFYP support CSP Friday Night squad multi agency interventions targeting vulnerable young people on the streets to reduce risk and harm.</p> <p>Links to the National Public Health Wales organisation, enables local teams to provide health intelligence to inform health needs assessments for particular groups, populations or communities.</p> <p>The local public health teams are rarely involved in the delivery of direct services to children and young people. However, through the Healthy Schools Scheme, pre-school scheme, Condom Card Scheme and sexual health training programmes, CTPHTs are in a position to advise partners who deliver services on the importance of staff awareness and practice in relation to safeguarding and child protection procedures.</p> <p>SFYP staff have received specialist training to support the delivery of RCT Condom Card Scheme and deliver a range of sexual health accredited courses (reality babies courses etc.) to support PSHE lessons in schools and in a range of non-formal education environments.</p>	

Self Evaluation of Safeguarding and Child Protection Practices in Education Services for Children and Young People in Rhondda Cynon Taf

Estyn Questions	Judgements	Evidence
	<p>Healthy Schools have developed an Audit / Policy Toolkit for schools in relation to meeting the requirements of the National Quality Award (NQA) for the topic of Personal Development and Relationships. The importance of having appropriate safeguarding policies and protocols in place is essential for schools to achieve a pass for this topic area.</p> <p>Information on policy development and procedures, guidelines on age appropriate sexual behaviour of young people, together with inappropriate behaviour indicator, and appropriate responses to concerns, were included in a CD-ROM (RCT Quality Approach to Sex and Relationship Education Guidelines), developed by RCT Education and CTPHT, which was provided to all primary and secondary schools in RCT.</p> <p>The Sexual Health Foundation Course is offered to anyone working with young people who require a basic knowledge of Sexual Health. The course provides information on sexual health facts and figures, services for young people, contraception, STIs, attitudes, the law, sexual exploitation and the Condom Card Scheme. Throughout the course, the participants are constantly reminded of the need to ensure that the safety and well-being of the young person is of the utmost importance and that they should be well aware of their own organisation's policy and procedures if a situation should arise. All participants are provided with a copy of the All Wales Protocol for Safeguarding and Promoting the Welfare of Children who are at risk of abuse through Sexual Exploitation.</p> <p>All those attending the courses would have been required to have a DBS check to work within their own organisation.</p> <p>In the last twelve months, 132 staff working with young people have completed the Sexual Health Foundation Course.</p> <p>The Condom Card Scheme involves training for issuing condoms and condom cards and is normally delivered as part of the foundation course, although it may be delivered separately depending on knowledge and role e.g. GP's, practice nurses, CASH clinic nurses, community pharmacists etc.</p> <p>In RCT, there are over 50 venues which run the Condom Card Scheme. These include youth and</p>	

Self Evaluation of Safeguarding and Child Protection Practices in Education Services for Children and Young People in Rhondda Cynon Taf

Estyn Questions	Judgements	Evidence
	<p>community statutory and non-statutory youth provision, third sector organisations like Adref and Rathbones, all Coleg Morgannwg sites, the University of Glamorgan, Tesco Pharmacy at Upper Boat (16 years and above only), four GP surgeries, and six comprehensive schools with more interested in providing the service. Schools include, Y Cymer, Y Pant, Pontypridd High, Tonypandy, Ferndale and Porth. The schemes are delivered via the School Nurse Service. Work is also underway to link the card to the 34 Community Pharmacy Emergency Hormonal Contraception Schemes in RCT.</p> <p>Treatment and Education Drug Services (TEDS) in RCT are a voluntary sector agency providing drug and alcohol awareness sessions within schools and have an excellent working relationship with most Comprehensive Schools around managing substance misuse issues. All lessons are age appropriate and are approved by the schools. All staff delivering the sessions are DBS checked and receive appropriate Safeguarding training.</p> <p>RCT Substance Misuse Guidelines for Schools and Youth Centres have been in place since 2004. These guidelines outline the procedures for dealing with substance misuse incidents, identify good practice in the delivery of substance misuse education and provide template whole school policies and cluster policy statement templates. The template policies also include managing substance misuse incidents when children and young people are on off-site visits / activities. These guidelines were identified as good practice by the Welsh Government Substance Misuse Branch which led to the guidelines being shared with neighbouring authorities of Torfaen, Merthyr, Bridgend, Newport, Caerphilly and Cardiff.</p> <p><u>Areas for Improvement:</u></p> <ol style="list-style-type: none"> 1. Although contact information is collected on all those involved in the Condom Card Scheme - DBS checking is not routinely carried out. 2. Data sharing of referral rates on Condom Card Scheme. 3. Training for more robust risk assessments for work placements, extended work placements and educational visits. 4. The Council will monitor use of the Evolve system in order to identify any school that may not be using the system and take relevant action. 	

This page intentionally blank