

Wheatley Hill Community Primary & Nursery Safeguarding Audit (Section 11)

September 2022

Author: <i>Alan Scarr</i>
Head Teacher: <i>Alan Scarr</i>
Chair Of Governors: <i>Vikki Wynn</i>
Date Written: <i>September 2022</i>
Shared - Governing Body Chair: <i>Sept 2022</i>
Date for Review: <i>July 2023</i>



Introduction

What is a Section 11 Self-Assessment?

Safeguarding children is everyone's responsibility. Section 11 (s11) of the Children Act 2004 complements the duty placed by section 175 of the Education Act 2002 on Local Education Authorities and the Governing Bodies of schools to make arrangements to safeguard and promote the welfare of children.

It is important to remember that s11 does not give agencies any new functions, nor does it over-ride their existing functions. It requires organisations to take into account the need to safeguard and promote the welfare of children in addition to other relevant, statutory responsibilities.

It is recommended that education settings carry out an **annual review** of their safeguarding practices and procedures. This self-assessment tool is for education settings to assist them in reviewing their arrangements and identify areas which may require strengthening. This tool covers eight key standards that should be addressed.

How does the Durham LSCB monitor section 11?

All organisations represented on Durham LSCP, are required to complete annual self-assessments and may be asked by the LSCP to provide evidence of how they comply.

The Education Community

Throughout this self-assessment document there is reference to the 'education community'. This refers to all stakeholders of an education establishment and includes but is not exclusive to: children and young people, parents/carers, staff, governors, volunteers, visitors, and contractors in the setting.

Further Information in Relation to the Section 11 Audit

If you have any queries in relation to section 11, please contact the LSCP.

Name of education setting:	Wheatley Hill Community Primary & Nursery School
Person responsible for document completion: Role and position:	Alan Scarr Headteacher
Contact details:	01429 820594
Date of completion: Date of next review:	September 1 st 2022 July 20 th 2023

Key Standard	
1. Leadership and Accountability	<ul style="list-style-type: none"> • A clear commitment by senior management to the importance of safeguarding and promoting children's welfare • A clear line of accountability within the organisation for work on safeguarding and promoting children's welfare
2. Policies and Procedures	<ul style="list-style-type: none"> • Clear priorities for safeguarding and promoting the welfare of children, explicitly stated in strategic policy documents • Policies for safeguarding and promoting the welfare of children including a child protection policy, and procedures that are in accordance with guidance and locally agreed inter-agency procedures
3. Recruitment and Selection	<ul style="list-style-type: none"> • Recruitment and human resources management procedures that take account of the need to safeguard and promote the welfare of children and young people, include arrangements for appropriate checks on new staff and volunteers
4. Staff Induction, Training and Development	<ul style="list-style-type: none"> • Arrangements to ensure that all staff undertake appropriate training to equip them to carry out their responsibilities effectively, and keep this up-to-date by refresher training at regular intervals, and that all staff, including temporary staff and volunteers who work with children, are made aware of the establishment's arrangements for safeguarding and promoting the welfare of children and their responsibilities for that
5. Complaints Allegations and Whistle-blowing	<ul style="list-style-type: none"> • Procedures for dealing with allegation of abuse against members of staff and volunteers • Appropriate whistle-blowing procedures and a culture that enables issues about safeguarding and promoting the welfare of children to be addressed.
6. Information Sharing, Communication & Confidentiality	<ul style="list-style-type: none"> • Arrangements to work effectively with other organisations to safeguard and promote the welfare of children, including arrangements for sharing information
7. Listening to Children and Young People	<ul style="list-style-type: none"> • A culture of listening to, and engaging in dialogue with, children – seeking children's views in ways that are appropriate to their age and understanding, and taking account of those views in individual decisions and in the establishment or development of services

1. LEADERSHIP AND ACCOUNTABILITY:

Standard	Examples of Evidence	Score	Descriptors
1.1 Who is the named strategic lead for safeguarding?	<ul style="list-style-type: none"> Named in Safeguarding Policy – AS Leader. JH, LW, EM, LD, JS, DP also designated trained. Attendance at LSCB forums. Promotion of role within and external to organisation on a regular basis. Actively promoting a safeguarding culture. Job description contains roles and responsibilities of designated person. Has received training in safeguarding. Training records. Legally responsible person for safeguarding within the organisation. Details found in staff handbook, safeguarding displays and school website. 		
		0	<ul style="list-style-type: none"> No Evidence Submitted / No named person within organisation
		1	<ul style="list-style-type: none"> Named person but not widely known or advertised Infrequent attendance at safeguarding forums.
		2	<ul style="list-style-type: none"> Widely advertised named person who attends LSCB or similar forums to promote safeguarding Job description states role and responsibilities ensures safeguarding policies and procedures are in place Oversees compliance with Section 11
		3	<ul style="list-style-type: none"> Takes lead in organisation for safeguarding Has undertaken personal training and a number of initiatives to champion a safeguarding culture Provides support to the workforce in safeguarding issues Provides support to the champions in achieving excellence in safeguarding. This is monitored and reviewed as a part of supervision Next Steps Attends and runs external forums at which safeguarding practice is developed and improved (ST 2023)

Standard	Examples of Evidence	Score	Descriptors
1.2 The organisation is linked into the Local Safeguarding Children Board.	<ul style="list-style-type: none"> Evidence of lines of communication. LSCP newsletters, training courses and bulletins displayed in staffroom. All staff can access training from LSCP. 		
		0	<ul style="list-style-type: none"> No evidence submitted / No named person within organisation.
		1	<ul style="list-style-type: none"> There is evidence that has been submitted that illustrates that the organisation is linked to the LSCP
		2	<ul style="list-style-type: none"> There is evidence that has been submitted that illustrates that the organisation has lines of communication that links them to the LSCB , There is evidence that the representation communicates messages to and from the organisation and to and from the LSCB
		3	<p>Next Steps</p> <ul style="list-style-type: none"> There is evidence that the representation on the LSCB understands their role There is evidence that the representation communicates messages to and from the organisation and to and from the LSCB There is evidence that the organisation contributes to the work of the Board and its subgroup This is monitored and reviewed as part of supervision

Standard	Examples of Evidence	Score	Descriptors
<p>1.3 There is a named or designated person(s) with a clearly defined role and responsibilities to champion safeguarding and child protection including:</p> <ul style="list-style-type: none"> - Maintaining a sound knowledge of legislation & guidance - Communicating to staff - Holding managers to account - Ensure effective working relationships are in place - Responding to identified safeguarding training needs <p>This person has sufficient time and support to carry out their responsibilities.</p>	<ul style="list-style-type: none"> • Named individuals and evidence of dissemination – Safeguarding team in school – AS,LW, JH, LD, DP. • Inclusion in induction. • Inclusion in newsletter and other staff communications – staff handbook, staff meetings & case study reviews. • Named within Policy and Procedures • Identified within Job description • Code of conduct for Safeguarding outlined in staff handbook and during induction. 		
		0	<ul style="list-style-type: none"> • No evidence submitted / No named person within organisation.
		1	<ul style="list-style-type: none"> • There is evidence that there is a named or designated person with clearly defined role and responsibilities to champion safeguarding.
		2	<ul style="list-style-type: none"> • There is evidence that there is a named or designated person with clearly defined role and responsibilities to champion safeguarding including: <ul style="list-style-type: none"> ○ Maintaining a sound knowledge of legislation & guidance ○ Communicating to staff ○ Holding managers to account ○ Ensure effective working relationships are in place ○ Responding to identified safeguarding training needs
3	<ul style="list-style-type: none"> • There is evidence that there is a named or designated person with clearly defined role and responsibilities to champion safeguarding including: <ul style="list-style-type: none"> ○ Maintaining a sound knowledge of legislation & guidance ○ Communicating to staff ○ Holding managers to account ○ Ensure effective working relationships are in place ○ Responding to identified safeguarding training needs <p>Next Steps:</p> <ul style="list-style-type: none"> • There is evidence that sufficient time and support to carry out their responsibilities and an annual appraisal reviews the job role. (AT 2022) 		

Standard	Examples of Evidence	Score	Descriptors
<p>1.4 The organisation has in place a programme of internal audit and review that enables them to continuously improve the protection of children and young people from harm or neglect.</p>	<ul style="list-style-type: none"> • Evidence of audit programme and outputs. • Self assessments. • External QA review processes. • Evidence of communication of findings – Staff Meetings • Evidence of implementation of findings CPOMS etc. • Evidence of Sharing findings – Staff Meetings 		
		0	<ul style="list-style-type: none"> • No evidence submitted / No audit programme in place.
		1	<ul style="list-style-type: none"> • Ah-hoc audits undertaken, but usually as a result of poor performance or incidents.
		2	<ul style="list-style-type: none"> • Programme of audit undertaken designed to ensure policies and procedures are being adhered to.
		3	<p>Next Steps:</p> <ul style="list-style-type: none"> • Internal and external audit programme which questions current practice, develops and ensures implementation of continuous improvement programme. • Staff encouraged to challenge practice and suggest audit programmes. • Multiagency audits are undertaken to improve interagency processes. • Mixture of methodologies used. • This is shared with the Performance Management Subgroup

Standard	Examples of Evidence	Score	Descriptors
<p>1.5 The organisation has a clear written accountability framework. All staff understand to whom they are accountable and what level of accountability they have.</p>	<ul style="list-style-type: none"> Evidence of statement in staff handbook and on school website Staff charts, team descriptions, accountability and individual supervision routes for staff – Staffing Framework. Staff/ Volunteers supervision polices and procedures. Safeguarding policies and procedures highlight lines of accountability Audits taken place to ensure systems in place are being adhered to. 		
		0	<ul style="list-style-type: none"> No evidence submitted / No framework in place
		1	<ul style="list-style-type: none"> High-level framework with senior manager responsibilities.
		2	<ul style="list-style-type: none"> Full framework covering individual roles and hierarchy of supervision, available and accessible. Policy and procedures are in place which highlight accountability framework
		3	<ul style="list-style-type: none"> Statement of accountability of teams, senior management roles clearly defined in relation to safeguarding children when appropriate. In areas where children are not direct clients nominated roles ensure safeguarding practices are in place and adhered to (e.g. adult services in which children may be present at client interactions). The role of contractors in the organisation is clearly defined and managed through clear reporting lines. Policy and procedures are in place which highlight accountability framework <p>Next Steps:</p> <ul style="list-style-type: none"> Volunteers have clear management structures.(LW – Parental Groups) Audits have taken place to ensure accountability framework are being adhered to – JH working with school govs (Feb 2022)

Standard	Examples of Evidence	Score	Descriptors
<p>1.6 All staff are aware of their own roles & responsibilities and those of the organisation for safeguarding and protecting children. Business/Service plans and reports incorporate staff responsibilities for safeguarding and promoting the welfare of children including objectives, where appropriate, for staff members</p>	<ul style="list-style-type: none"> Staff are aware of their safeguarding responsibilities Business/Service plans for own and contracted organisations have safeguarding incorporated. Evidence of implementation. Evidence of safeguarding as mandatory specific area of development. Evidence of link to safeguarding. 		
		0	<ul style="list-style-type: none"> No evidence submitted / Organisation does not develop service plans or does not include safeguarding items in them.
		1	<ul style="list-style-type: none"> Service plans indirectly action safeguarding services. Staff understand about safeguarding
		2	<ul style="list-style-type: none"> Service plans have dedicated section on safeguarding which specifies the delivery of services which will be undertaken to address this area. Staff are aware of their responsibility in respect to safeguarding
		3	<ul style="list-style-type: none"> Each part of the organisation includes safeguarding in their service plan. Staff are aware of their responsibility of safeguarding and that of other members of the organisation. <p>Next Steps:</p> <ul style="list-style-type: none"> Internal and external sources shape the requirements including legislation, client and staff feedback – working closely with DCC and school Govs.
<p>1.7 Staff working with children receive regular management supervision on an individual basis and can access further support when required.</p>	<ul style="list-style-type: none"> Supervision and appraisal records. Supervision and appraisal policy and procedure. Audit of occurring: frequency and quality. Staff self report non compliance. Links from outcomes of supervision and appraisal into training and development plans. Continuous Learning and Development/ personal training and development plans. QA reviews. 		
		0	<ul style="list-style-type: none"> No evidence submitted / No supervision or appraisal process in place
		1	<ul style="list-style-type: none"> Supervision and appraisals occur at intervals, basic recording. No monitoring of processes.
		2	Regular supervision and appraisals. Monitoring of compliance.
		3	<ul style="list-style-type: none"> Supervision and appraisal form a central part of the safeguarding agenda for the organisation. Supervision agendas ensure staff can discuss concerns about cases and can access support to improve the outcomes for the child. Outcomes from supervision and appraisals are fed into training and development plans. This is monitored and reviewed annually. <p>Next Steps:</p> <ul style="list-style-type: none"> Appropriate actions from supervisions and appraisals are fed into team and service delivery plans. (AT Appraisals 2022)

Standard	Examples of Evidence	Score	Descriptors
<p>1.8 All appropriate staff understand the need for accurate, clear and on-going case-work recording. Your agency has arrangements for auditing the quality of recording.</p>	<ul style="list-style-type: none"> Supervision and appraisal records. Supervision and appraisal policy and procedure. Audit of occurring: frequency and quality. Staff self report non compliance. Links from outcomes of supervision and appraisal into training and development plans. Continuous Learning and Development/ personal training and development plans. QA reviews. 		
		0	<ul style="list-style-type: none"> No evidence submitted / No supervision or appraisal process in place
		1	<ul style="list-style-type: none"> Supervision and appraisals occur at intervals, basic recording. No monitoring of processes.
		2	<ul style="list-style-type: none"> Regular supervision and appraisals. Monitoring of compliance.
		3	<ul style="list-style-type: none"> Supervision and appraisal form a central part of the safeguarding agenda for the organisation. Supervision agendas ensure staff can discuss concerns about cases and can access support to improve the outcomes for the child. <p>Next Steps:</p> <ul style="list-style-type: none"> Appropriate actions from supervisions and appraisals are fed into team and service delivery plans. Outcomes from supervision and appraisals are fed into training and development plans. Use & development of staff training plans.
<p>1.9 Contractors to the organisation who work with children and are delivering statutory services are Section 11 compliant and have been audited. Other contracts require the organisation to achieve Safeguarding Standards, which are the same as those for Section 11.</p>	<ul style="list-style-type: none"> Names and addresses of all commissioned services that are either section 11 compliant (or safeguarding checklist compliant depending upon the size of the agency). Names and addresses are shared with the LSCP Contracts stipulate that service has to be section 11 compliant. DBS information in place. Insurances and qualifications are checked. 	0	<ul style="list-style-type: none"> No evidence submitted / or no services commissioned are section 11 compliant.
		1	<ul style="list-style-type: none"> Services that are contracted or commissioned are section 11 compliant and this is within their contracts.
		2	<ul style="list-style-type: none"> Services that are contracted or commissioned are section 11 compliant and this is within their contracts and this is reviewed regularly to evidence compliance.
		3	<p>Next Steps:</p> <ul style="list-style-type: none"> Services that are contracted or commissioned are section 11 compliant and this is within their contracts and this is reviewed regularly to evidence compliance Names and addresses of contracted agencies are shared with the LSCB Evidence of audit of services are shared with the LSCB

2. POLICIES AND PROCEDURES:

Standard	Examples of Evidence	Score	Descriptors
<p>2.1 The organisation has written policies, and where applicable a procedure, for safeguarding and protecting children that is accessible to all staff.</p>	<ul style="list-style-type: none"> • Up to date safeguarding policy and procedure in place • Evidence of accreditation by a suitable Safeguarding Forum – Audits conducted by DCC. • Code of conduct for staff and volunteers – Staff Handbook / Induction. • Evidence that staff can easily access the policy and procedure – Website & Staffroom • Documented evidence of dissemination and availability – Safeguarding staff meetings. • Staff have been trained in the use of the policy & procedure – Staff Meetings - CPOMS • Induction handbook 		
		0	<ul style="list-style-type: none"> • No evidence submitted / No policy or procedure in place. •
		1	<ul style="list-style-type: none"> • Policy in place but of low standard, not clear, out of date, in process or being written or having key sections missing. • Disseminated and available but only to a small percentage of staff, many without ready availability (e.g. no immediate access to Intranet)
		2	<ul style="list-style-type: none"> • Policy in place but not yet endorsed by the LSCB, or suitable external party. • Evidence of staff accessing policy and procedure • Dissemination to all staff.
		3	<ul style="list-style-type: none"> • Policy in place and LSCB approved • Regular planned updates are programmed and the document owner (designated person) ensures new legislation is incorporated. • Evidence of staff accessing and adhering to the policy and procedure Staff have been trained in the use of the policy & procedure. • Induction handbook • Disseminated to all staff with immediate and easy access. • Regular reminders of updates circulated to all staff. Policy and procedures discussed at induction and at appraisals. • Appropriate staff have been trained in the use of the policy and procedure.

Standard	Examples of Evidence	Score	Descriptors
<p>2.2 These policies and procedures are in line with and make reference to the LSCB multi-agency Child Protection policies and procedures</p>	<ul style="list-style-type: none"> The policy and procedures makes reference to the LSCB policies and procedures Evidence that staff have attended LSCB training. Quick guides are readily available to all staff – staff handbook. 		
		0	<ul style="list-style-type: none"> No evidence submitted / no reference to the LSCP procedures
		1	<ul style="list-style-type: none"> Some reference to the LSCP procedures but it is not clear or out of date, or in the process of being written.
		2	<ul style="list-style-type: none"> Reference to the LSCP procedures which clearly identifies how to access them Some staff training on the process of referral regarding a child protection concern
		3	<ul style="list-style-type: none"> Clear reference to the LSCP procedures with links to the policies and procedures so staff can easily access them Appropriate staff trained on the process of safeguarding children and what to do if they are concerned <p>Next Steps:</p> <ul style="list-style-type: none"> Up to date quick guides are readily available to all staff members – Staff handbook / Safeguarding on a Page.
<p>2.3 The policy and procedures are reviewed on a regular basis to maintain compliance with new national and local legislation and guidance, and service and personnel changes.</p>	<ul style="list-style-type: none"> Audit log with review dates for policy and procedures produced by the organisation. Process in place to update policy after organisational changes. Audits take place to ensure adherence to the procedure. 		
		0	<ul style="list-style-type: none"> No evidence is submitted / Policy has not been updated and no process in place to initiate updates
		1	<ul style="list-style-type: none"> Procedure in place to update policy.
		2	<ul style="list-style-type: none"> Policy is owned by champion or designated person who ensures regular reviews as per update procedure. Policy update forms part of annual business service plan work.
		3	<ul style="list-style-type: none"> Policy expiry date set to one year ensures it is updated on regular basis, and ad hoc updates enabled to comply with new legislation. Process in place to update policy when personnel or service changes. Audits are take place to ensure that policy and procedures are adhered to.

Standard	Examples of Evidence	Score	Descriptors
<p>2.4 Your organisation/ service clearly communicates any changes to policy and procedures to all relevant staff and ensures they are implementing current practice</p>	<ul style="list-style-type: none"> • Evidence of dissemination of changes to staff / volunteers (briefings, newsletter, team meeting minutes etc...) • Audit of current practice • Supervision notes evidence implementation of safeguarding procedures • GB involved in all policy updates & changes. 		
		0	<ul style="list-style-type: none"> • No evidence submitted or staff are not informed regarding changes to policies and procedures
		1	<ul style="list-style-type: none"> • Some evidence of dissemination regarding some changes to staff • No evidence of audit of practice in relation to policy and procedures • No evidence of discussions within supervision
		2	<ul style="list-style-type: none"> • Evidence of dissemination regarding changes to all staff • No evidence of audit of practice in relation to policy and procedure
		3	<p>Next Steps:</p> <ul style="list-style-type: none"> • Evidence of dissemination of changes to all staff – staff briefings & safeguarding scenarios • Evidence of audit of practice to ensure that changes are being implemented into practice • Evidence of discussions within supervision regarding changes in practice in relation to changes in policy/procedure

Standard	Examples of Evidence	Score	Descriptors
<p>2.5 There are clear procedures for recording and reporting concerns or suspicions of abuse of children which all staff are aware of. All have access to a copy of Part 2 of Keeping Children in Safe in Education.</p>	<ul style="list-style-type: none"> • Staff are aware of the statutory duty to safeguard and promote the welfare of children in accordance with the National Guidelines. • Staff are aware of how to act to safeguard and promote the welfare of a child – CPOMS. • Procedures of reporting and recording concerns or suspicions about a child. • Safeguarding training, induction and renewable training programme. • Risk analysis and record of concerns. • Code of conduct – Staff Handbook • Supervision records - CPOMS 		
		0	<ul style="list-style-type: none"> • No evidence submitted / there are no procedures in place for recording and reporting concerns or suspicions of abuse • Staff do not have access to 'What to do if you are a worried a child is being abused' or LSCB quick guide to child protection.
		1	<ul style="list-style-type: none"> • There are procedures in place but they are not up to date • Some staff have access to 'What to do if you are worried a child is being abused' or LSCP quick guide to child protection. • Some staff receive safeguarding training.
		2	<ul style="list-style-type: none"> • There is evidence that staff are aware of the statutory duty to safeguard and promote the welfare of children in accordance with the National Guidance • There is evidence that staff are familiar with <i>What to do if you are worried a child is being abused</i> • There is evidence that staff are aware of how to act to safeguard and promote the welfare of a child in line with <i>What to do if you are worried a child is being abused</i> through supervision notes and team briefings. • Procedures of reporting and recording concerns or suspicions about a child are in place and up to date. • There is evidence that appropriate staff have received safeguarding training, induction and renewable training programme.
		3	<ul style="list-style-type: none"> • There is evidence that staff are aware of the statutory duty to safeguard and promote the welfare of children in accordance with the National Guidelines • There is evidence that staff are familiar with <i>What to do if you are worried a child is being abused</i>. • There is evidence that staff are aware of how to act to safeguard and promote the welfare of a child in line with <i>What to do if you are worried a child is being abused</i> through supervision notes and team briefings. • Procedures of reporting and recording concerns or suspicions about a child are in place and up to date. • There is evidence that appropriate staff have received safeguarding training, induction and renewable training programme. • There is evidence of risk analysis and record of concerns. • There is a Code of conduct. • There is evidence supervision records

Standard	Examples of Evidence	Score	Descriptors
<p>2.6 There is clear guidance on how to respond to a disclosure of abuse from children, which includes a confidentiality policy and procedure</p>	<ul style="list-style-type: none"> The safeguarding policy and procedures includes a section on what to do if a child discloses abuse. The safeguarding policy clearly states that if a child discloses that they are being abused that this cannot be kept confidential Confidentiality Policy in place Staff aware of what to do if a child discloses Staff aware of the Confidentiality policy 		
		0	<ul style="list-style-type: none"> No evidence submitted / no guidance on what to do if a child discloses abuse No confidentiality policy (separate or integral to the safeguarding policy)
		1	<ul style="list-style-type: none"> There is evidence of guidance regarding what to do if a child discloses they are being abused, however it is not clear There is confidentiality policy in place but it is unclear There is no evidence that staff are aware of either the guidance or the policy
		2	<ul style="list-style-type: none"> There is evidence of clear guidance for staff which is up to date regarding what to do if a child discloses abuse. There is a clear policy regarding confidentiality and when to share information There is evidence that some staff are aware of both the guidance and the policy
		3	<ul style="list-style-type: none"> There is evidence of clear guidance for staff which is up to date regarding what to do if a child discloses abuse. There is a clear policy regarding confidentiality and when to share information There is evidence that all staff are aware of both the guidance and the policy This is monitored and reviewed. <p>Next Steps: Ensure all new staff are inducted effectively and that this applies to all staff consistently. Effective staff induction</p>

Standard	Examples of Evidence	Score	Descriptors
<p>2.7 The policy and procedures help staff to recognise the additional vulnerability of some children against the categories defined in Working Together and these are in line with those of the LSCB</p>	<ul style="list-style-type: none"> The safeguarding policy and procedure signposts the additional vulnerability of some children. Staff have access to training regarding additional vulnerabilities of children if appropriate. The policy and procedure and the training is reviewed in line with Working Together and LSCB 		
		0	<ul style="list-style-type: none"> No evidence submitted / no recognition regarding additional needs within the safeguarding policy and procedure and staff are not aware of them.
		1	<ul style="list-style-type: none"> Staff aware of children with additional needs through briefing, supervision etc... but this is not within the policy and procedure
		2	<ul style="list-style-type: none"> The policy and procedure signposts the additional vulnerability or some children and staff are aware of these. Staff have accessed training regarding additional vulnerabilities of children if appropriate.
		3	<p>Next Steps:</p> <ul style="list-style-type: none"> The policy and procedure signposts the additional vulnerability or some children and staff are aware of these. Staff have accessed training regarding additional vulnerabilities of children if appropriate. The policy and procedure and the training is reviewed in line with Working Together and the LSCB.

Standard	Examples of Evidence	Score	Descriptors
<p>2.8 All staff working with parents or carers are aware of the impact of issues such as substance misuse, mental health issues, domestic abuse and learning disabilities on parenting capacity and always give consideration to the needs of the children and where necessary ensure that these are assessed and appropriate referrals made or Common Processes instigated.</p>	<ul style="list-style-type: none"> Staff aware of LSCB procedures in relation to substance misuse, mental health issues, domestic abuse and learning disabilities and the effect this might have on parenting capacity Staff have attended training in respect of the above issues Staff are aware of the Family TAF process Staff have completed training on Family TAF Staff have completed a Family TAF & Part 1 referral. Staff are aware of how to refer to social care. Staff have referred to social care 	0	<ul style="list-style-type: none"> No evidence submitted or Staff are not aware of the impact of mental health, substance misuse, domestic violence and or learning disabilities have on parenting capacity . No documentation to show that staff are unaware of how to refer to social care. No documentation to show that staff are unaware of how to complete Part 1 Referral .
		1	<ul style="list-style-type: none"> Evidence that staff are aware of LSCB procedures in relation to substance misuse, mental health issues, domestic abuse and learning disabilities and the effect this might have on parenting capacity Documentation to illustrate that staff are aware of the Family TAF process. Documentation to illustrate that staff know have to refer to social care.
		2	<ul style="list-style-type: none"> Evidence that staff are aware of LSCB procedures in relation to substance misuse, mental health issues, domestic abuse and learning disabilities and the effect this might have on parenting capacity Documentation and evidence of training that staff are aware of the Family TAF process. Documentation and evidence of training that staff know have to refer to social care.
		3	<ul style="list-style-type: none"> Evidence that staff are aware of LSCB procedures in relation to substance misuse, mental health issues, domestic abuse and learning disabilities and the effect this might have on parenting capacity Documentation and evidence of training that staff are aware of the Family TAF process. Documentation and evidence of training that staff know have to refer to social care. <p>Next Steps:</p> <ul style="list-style-type: none"> There is a framework of review in place to ensure that staff have received appropriate training regarding the issue of parenting capacity.

Standard	Examples of Evidence	Score	Descriptors
<p>2.9 Relevant staff are aware of the importance of appropriate challenge in case conferences and reviews. Staff understand how to escalate concerns as appropriate, both internally to their own agency and externally to the Safeguarding Unit.</p>	<ul style="list-style-type: none"> • Policy and procedure in place regarding the case conference process. • Process in place regarding escalating concerns in relation to case conference. • Staff meetings conducting serious case reviews. • Up dated CPOMS training. • School reviews and audits of Safeguarding systems 	1	<ul style="list-style-type: none"> • No evidence submitted or no process in place.
		2	<ul style="list-style-type: none"> • Processes, policies and procedures in place but no evidence that staff are aware of it and no concerns have been escalated.
		3	<ul style="list-style-type: none"> • Process, policies and procedures in place and some staff are aware of it. • Evidence in briefings that staff have been made aware of the process. • Evidence of concerns been escalated from your agency.
		4	<ul style="list-style-type: none"> • Process, policies and procedures in place and some staff are aware of it. • Evidence in briefings that staff have been made aware of the process. • Evidence of concerns been escalated from your agency. • Process has been monitored and evaluated.

3. RECRUITMENT AND SELECTION:

Standard	Examples of Evidence	Score	Descriptors
3.1 The organisation has recruitment and selection procedures for all personnel, including volunteers, which is in line with the LSCP's Safer Recruitment guidance	<ul style="list-style-type: none"> Recruitment policy and procedure. Evidence of implementation. DBS Single Central Record 	0	<ul style="list-style-type: none"> No evidence submitted / No policy in place.
		1	<ul style="list-style-type: none"> Policy dictates references are taken up and process in place.
		2	<ul style="list-style-type: none"> Process in place with audit and monitoring to ensure job commencement only takes place after references are accepted.
		3	<ul style="list-style-type: none"> References are taken up, checked and recorded. An audit programme ensures job commencement only takes place after references are accepted. Anomalies are resolved. References are collected using a standard form to ensure complete information is collated.
3.2 The organisation's recruitment and selection procedures include methods for exploring candidates' attitudes to children and perception of acceptable behaviour.	<ul style="list-style-type: none"> Recruitment and selection procedure. Staff sign up to Code of conduct guidance within Staff Handbook Evidence of implementation. Procedure regularly reviewed. 	0	<ul style="list-style-type: none"> No evidence submitted / No policy in place.
		1	<ul style="list-style-type: none"> Recruitment and selection procedure requires that references are checked, but there is little or no logging of reference checking and exploring attitudes to children Recruitment and selection procedure in place but does not refer LSCB safer working practice.
		2	<ul style="list-style-type: none"> Recruitment and selection procedure requires that reference are checked and there is evidence of this. There is documentation that illustrates that the recruitment and selection process explores the candidate's attitudes to children.
		3	<ul style="list-style-type: none"> Recruitment and selection procedure requires that reference are checked and there is evidence of this. There is documentation that illustrates that the recruitment and selection process explores the candidate's attitudes to children. Next Steps: The recruitment and selection process is regularly reviewed in line with LSCB recommendation and research. Policy Updated

Standard	Examples of Evidence	Score	Descriptors
<p>3.3 The organisation's recruitment policy ensures professional and character references (one of which must be from current or most recent employer) are received and verbally checked.</p>	<ul style="list-style-type: none"> • Recruitment policy and procedure. • Evidence of implementation • Safer Recruitment Training 		
		0	<ul style="list-style-type: none"> • No evidence submitted / No policy in place.
		1	<ul style="list-style-type: none"> • HR policy requires that references are checked, but there is little or no logging of reference checking and anomaly resolution.
		2	<ul style="list-style-type: none"> • HR policy contains instructions on anomaly resolution. • HR case files contain fields to record anomalies and resolution. • These are completed when applicable.
		3	<ul style="list-style-type: none"> • Culture of reference checking involves ensuring facts are checked and all references are suitable for safer recruitment. • Applicants are challenged when issues are found and appropriate action taken. Audit is undertaken on reference checking. • References are collected using a standard form to ensure complete information is collated. • The policy is monitored and reviewed.
<p>3.4 Enhanced or standard DBS checks are completed on all staff and volunteers (including their managers) who have contact with children and young people.</p>	<ul style="list-style-type: none"> • Recruitment policy and procedure. • DBS register against staff names. • DBS renewal. • QA reviews which verify procedures. • Procedure for Foreign Nationals including contacting relevant embassy. 		
		0	<ul style="list-style-type: none"> • No evidence submitted / No DBS policy in place or applied inconsistently. • Policy does not comply with current DBS legislation.
		1	<ul style="list-style-type: none"> • DBS checks undertaken prior to employment. • Poor record keeping of renewals/ resolution of anomalies.
		2	<ul style="list-style-type: none"> • DBS policy updated to keep pace with current legislation. • Register of DBS checks maintained and accessible for audit. • Regular renewal process in place.
		3	<ul style="list-style-type: none"> • Advice sought from or audits undertaken by the Criminal Records Bureau to ensure excellence in this area. • Actively ensure new roles and people moving across the organisation have DBS checks when appropriate. • Register of roles and requirements for DBS checks. Policy in place for ensuring Foreign National clearance.

Standard	Examples of Evidence	Score	Descriptors
3.5 Employees involved in the recruitment of staff to work with children have received training as part of a 'safer recruitment' training programme.	<ul style="list-style-type: none"> Staff attended safer recruitment training. Staff Induction Staff Handbook 		
		0	<ul style="list-style-type: none"> No evidence submitted / no staff have attended the safer recruitment training
		1	<ul style="list-style-type: none"> Some staff involved in recruitment have attended safer recruitment training.
		2	<ul style="list-style-type: none"> Documentation demonstrates all staff involved in recruitment and selection have attended safer recruitment training.
		3	<ul style="list-style-type: none"> Documentation demonstrates all staff involved in recruitment and selection have attended safer recruitment training. Staff ensure that they undertaken the training every three years.
3.6 New employees undertake a specified induction and review period during which time they are supported and assessed as to their suitability for the role.	<ul style="list-style-type: none"> Staff undertakes safeguarding induction standards. Supervision identifies that staff have assess to their role and suitability. 		
		0	<ul style="list-style-type: none"> No evidence submitted / No induction and review period in place.
		1	<ul style="list-style-type: none"> Staff undertakes an induction period and review period
		2	<ul style="list-style-type: none"> There is documentation to demonstrate that staff undertake the induction standards developed by the LSCP and the Children's Trust. There is documentation to demonstrate that supervision has addressed issues around staff suitability to the role.
		3	<ul style="list-style-type: none"> There is documentation to demonstrate that staff undertake the induction standards developed by the LSCB and the Children's Trust. There is documentation to demonstrate that supervision has addressed issues around staff suitability to the role. The process is monitored and reviewed. Induction Policy up-to-date (Feb 2022)

4. TRAINING AND DEVELOPMENT:

Standard	Examples of Evidence	Score	Descriptors
4.1 The organisation has an induction process for all staff and volunteers that includes familiarisation with safeguarding policies and procedures including a copy of the safer working practices policy.	<ul style="list-style-type: none"> Evidence of induction process with familiarisation of policy and procedures and implementation. Safer working guidance read and signed by all staff members. Staff Handbook Staff Meetings 	0	<ul style="list-style-type: none"> No evidence submitted / No induction programme or no reference to safeguarding policies and procedures.
		1	<ul style="list-style-type: none"> Induction programme with basic reference to policy and procedures and signposting.
		2	<ul style="list-style-type: none"> Induction programme for all employees provides a basic introduction to safeguarding responsibilities. For appropriate staff additional induction programmes are delivered. Staff have read and signed the safer working practice policy
		3	<ul style="list-style-type: none"> Corporate induction programmes ensure all staff are aware of contact points for safeguarding concerns; signposted to become familiar with relevant policy and procedures. Staff are checked for understanding of safeguarding as appropriate for their role. Staff have read and signed the safer working practice policy The process is monitored and reviewed.
4.2 Safeguarding Children training is included in induction programmes for all new staff and volunteers.	<ul style="list-style-type: none"> Person specification for roles. Systems in place to ensure workforce is fit for purpose. Induction in place. Induction and Training records for each staff member. Copies of certificates held. 	0	<ul style="list-style-type: none"> No evidence submitted / No training programme in place.
		1	<ul style="list-style-type: none"> Induction programme in place, but not timely delivered to all appropriate staff.
		2	<ul style="list-style-type: none"> Staff receive an induction that is relevant role, with refresher and additional safeguarding training as required. Evidence of induction and training records.
		3	<ul style="list-style-type: none"> Induction programme is integrated into service and personal development plans and exceeds basic requirements. Staff are encouraged to identify additional training and a learning culture is present in the organisation. Induction programme is monitored and reviewed

Standard	Examples of Evidence	Score	Descriptors
<p>4.3 The organisation is confident that relevant front line professionals can recognise signs of abuse and neglect and know how to respond</p>	<ul style="list-style-type: none"> Records of staff induction and training regarding signs of abuse and neglect. Access to the LSCB website Staff have copies of the LSCB 'Quick Guides' Staff Meetings Peer Support Case Study Reviews 		
		0	<ul style="list-style-type: none"> No evidence submitted
		1	<ul style="list-style-type: none"> Mandatory induction and training programme includes signs and symptoms of abuse and neglect in place but not delivered timely to staff
		2	<ul style="list-style-type: none"> Mandatory induction and training programme includes signs and symptoms of abuse and neglect and is delivered to all frontline staff LSCB website is on the desktop of all frontline staff. Staff are given LSCB Quick Guides as part of induction information.
		3	<ul style="list-style-type: none"> Mandatory induction and training programme includes signs and symptoms of abuse and neglect and is delivered to all frontline staff LSCB website is on the desktop of all frontline staff. Induction and training programmes are monitored and reviewed Next Steps: Staff are given LSCB Quick Guides as part of induction information
<p>4.4 Staff understand the when and how to make a referral to Children's Services.</p>	<ul style="list-style-type: none"> Training programme includes Family TAF and Safeguarding where appropriate. For all other staff an awareness of how to ask for a referral or Family TAF and support in achieving this. 		
		0	<ul style="list-style-type: none"> No evidence submitted / Staff unaware of thresholds or Family TAF and Referral process.
		1	<ul style="list-style-type: none"> Appropriate staff have received training in Family TAF and referral processes.
		2	<ul style="list-style-type: none"> All staff know in principle who to contact to raise a Family TAF or referral.
		3	<ul style="list-style-type: none"> Staff are able to identify potential abuse, initiate, become lead professional and monitor Family TAF processes and where appropriate referrals. Referrals and Family TAFs are monitored for outcomes, patterns and possible preventative action. Information is shared with other agencies.

Standard	Examples of Evidence	Score	Descriptors
<p>4.5 All staff and volunteers receive on-going training on their individual and the organisation's roles and responsibilities with regards to safeguarding children. This includes LSCB-delivered multi-agency training to help staff understand their roles and those of colleagues.</p>	<ul style="list-style-type: none"> • Record of staff training • Record of staff supervision regarding safeguarding. • CPOMS Training • Internal Staff Training 	0	<ul style="list-style-type: none"> • No evidence Submitted or training in place
		1	<ul style="list-style-type: none"> • Some training in place but it is not received but this is not recorded or monitored. • No multiagency training accessed
		2	<ul style="list-style-type: none"> • Individual staff and volunteers have regular training which is recorded as part of their development. • Staff receive multi-agency training regarding safeguarding children
		3	<ul style="list-style-type: none"> • Staff and volunteers have regular training regarding their individual roles and responsibilities with regards to safeguarding children. • Safe and volunteers attend LSCB multi-agency training • Records demonstrate the above and that this training in ongoing and ensures that staff are competent and confident at their responsibility regarding safeguarding • This is monitored and reviewed
<p>4.6 All staff who work with children receive regular refresher safeguarding training at least once every 3 years.</p>	<ul style="list-style-type: none"> • Record of staff attending safeguarding training • Record of staff attending LSCB training 	0	<ul style="list-style-type: none"> • No evidence submitted / no training in place
		1	<ul style="list-style-type: none"> • Some training in place but there are no consistent/reliable records kept.
		2	<ul style="list-style-type: none"> • Training in place for single agency training and multiagency safeguarding training and records reflect that staff have regularly received refresher training.
		3	<ul style="list-style-type: none"> • Training in place for single agency training and multiagency safeguarding training and records reflect that staff receive refresher training at least every three years. • This is monitor and reviewed.

Standard	Examples of Evidence	Score	Descriptors
<p>4.7 Senior staff are kept up-to-date with changes in statutory requirements and new, evidence-based, ways of working</p>	<ul style="list-style-type: none"> • Briefings to senior managers • Training for senior managers • Development days for senior management regarding safeguarding • Use of LSCB website • Access to LSCB newsletters and forums 		
		0	<ul style="list-style-type: none"> • No evidence submitted / senior staff are not up to date with changes occurring safeguarding.
		1	<ul style="list-style-type: none"> • Evidence of briefings that senior staff are up to date with some changes which has resulted in change of working.
		2	<ul style="list-style-type: none"> • Evidence of briefing that senior staff are up to date with safeguarding changes and new ways of working. • Evidence of senior staff undertaking LSCB training regarding safeguarding and new ways of working. • Evidence of senior staff attending development days and conferences regarding keeping up to date with changing statutory requirements.
3	<ul style="list-style-type: none"> • Evidence of briefing that senior staff are up to date with safeguarding changes and new ways of working. • Evidence of senior staff undertaking LSCB training regarding safeguarding and new ways of working. • Evidence of senior staff attending development days and conferences regarding keeping up to date with changing statutory requirements. • Evidence that senior staff disseminate information regarding changes in statutory requirement and new evidence based ways of working. • Evidence that ways of working have been implemented into practice as a result of changes. 		

Standard	Examples of Evidence	Score	Descriptors
<p>4.8 All new policies, guidance and legislation regarding safeguarding children are incorporated into training and briefings.</p>	<ul style="list-style-type: none"> Record of when training updated and new policies and procedures are included Record of when training updated and new guidance and legislation are included Record of when training updated and new guidance regarding safeguarding are included 		
		0	<ul style="list-style-type: none"> No evidence submitted / or no record of when training updated.
		1	<ul style="list-style-type: none"> Evidence of new policies, guidance and legislation are incorporated in the training, but there is not record of this.
		2	<ul style="list-style-type: none"> Evidence of new policies, guidance and legislation are incorporated in the training and this is recorded in the training.
		3	<ul style="list-style-type: none"> Evidence of new policies, guidance and legislation are incorporated in the training and this is recorded in the training. This is monitored and reviewed.
<p>4.9 Outcomes and findings from reviews & inspections are disseminated to appropriate staff and volunteers.</p>	<ul style="list-style-type: none"> Briefings held for staff regarding results of inspections Briefings held for staff regarding results of serious case reviews Staff newsletters sent to staff regarding recommendations regarding reviews and inspections Training to include lessons learnt from inspection and reviews. Recommendations are monitored and reviewed 		
		0	<ul style="list-style-type: none"> No evidence submitted / outcomes and finds are not disseminated to appropriate staff
		1	<ul style="list-style-type: none"> Evidence that staff newsletters are sent to staff on outcomes and findings of serious case reviews and inspections.
		2	<ul style="list-style-type: none"> Evidence that staff have attended briefings regarding the findings of serious case reviews and inspections. Evidence that staff newsletters are sent to staff on outcomes and findings of serious case reviews and inspections. Evidence that training includes lessons learnt from serious case review and inspections.
		3	<ul style="list-style-type: none"> Evidence that staff have attended briefings regarding the findings of serious case reviews and inspections. Evidence that staff newsletters are sent to staff on outcomes and findings of serious case reviews and inspections. Evidence that training includes lessons learnt from serious case review and inspections Evidence that the lessons learnt from serious case review and inspections are embedded within practice.

Standard	Examples of Evidence	Score	Descriptors
4.10 There is an annual appraisal process which includes a review of each member of staff's role and their skills, competencies and knowledge around safeguarding children	<ul style="list-style-type: none"> Annual appraisals include skills, competencies and knowledge around safeguarding children. 		<ul style="list-style-type: none">
		0	<ul style="list-style-type: none"> No evidence submitted / No appraisals in place.
		1	<ul style="list-style-type: none"> Evidence of appraisals occur at regular intervals, basic recording. No monitoring of processes.
		2	<ul style="list-style-type: none"> Evidence of appraisals occurs at regular intervals and there is evidence of monitoring of compliance in place.
		3	<ul style="list-style-type: none"> Evidence of appraisal form is a central part of the safeguarding agenda for the organisation. Evidence of appropriate actions from appraisals are fed into team and service delivery plans. Evidence of outcomes from appraisals are fed into training and development plans.
4.11 Training managers ensure that any safeguarding training gaps identified in the appraisal process are filled.	<ul style="list-style-type: none"> Training calendar / options Appraisal process in place Framework for sharing information 		<ul style="list-style-type: none">
		•	<ul style="list-style-type: none"> No evidence submitted / No appraisals in place
		•	<ul style="list-style-type: none"> Training calendar / options in place Appraisal in place but not linked to training.
		•	<ul style="list-style-type: none"> Evidence that the training offered to staff is linked to the appraisals
		•	<ul style="list-style-type: none"> Evidence that the training offered to staff is linked to the appraisals Training is reviewed annually in line with appraisal process.

5. COMPLAINTS AND ALLEGATIONS:

Standard	Examples of Evidence	Score	Descriptors
5.1 The organisation has effective policies & systems in place to manage concerns and complaints as well compliments from service users or other professionals.	<ul style="list-style-type: none"> Complaint policy and procedures and evidence of dissemination to professionals and service users in a sensitive and appropriate manner. Complaint process is child and young person friendly. 		
		0	<ul style="list-style-type: none"> No evidence submitted / No policy in place
		1	<ul style="list-style-type: none"> Policy in place but has not been widely disseminated to service users and professionals. Policy is not shown to work effectively and there is little evidence of complaints being logged and managed professionally.
		2	<ul style="list-style-type: none"> Widely disseminated policy available to professionals and service users. Process demonstrated to work with compliant logs and outcomes.
		3	<ul style="list-style-type: none"> Complaint policy forms wider part of participant inclusion in asking for positive and negative feedback. Outcomes and lessons are fed back into practice and Service Plans for improvement. <p>Next Steps: Complaint procedures are child orientated and adapted to their needs and understanding.</p>
5.2 The organisation has effective policies & systems in place to enable whistle blowing on an organisational and individual level.	<ul style="list-style-type: none"> Whistle blowing policy and procedures and evidence of dissemination to professionals and service users in a sensitive and appropriate manner. Lessons from whistle blowing being incorporated into Service Plans, Policies and Procedures. 		
		0	<ul style="list-style-type: none"> No evidence submitted / No policy in place
		1	<ul style="list-style-type: none"> Policy in place but has not been widely disseminated to service users and professionals. Policy is not shown to work effectively and there is little evidence of whistle blowing being logged and managed professionally.
		2	<ul style="list-style-type: none"> Widely disseminated policy available to professionals and service users. Process demonstrated to work with logs and recorded outcomes.
		3	<ul style="list-style-type: none"> Policy forms wider part of culture asking for positive and negative feedback. Outcomes and lessons are fed back into practice for improvement.

Standard	Examples of Evidence	Score	Descriptors
<p>5.3 The organisation has effective allegation policies & systems in place for professionals and service users.</p>	<ul style="list-style-type: none"> Allegation policy and procedures and evidence of dissemination to professionals and service users in a sensitive and appropriate manner. Lessons from allegations being incorporated into Service Plans, Policies and Procedures. Allegation process is child and young person friendly. Link to and awareness of LADO notifications when allegation occurs. 		
		0	<ul style="list-style-type: none"> No evidence submitted / No policy in place
		1	<ul style="list-style-type: none"> Policy in place but has not been widely disseminated to service users and professionals. Policy is not shown to work effectively and there is little evidence of allegations being logged and managed professionally.
		2	<ul style="list-style-type: none"> Widely disseminated policy available to professionals and service users. Process demonstrated to work with logs and recorded outcomes. Liaison with local LADO when an allegation occurs.
		3	<ul style="list-style-type: none"> Policy forms wider part of culture asking for positive and negative feedback. Outcomes and lessons are fed back into practice for improvement. Allegation procedures are child orientated and adapted to their needs and understanding when required.
<p>5.4 The Organisation has a named senior officer and senior manager(s) with responsibility for ensuring the organisation follows these procedures effectively</p>	<ul style="list-style-type: none"> Named senior manager and officer in place. School Governor for safeguarding Policy and procedures in place Policy and procedure reviewed regularly 		
		0	<ul style="list-style-type: none"> No evidence submitted / no named senior manager or officer in place
		1	<ul style="list-style-type: none"> Evidence of a named senior manager and officer in place.
		2	<ul style="list-style-type: none"> Evidence of a named senior manager and officer in place Policy and procedures in place
		3	<ul style="list-style-type: none"> Evidence of a named senior manager and officer in place Policy and procedures in place Policy and procedures reviewed regularly Staff briefed about the policy and procedure.

Standard	Examples of Evidence	Score	Descriptors
<p>5.5 The senior manager(s) in your organisation are trained to handle allegations and complaints about individuals who work with children. This includes allegations made by children.</p>	<ul style="list-style-type: none"> Record of senior manager undergoing training in line with the LSCB training. Evidence of implementation of policy and procedure (e.g. minutes, record of policy reviews and communications). Record of outcomes. QA reviews which monitor effectiveness of policies and processes. CPOMS 		
		0	<ul style="list-style-type: none"> No evidence submitted / No or poor complaint policy/ procedure in place.
		1	<ul style="list-style-type: none"> Senior manager has undertaken training Basic adherence to allegation and complaint procedures with evidence of activation and monitoring of effectiveness of process.
		2	<ul style="list-style-type: none"> Senior manager has undertaken training and there is evidence that this has been put in to practice Audit programme of complaint and allegation process in which the effectiveness is monitored.
		3	<ul style="list-style-type: none"> Senior manager has undertaken training and there is evidence that this has been put in to practice Next Steps: Externally assessed audit programme in which the organisation ensures all parties to allegations are treated fairly and in line with policy and procedure.
<p>5.6 All complaints and allegations of abuse are recorded, monitored and available for internal and external audit.</p>	<ul style="list-style-type: none"> Evidence of implementation of policy and procedure (e.g. minutes, record of policy reviews and communications). Registers of outcomes – To be updated. QA reviews which monitor effectiveness of policies and processes. 		
		0	<ul style="list-style-type: none"> No evidence submitted / No or poor complaint policy/ procedure in place.
		1	<ul style="list-style-type: none"> Basic adherence to allegation and complaint procedures with evidence of activation and monitoring of effectiveness of process.
		2	<ul style="list-style-type: none"> Audit programme of complaint and allegation process in which the effectiveness is monitored.
		3	<ul style="list-style-type: none"> Next Steps: Externally assessed audit programme in which the organisation ensures all parties to complaints and allegations are treated fairly and in line with policy and procedure. Scrutiny panel acts as external verifier and moderator.

6. Information Sharing, Communication & Confidentiality:

Standard	Examples of Evidence	Score	Descriptors
6.1 All staff work to key principles for Information Sharing.	<ul style="list-style-type: none"> Access to Information sharing guidance Staff briefings regarding information sharing Use of CPOMS Multi-Agency work 	0	<ul style="list-style-type: none"> No evidence submitted / staff are not working to the key principles for information sharing
		1	<ul style="list-style-type: none"> Guidance made accessible to practitioners and managers but no evidence that it is being followed
		2	<ul style="list-style-type: none"> Evidence of staff briefings relating to the Guidance Evidence of staff putting the guidance into practice in records
		3	<ul style="list-style-type: none"> Evidence of staff briefings relating to the Guidance Evidence of staff putting the guidance into practice in records Records are monitored and reviewed in light of the guidance.
6.2 Your organisation understands its duty to share information, even without user consent, when there are child protection concerns.	<ul style="list-style-type: none"> Staff aware of what to do when they have a concern about a child Induction programme includes what to do if you have a concern about a child. Policies and procedures regarding sharing information CPOMS School Inclusion Manager 	0	<ul style="list-style-type: none"> No evidence submitted or staff are not aware of what to do if they have a concern about a child.
		1	<ul style="list-style-type: none"> Record of induction programme undertaken which includes what to do if you are concerned about a child.
		2	<ul style="list-style-type: none"> Record of induction programme completed which includes what to do if you are concerned about a child Clear accessible policies regarding sharing information in relation to child protection concerns Record of training / briefings undertaken regarding sharing information in relation to child protection concerns
		3	<ul style="list-style-type: none"> Record of induction programme completed which includes what to do if you are concerned about a child Clear accessible policies regarding sharing information in relation to child protection concerns Record of training / briefings undertaken regarding sharing information in relation to child protection concerns Records are monitored and reviewed.

Standard	Examples of Evidence	Score	Descriptors
<p>6.3 Staff participate in multi-agency meetings, reviews and forums to consider individual children / families.</p>	<ul style="list-style-type: none"> • Minutes for multi-agency meetings • Multi-agency plans • Effective notes taken • CPOMS 	0	<ul style="list-style-type: none"> • No evidence submitted / staff do not take part in multi-agency meetings / forums.
		1	<ul style="list-style-type: none"> • Some files have minutes which illustrate that staff have participated in the multi-agency meeting • Some files have multi-agency plans which illustrate the contribution of the organisation to improve outcomes for children
		2	<ul style="list-style-type: none"> • Files have minutes which illustrate that staff have participated in the multi-agency meeting • Files have multi-agency plans which illustrate the contribution of the organisation to improve outcomes for children
		3	<ul style="list-style-type: none"> • Files have minutes which illustrate that staff have participated in the multi-agency meeting • Files have multi-agency plans which illustrate the contribution of the organisation to improve outcomes for children • Records are monitored and reviewed to ensure that minutes and plans are on files.
		<p>6.4 There is good communication between members of the Organisation about children for whom there are concerns and where relevant, a system for 'flagging' these children.</p>	<ul style="list-style-type: none"> • ICT systems that allow sharing of information regarding children whom there are concerns - CPOMS • Records reflect good communication between members • ICT systems allow to flag children whom there is a concern.
1	<ul style="list-style-type: none"> • Evidence that ICT systems allow members to share information regarding children whom there are concerns • 		
2	<ul style="list-style-type: none"> • Evidence that ICT systems allow members to share information regarding children whom there are concerns • Evidence from records that information is shared successfully between members • Evidence that ICT systems allow children to be flagged for whom there is a concern. • 		
3	<ul style="list-style-type: none"> • Evidence that ICT systems allow members to share information regarding children whom there are concerns • Evidence from records that information is shared successfully between members • Evidence that ICT systems allow children to be flagged for whom there is a concern. • These systems are monitored and reviewed to improve practice. 		

Standard	Examples of Evidence	Score	Descriptors
6.5 Relevant data is made available to LSCB.	<ul style="list-style-type: none"> Information available through CPOMS 		
		0	<ul style="list-style-type: none"> No evidence submitted / No data supplied to the LSCP
		1	<ul style="list-style-type: none"> Evidence of some performance information being presented to the LSCP
		2	<ul style="list-style-type: none"> Evidence of regular performance information presented to the LSCP Evidence of annual reports presented to the LSCP
		3	<p>Next Steps:</p> <ul style="list-style-type: none"> Evidence of regular performance information presented to the LSCB Evidence of annual reports presented to the LSCB LSCB annual report highlights performance information for your agency
6.6 Your organisation can ensure information on children and their family, which is of a personal and sensitive nature, is accurate, up to date and kept confidential when appropriate.	<ul style="list-style-type: none"> Records are kept in a secure place Records are up to date Data is kept confidential if appropriate Use of SIMS CPOMS 		
		0	<ul style="list-style-type: none"> No evidence submitted / Data and records are not kept up to date or securely.
		1	<ul style="list-style-type: none"> Evidence that some records are kept accurate up to date Evidence that some records are kept in a secure place Evidence that some information is not shared unless in line with procedure.
		2	<ul style="list-style-type: none"> Evidence that records are kept accurate up to date Evidence that records are kept in a secure place Evidence that information is not shared unless in line with procedure.
		3	<ul style="list-style-type: none"> Evidence that records are kept accurate and up to date Evidence that records are kept in a secure place Evidence that information is not shared unless in line with procedure. Evidence that systems in place to keep information are accurate and up to date and this is monitored and reviewed by supervision and audits.

Standard	Examples of Evidence	Score	Descriptors
6.7 Your organisation has a statement on the security of personal records.	<ul style="list-style-type: none"> • Policy and Procedures in place regarding record keeping which includes a statement on the security of personal records • School Data Protection Policy 		
		0	<ul style="list-style-type: none"> • No evidence submitted / No statement regarding the security of records in place.
		1	<ul style="list-style-type: none"> • Evidence that a statement is in place regarding the security of records, but it has not been reviewed for over 2 years and staff are not aware of it.
		2	<ul style="list-style-type: none"> • Evidence that a statement is in place regarding the security of records and staff are aware of it.
		3	<ul style="list-style-type: none"> • Evidence that a statement is in place regarding the security of records • Evidence that staff are aware of the statement and implement it. • Evidence that the statement is reviewed regularly.

7. LISTENING TO CHILDREN AND YOUNG PEOPLE:

Standard	Examples of Evidence	Score	Descriptors
7.1 Business/Service plans are informed by the views of children and families, including groups who are often excluded e.g. disabled / Looked After Children.	<ul style="list-style-type: none"> Customer feedback processes, e.g. survey, forums, staff feedback. Business plans for own and contracted organisations have statements that reflect input from children and families Evidence of implementation. Evidence referenced in service plan. Looked After Reviews & PEPS School Council 		
		0	<ul style="list-style-type: none"> No evidence submitted / No service plan or views of children and families not included.
		1	<ul style="list-style-type: none"> Service plan has been developed indirectly from evidence base of children and families. No or little correlation between client wishes and service plan content.
		2	<ul style="list-style-type: none"> Direct correlation between service plan contents and the evidence base from children and families. Reference to specific items in evidence base within service plan.
		3	<ul style="list-style-type: none"> Service plans developed in sequence with evidence collection and interpretation. Programme of client feedback and information gathering timed to influence development of service plan. All areas of organisation include client informed decisions. Evidence of children and their families influencing the service plan development, verifying, prioritising and agreeing sign off together with the organisation and their partners.
7.2 The service design and review process takes into account the views of young people and their families. Consideration is given to the way in which a service can be improved to ensure children's safety and welfare.	<ul style="list-style-type: none"> Procedures in place to encourage this as an automatic process. Children's wishes and needs being reflected in service design/delivery 		
		0	<ul style="list-style-type: none"> No evidence submitted / No process to gather individual child views.
		1	<ul style="list-style-type: none"> Process in place to gather wishes during client consultations which are then used in case decisions. Some evidence in case files of this process.
		2	<ul style="list-style-type: none"> Child views are gathered and recorded early in contact process and at each appropriate point thereafter. Evidence of how these views influence case decisions is detailed.
		3	<ul style="list-style-type: none"> Children and families are part of the "team". Their views are recorded throughout the case file and are encouraged through interactive sessions, tasks and activities around understanding their views. Processes are designed to take into account views and form an essential part of the daily interaction with clients.

Standard	Examples of Evidence	Score	Descriptors
<p>7.3 Children are made aware of their right to be safe from abuse. This is achieved through information made available, for children, young people and parents about where to go for help in relation to maltreatment and abuse.</p>	<ul style="list-style-type: none"> Websites, posters, prominent display, child guides. Individual case file management involving information given to specific children. Code of conduct. Safeguarding Assemblies and classroom workshops 		
		0	<ul style="list-style-type: none"> No evidence submitted / the organisation does not promote a safeguarding culture.
		1	<ul style="list-style-type: none"> Basic promotion through posters and other mass communication means.
		2	<ul style="list-style-type: none"> Processes ensure children are informed of the right to be safe at the first interaction and at other appropriate points. This is reinforced by prominent display of posters and leaflets.
3	<ul style="list-style-type: none"> The organisation utilises a wide variety of communication methods ensuring vulnerable children and hard to reach groups also understand the right to be safe. The information is kept up to date, refreshed and modified to fit the client group. Constantly looking for ways to reach new audiences and keeping messages fresh and appealing. 		
<p>7.4 Children are listened to, taken seriously and responded to appropriately, including during individual case decision-making</p>	<ul style="list-style-type: none"> Evidence of a culture of listening to children's voices. Referral forms, feedback, children and young people surveys, young person panels, forums, audits, case file comments, publicity material, individual responses. When a child is not able to provide their views because of age or ability, the case files record the views of other parties, but make judgements on the child's perspective and needs. CPOMS 		
		0	<ul style="list-style-type: none"> No evidence of consultation on population or individual child basis. No evidence submitted No response process for children's voices.
		1	<ul style="list-style-type: none"> Basic levels of opportunity for children to be listed to and some evidence of response to children's voices.
		2	<ul style="list-style-type: none"> Evidenced opportunities for children's voices within case files and through other forums such as surveys. Policies in place to ensure children's voices are acted upon
		3	<ul style="list-style-type: none"> Programmed child involvement, planned and co-ordinated. Each child contact provides and evidences an opportunity for the child to be listened and responded to. Regular child forums, opportunities for individual and population feedback

Standard	Examples of Evidence	Score	Descriptors
7.6 As a minimum the organisation evaluates outcomes from the perspective of the child or young person.	<ul style="list-style-type: none"> • From referral/ initiation of a service to closure activities and outcomes are evaluated from the perspective of the parents and children. • Policy and procedures • Staff Meetings to review cases 	0	<ul style="list-style-type: none"> • No evidence submitted • No evaluation undertaken. • C&YP are not identified in evaluation processes as a separate client or potential contact group.
		1	<ul style="list-style-type: none"> • Basic or inconsistent evidence of child's perspective in outcome evaluation.
		2	<ul style="list-style-type: none"> • Policies ensure that outcomes are evaluated from the perspective of C&YP, in line with the organisation's legislative requirements.
		3	<ul style="list-style-type: none"> • C&YP's perspectives are evidenced throughout the organisation. • Outcome targets are developed, written and evaluated with the input from C&YP.

8. EQUALITY OF OPPORTUNITY

Standard	Examples of Evidence	Score	Descriptors
8.1 Your organisation can demonstrate a commitment to equality and diversity.	<ul style="list-style-type: none"> • Policies and procedures highlight issues of equality and diversity • Issues of equality and diversity are integral to all training provided to staff • Equality and diversity are issues discussed as part of supervision • Equality and diversity is a part of the recruitment process 		
		0	<ul style="list-style-type: none"> • No evidence submitted
		1	<ul style="list-style-type: none"> • Evidence that the organisation is committed to equality and diversity within its policies and procedures. • Evidence equality and diversity is discussed in training. • Evidence that equality and diversity is a part of recruitment and induction process.
		2	<ul style="list-style-type: none"> • Evidence that the organisation is committed to equality and diversity within its policies and procedures. • Evidence equality and diversity is discussed in training. • Evidence that equality and diversity is a part of recruitment and induction process.
		3	<ul style="list-style-type: none"> • Evidence that the organisation is committed to equality and diversity within its policies and procedures. • Evidence equality and diversity is discussed in training. • Evidence that equality and diversity is a part of recruitment and induction process. • Evidence that this is reviewed and monitor though practice and supervision
8.2 All staff understand the value of an equality and diversity policy in contributing to improved outcomes for ALL children including, for example, those with disabilities, who do not have English as a first language, who are Looked After or who are young carers.	<ul style="list-style-type: none"> • Supervision records reflect that appropriate practice has been undertaken taking into account equality and diversity • Assessments illustrate that staff understand the importance of equality and diversity • Young Carer's Charter 		
		0	<ul style="list-style-type: none"> • No evidence submitted
		1	<ul style="list-style-type: none"> • Evidence that some supervision records illustrate that equality and diversity is understood by staff and reflected in practice • Evidence that assessments undertaken illustrate that some staff understand the value of equality and diversity
		2	<ul style="list-style-type: none"> • Evidence that supervision records illustrate that equality and diversity is understood by staff and reflected in practice • Evidence that assessments undertaken illustrate that staff understand the value of equality and diversity
		3	<ul style="list-style-type: none"> • Evidence that supervision records illustrate that equality and diversity is understood by staff and reflected in practice • Evidence that assessments undertaken illustrate that staff understand the value of equality and diversity. • Evidence that this is monitored and reviewed by audits.

Standard	Examples of Evidence	Score	Descriptors
<p>8.3 Information provided is in a format and language that can be easily understood by all service users.</p>	<ul style="list-style-type: none"> Information provided to service users is in a format that they understand or is interpreted to them. 		
		0	<ul style="list-style-type: none"> No evidence submitted.
		1	<ul style="list-style-type: none"> Evidence that some information given to service users is in a format that they understand and this is documented in records
		2	<ul style="list-style-type: none"> Evidence that information given to service users is in a format that they understand and this is documented in records
<p>8.4 Services and staff are accessible to all users. E.g. location, accessibility and contact methods.</p>	<ul style="list-style-type: none"> Location is made accessible to all service users Staff are easy to contact by phone, writing, emailing etc... 		
		0	<ul style="list-style-type: none"> No evidence submitted.
		1	<ul style="list-style-type: none"> Evidence that location is accessible and if not staff go to a convenient place for service users Evidence that staff are easy to contact some of the time
		2	<ul style="list-style-type: none"> Evidence that location is accessible and if not staff go to a convenient place for service users Evidence that staff are easy to contact all of the time e.g. out of hours service in place
3	<ul style="list-style-type: none"> Evidence that location is accessible and if not staff go to a convenient place for service users Evidence that staff are easy to contact all of the time e.g. out of hours service in place Evidence that this is monitored and reviewed by undertaking service user satisfactory survey which includes these question. 		

Standard	Examples of Evidence	Score	Descriptors
<p>8.5 Your organisation monitors the extent to which it provides fair and equal access to services and has strategies to tackle discrimination.</p>	<ul style="list-style-type: none"> • Complaints procedure in place • Statement regarding tackling discrimination in place • Survey in place to monitor services accessibility 		
		0	<ul style="list-style-type: none"> • No evidence submitted
		1	<ul style="list-style-type: none"> • Evidence that complaints procedure in place but not readily made available to service users • Evidence of survey results •
		2	<ul style="list-style-type: none"> • Evidence that complaints procedure in place and made available to clients • Evidence of survey results • Evidence of strategies in place to tackle and discrimination towards staff and service users.
		3	<ul style="list-style-type: none"> • Evidence that complaints procedure in place and made available to clients • Evidence of survey results • Evidence of strategies in place to tackle and discrimination towards staff and service users. <p>Next Steps:</p> <ul style="list-style-type: none"> • Evidence within minutes that this is discussed at strategic levels to ensure that service users receive fair and equal access.