

HMIC National child protection inspection programme

Self-Assessment Template

The guidance in italics offers some areas that forces may wish to consider in completing this template. For more information, please refer to the HMIC National Child Protection Inspection - Assessment Criteria or the relevant inspection lead.

Please provide an outline of how child protection is structured, its leadership arrangements, the strategic management and how the force works with partner agencies across the whole force area:

Include details of force structure (e.g. centralised or devolved); child protection unit locations (e.g. the location of all referral units, the location of all child abuse teams, the location of any Child Sexual Exploitation or similar teams) and staffing levels; the number of local authorities; the number and details of LSCBs; force governance arrangements to manage protecting vulnerable people (PVP); any partnership initiatives to deal with child protection related issues.

Indicator	Evidence
<u>Leadership, management and governance.</u>	
<p>There is leadership at a senior level demonstrated by an active interest in how well the service is meeting the needs of children and young people.</p>	<p><i>Who is the ACPO lead responsible for child protection? How does he/she demonstrate active interest in how well the service meets the needs of children and young people?</i></p>
<p>The force (individually and in conjunction with partner agencies) understands the local population of children, young people and families and has developed approaches and services to meet need.</p>	<p><i>What research, analysis, survey, or other work has been undertaken to better understand the issues affecting children and young people (e.g. Joint Strategic Needs Analysis, contact with children's consultative groups or others)?</i></p>
<p>It understands the experience of children and families as they move through the child protection and criminal justice systems and this</p>	<p><i>Can the force demonstrate a child focussed approach? How are staff encouraged to listen to children and families? Does the force consider the wishes and experiences of the child? Is this emphasised within policy and/or guidance?</i></p>

<p>is reflected in policy, guidance and procedures.</p>	
<p>Research and intelligence and feedback about the quality of service delivery, outcomes and the experiences of child inform the design and delivery of services.</p>	<p><i>How does the force ensure that feedback is gathered from child victims, witnesses or their families to help inform future police responses? What other sources of information and advice does the force use to improve how it develops services for children (e.g. specialist voluntary sector, collaboration with other forces, the College of Policing)?</i></p>
<p>There is a culture of listening to children.</p>	<p><i>How does the force ensure a culture of listening to children? How is it embedded within training and supervision? How do force leaders ensure it is a key priority for staff?</i></p>
<p>The police service is equipped to address the diverse needs of all children with whom they come in contact irrespective of their race, gender, sexuality or abilities and have access to additional support such as interpreters where this is necessary.</p>	<p><i>How does the force manage the availability of interpreters? What use is made of intermediaries for younger children, or those with learning difficulties? What arrangements are in place to ensure interview facilities are accessible to those with physical disabilities? How does the force manage diverse needs of children?</i></p>
<p>Sound arrangements (jointly with the LCSBs or other services e.g. mental health or drug and alcohol services) are in place to support agencies working together, including information sharing and to resolve any conflicts that might arise.</p>	<p><i>What arrangements are in place to ensure LSCBs (or other partnerships) work effectively and in the best interests of children? How partners ensure better outcomes for children (e.g. MASH development, early intervention plans, CSE action plans)?</i></p>
<p>The force reports regularly on its performance, its level of service and outcomes. The data gathered is actively considered and its analysis leads to changes in practice.</p>	<p><i>What performance data does the force gather? How is it used to improve outcomes for children (e.g. identification of variations in decision-making relating to child protection across local authority areas)?</i></p>

<p>There is a professional lead (and staff have access to professional advice).</p>	<p><i>Who is the head of service? What is their level of experience and knowledge of child protection? How do staff access professional specialist advice?</i></p>
<p><u>The experiences, progress and outcomes for children who need help and protection</u></p>	
<p>Initial contact</p>	<p><i>How does the force ensure that staff recognise risk of harm to children? How does the force ensure that all staff, whatever their role, who come into contact with children are suitably trained to identify risk and take initial action? What management support is available to ensure concerns are addressed in a timely and appropriate manner? What systems are there to assist staff (e.g. details of children on Child Protection Plans are accessible on the force IT system) when needed? How does the force enable staff to access specialist advice?</i></p>
<p>Assessment and help</p>	<p><i>How is information from front-line staff reviewed, assessed and managed? How are assessments carried out and plans developed (e.g. use of case history, risk assessment, focus on the child, additional research conducted, diversity issues)? How does the force work with other agencies to meet the needs of children? How are the child and their family involved in the plans? How do managers support staff, and monitor, review and revise plans?</i></p>
<p>Investigation/enquiries</p>	<p><i>How are enquiries/investigations planned and managed? How does the force ensure that children are actively listened to, their needs addressed, and specialist resources used when necessary? How do managers support staff, and monitor, review and revise plans as the case progresses? How do managers ensure that staff have the right skills and knowledge? How are interagency enquiries managed? Can the force demonstrate that decisions are in the best interests of the child? How does policy and guidance support effective and accountable practice?</i></p>
<p>Decision making</p>	<p><i>How are the views and needs of the child reflected in decision-making? How does the force take decisions and ensure they are based on good quality evidence? Who is authorised to take decisions and how are these decisions reviewed? Who is involved with subsequent decisions (e.g. ICPCs, strategy meetings, NFA on criminal investigations, police withdrawing)? How is the impact of the child accounted for?</i></p>
<p>Trusted adult</p>	<p><i>How do staff demonstrate their reliability and trustworthiness to children and families (e.g. do they keep their promises, keep them informed, and assist with getting help)? How do force policy, procedures and guidance reflect the need to keep the victim informed?</i></p>
<p>Ending of involvement</p>	<p><i>How do staff manage their contact with children, both in the short and long term? What guidance is provided to</i></p>

	<i>staff on how this should be done? What feedback is obtained from children and families to establish if they were satisfied with their treatment? What changes have resulted from such feedback?</i>
Managing those who pose a risk to children	<i>How are people who pose a risk to children identified? How is the risk assessed and subsequently managed? How are the views of children and young people taken into account? What action is taken to reduce the risk of harm?</i>
Recording	<i>How does the force ensure that case recording is accurate, timely and coherent? This will relate to all contact with children and young people, including Domestic Abuse referrals, Section 47 enquiries, sex offender management. How is case recording monitored for quality and, where required, signed off at the correct level of seniority? How does the force ensure that staff understand the standards for case recording? How often are case records audited?</i>
Police detention	<i>How does the force ensure that children and young people are detained in police custody only when absolutely necessary? How does the force deal with children and young people, detained under Section 136 of the Mental Health Act 1983 (e.g. what facilities are available and how long are they detained)? How are children and young people protected from harm whilst in the police station? How does the force work with partners to remove or reduce the risk to arrested children and young people, who are identified as being at risk of harm? Where children and young people are detained after charge, and bail is denied, are they transferred to the care of the local authority? If not, why not?</i>