

Core Standards for **Safeguarding and Promoting the Welfare of Children and Young People** in Newcastle under Section 11 of the Children Act 2004

Revised May 2011



INTRODUCTION

Improving the way key people and bodies safeguard and promote the welfare of children is crucial to improving outcomes for children. Organisations in Newcastle responsible for the delivery of children's services, both in the statutory and voluntary sectors are committed to achieving the best outcome for all children and young people in Newcastle, through the establishment of citywide standards of safeguarding practice and an ethos of continuous improvement in safeguarding performance and service delivery.

The standards outlined in this document are core safeguarding standards that apply to all organisations. They have been developed in order to help safeguard and protect children and young people in Newcastle. The standards are based on current good practice and are informed by legislation and guidance, evidence from research and experience of what works.

The NSCB has a role to ensure that those key people and organisations that have a duty under Section 11 of the Children Act 2004 (put link in here) are fulfilling their statutory obligations about safeguarding and promoting the welfare of children.

The guidance under Section 11 of the Children Act 2004¹ sets out key arrangements that are likely to be common to all or most of the agencies to which the duty applies. These arrangements will help agencies to create and maintain an organisation, culture and ethos.

These standards have been developed to be used as a self assessment and benchmarking tool to enable agencies, professionals and volunteers to demonstrate their commitment to ensuring that they take into account the need to safeguard and promote the welfare of children when doing their jobs.

¹ <http://www.legislation.gov.uk/ukpga/2004/31/section/11>

The standards provide a local benchmark of good practice to work towards. They raise awareness and help organisations know what they need to do to protect children and young people and to minimise avoidable risks. When implemented they should help create safer environments for children and young people.

These are minimum standards and should be read in conjunction with each agencies own policies, procedures and practice guidance.

Whilst the Newcastle Safeguarding Children Board (NSCB) have developed these standards and will have an ongoing role in monitoring and reviewing them, it is up to each organisation to ensure that they are implemented within their service and are regularly monitored.

These standards have been developed by the members of the NSCB Standards Effectiveness and Management Group. Acknowledgement is extended to the Child Protection in Sport Unit and NSPCC.

Additional information for the voluntary and community sector can be found at:

http://www.safenetwork.org.uk/resources/safe_network_standards/Pages/safe_network_standards.aspx

PRINCIPLES

- Children and young people have a right to be free from all forms of abuse and exploitation
- All children and young people have equal rights to protection from harm
- All children and young people should be encouraged to fulfil their potential and inequalities should be challenged
- Everybody has a responsibility to support the care and protection of children and young people

OVERVIEW

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STANDARD 1 - POLICY

What

Any organisation providing services or activities for children and young people under the age of 18 should have a child protection policy. This is a statement of intent that demonstrates a commitment to safeguard children.

Why

A child protection policy makes clear to all what is required in relation to the protection of children and young people. It helps to create a safe and positive environment for children and young people and to show that the organisation is taking its duty of care seriously.

Criteria

- 1.1 The organisation has a child protection policy.
- 1.2 The policy is written in a clear and easily understood way.
- 1.3 The policy is publicised, promoted and distributed to relevant audiences.
- 1.4 The policy is approved and endorsed by the relevant management body (e.g. Senior Management Board, Executive, Committee).
- 1.5 The policy is mandatory for staff and volunteers.
- 1.6 The policy is reviewed every three years or whenever there is a major change in the organisation or in relevant legislation.

Essential inclusions

- All children and young people have equal rights to being safe and protected.
- Recognition of additional vulnerability of some children and young people e.g. race, disability.
- The welfare of children and young people is paramount
- Identity of the organisation
- Who the policy applies to

Ways of providing evidence

- A copy of the policy
- A circulation list that shows who the policy was distributed to
- Examples of ways in which the policy was promoted
- A signed statement of approval of policy, or minutes of relevant meeting to show approval
- Written evidence of process and timetable for review

STANDARD 2 – PROCEDURES AND SYSTEMS

What

Procedures provide clear step-by step guidance on what to do in different circumstances. They clarify roles and responsibilities, and lines of communication. Systems for recording information and for dealing with complaints are also needed, to ensure procedures are implemented and complied with.

Why

Procedures help to ensure a prompt response to concerns about a child or young person's safety or welfare. They also help an organisation to comply with and implement legislation and guidance.

Criteria

- 2.1 There are clear and unambiguous procedures in place in respect of safeguarding and protecting children and young people, which provide step-by-step guidance on what action to take if there are concerns about a child's safety or welfare.
- 2.2 The child protection procedures are available to all (including children and young people and their parents/carers) and are actively promoted.
- 2.3 Child protection procedures are consistent with Working Together 2010 to Safeguard Children and there is an awareness of Newcastle Safeguarding Children Board arrangements and contacts.
- 2.4 There is a named senior manager who champions safeguarding throughout the organisation.
- 2.5 There is a designated person with clearly defined role and responsibilities in relation to child protection.
- 2.6 There is a process for recording incidents, concerns and referrals and storing these securely in compliance with relevant legislation.
- 2.7 There is a robust recording policy that ensures staff maintain an accurate, clear record of their involvement with a child and family on a routine basis.

- 2.8 There is effective complaint and whistle blowing policies and systems in place for professionals and service users with clear timescales.
- 2.9 There is guidance on confidentiality and information sharing so that staff know how and when to share information in a way that is both legal and ethical to safeguard and protect children and young people (e.g. CAF, child welfare concerns and child protection concerns).

Essential inclusions

- How to respond to a child or young person who says either they or another child or young person is/are being abused.
- How to respond to allegations against a member of staff/volunteer or another child or young person
- How to respond to concerns about a child or young person's welfare where no specific disclosure/allegation
- Contact details for Children's Social Care and Police, including out of hours contacts
- Who procedures apply to
- Definitions of abuse
- Particular vulnerability of some groups of children and young people, including children with disabilities

Ways of providing evidence

- A copy of procedures
- A flow chart/process map
- The name and responsibilities of the designated person/s
- An example of recording forms

STANDARD 3 – PREVENTION

What

Measures to help minimise the possibility of children and young people being abused by those in a position of trust.

Why

Some people, who work or seek to work with children and young people in a paid or voluntary capacity, pose a risk to children and young people. It is possible to minimise the risks and to prevent abuse by putting safeguards in place.

Criteria

- 3.1 There are policies and procedures for recruiting staff and volunteers who have contact with children and young people and for assessing their suitability to work with children and young people which ensures professional and character references are always taken up.
- 3.2 Enhanced CRB checks are taken on all those staff and volunteers who work primarily or directly with children and young people and their managers; those in other jobs whose work offers them the opportunity of regular contact (including indirect contact by phone or internet) or places them in a position of trust (e.g. priests, police officers). Those who have access to personal and sensitive information about children and young people (e.g. CAF).
- 3.3 Previous employment history and experience is checked.
- 3.4 Identity and qualifications are verified
- 3.5 Employees involved in the recruitment of staff to work with children and young people have relevant training
- 3.6 There are well-publicised ways in which staff and volunteers can raise concerns, confidentially if necessary, about unacceptable behaviour by staff or volunteers. These include external contacts.

- 3.7 The organisation has a clear policy and procedure for dealing with allegations against staff and volunteers in line with Working Together 2010, which is compatible with NSCB Procedure and Guidance. This should include a senior manager identified in their procedure who will report all allegations to the Local Authority Designated Officer (LADO) and who will follow the guidance for managing such cases.

Essential inclusions

- Enhanced CRB checks are taken on all those staff and volunteers who work primarily or directly with children and young people and their managers. This will include a check through the Independent Safeguarding Authority (ISA) vetting and barring process
- Application of recruitment policy to all those in contact with children and young people

Ways of providing evidence

- A copy of recruitment policy and procedures
- Example of application, reference and CRB checks
- A copy of the whistle-blowing scheme and publicity about it
- A copy of the policy and procedure for dealing with allegations against staff and volunteers
- The name and responsibilities of the senior manager

STANDARD 4 – CODES OF PRACTICE AND BEHAVIOUR

What

Codes of practice describe what is an acceptable standard of behaviour and promote good practice.

Why

Services/activities for children and young people should be carried out in a safe, positive and encouraging atmosphere. Standards of behaviour for all set a clear benchmark of what is acceptable. They can help minimise opportunities for abuse and help to prevent unfounded allegations.

Criteria

- 4.1 There is a code of ethics
- 4.2 The organisation provides guidance on appropriate/expected standards of behaviour of adults towards children and young people
- 4.3 There is guidance on expected and acceptable behaviour of children and young people towards other children and young people.
- 4.4 There are processes for dealing with behaviour that is unacceptable
- 4.5 All disciplinary measures/sanctions are non-violent and do not involve humiliating children and young people.
- 4.6 Managers and senior staff promote a culture that ensures children and young people are listened to and respected as individuals.

Essential inclusions

- Codes for adults and for children and young people
- Discrimination; prejudice; oppressive behaviour or language in relation to any of the following are not acceptable – race, culture, age, gender, disability, religion, sexuality or political persuasion
- Guidelines, where relevant, on the intimate care of disabled children or young people

Ways of providing evidence

- Copy of codes of conduct
- Guidance on physical contact

STANDARD 5 – ACCOUNTABILITY

What

A clear line of accountability within the organisation for work on safeguarding and promoting the welfare of children and young people.

Why

It should be clear who has overall responsibility for the organisation's contribution to safeguarding and promoting the welfare of children and young people and what the lines of accountability are from each staff member up through the organisation to the person with ultimate accountability for children and young people's welfare. It should also be clear with whom each staff member should discuss and to whom they should report any concerns about a child or young person's welfare.

Criteria

- 5.1 The organisation has a clear written accountability framework, which covers individual, professional and organisational accountability.
- 5.2 Staff understand to whom they are accountable and what level of accountability they have.
- 5.3 Everyone in the organisation knows who the designated or lead person for safeguarding is.
- 5.4 The organisation provides supervision to staff that work directly with children and young people and specifically in relation to cases where there are concerns about harm, self harm or neglect of a child or young person. The supervisor regularly reads case files and recording to review and record whether the work undertaken is appropriate to the child or young person's current needs.

Ways of providing evidence

- Accountability framework
- Supervision policy
- Examples of case file audits

STANDARD 6 – COMMUNICATION

What

Ways of informing, consulting and listening to all relevant parties about how children and young people are to be safeguarded.

Why

Policies and procedures are only effective if people are aware of them, have some ownership of them and have the opportunity to express their views on how they are working.

Criteria

- 6.1 Information about the organisation's commitment to safeguard children and young people is openly displayed and available to all.
- 6.2 Children and young people are made aware of their right to be safe from abuse.
- 6.3 Information for young people and for parents is made available about where to go for help in relation to child abuse.
- 6.4 Information provided is in a format and language that can be easily understood by all service users.
- 6.5 Everyone in the organisation knows who is the designated person/s for safeguarding and protecting children and how to contact them.
- 6.6 Contact details for the Children's Social Care, police, and emergency medical help and the NSPCC Child Protection Helpline are readily available.
- 6.7 Service plans consider how the delivery of services will take account of the need to safeguard and promote the welfare of children
- 6.8 Children and young people participate in service development

Ways of providing evidence

- Examples of information produced
- Examples of mechanisms which exist for children and young people's views to be heard

STANDARD 7 – EDUCATION AND TRAINING

What

Opportunities to develop and maintain the necessary skills and understanding to safeguard children.

Why

Everyone in contact with children and young people has a role to play in their protection. They can only do so confidently and effectively if they are aware and have the necessary understanding and skills. Organisations providing services/activities for children have a responsibility to provide training and development opportunities for staff and volunteers.

Criteria

- 7.1 There is an induction process for all staff and volunteers who have contact with children and young people, which includes familiarisation with the child protection policy and procedures.
- 7.2 All staff and volunteers are provided with opportunities to learn about how to recognise and respond to concerns about child abuse.
- 7.3 All staff and volunteers who work or have contact with children and young people receive training on their professional roles and responsibilities and those of their organisation.
- 7.4 Single organisation training meets the standards and objectives of the NSCB training requirements.
- 7.5 All staff have received training in all areas of the Common Core of Skills.
- 7.6 Training is provided to those responsible for dealing with complaints and disciplinary processes in relation to child abuse and inappropriate behaviour towards children and young people.
- 7.8 Training and written guidance on safer recruitment practice is provided for those responsible for recruiting and selecting staff and volunteers.
- 7.9 Outcomes and findings from reviews and inspections are disseminated to staff

Ways of providing evidence

- A copy of training plans and/or programmes
- Records of course attendance
- Induction documentation or guidance
- Course evaluations

STANDARD 8 – INFLUENCING AND COMMISSIONING

What

Action taken by the organisation to influence, encourage and promote the adoption and implementation of measures to safeguard children and young people by partner organisations.

Why

A number of organisations have both a strategic and service/activity delivery role in relation to children and young people. Where partnership, funding or commissioning relationships exist or develop with other organisations, the organisation should use its influence to promote the implementation of safeguarding measures. Partnership, funding and commissioning criteria should include a requirement for child protection policies and procedures. The organisation provides or signposts support and resources in relation to implementing adequate safeguarding measures. The organisation actively promotes the adoption of these standards for safeguarding and protecting children and young people.

Criteria

- 8.1 The organisations stance on safeguarding is made clear to all partners
- 8.2 Partnership, funding and commissioning criteria, such as contracts, include a requirement to address safeguarding
- 8.3 The organisation actively promotes safeguarding within all partnership working and seeks to establish minimum safeguarding standards
- 8.4 The organisation provides, or signposts, safeguarding support and resources to partner organisations.

Ways of providing evidence

- Examples of partnership, funding or commissioning agreements referencing safeguarding requirements.
- Information on the organisations positive stance on safeguarding that is provided to partners.
- Examples of safeguarding resources made available to partners (e.g. template policies, procedures, guidelines, training), or methods to signpost partners to appropriate resources
- Minutes of local partnership safeguarding groups or other relevant forum

STANDARD 9 – ENSURING EFFECTIVENESS

What

Action taken to ensure that the organisation's intentions in relation to safeguarding children and young people are taking place and to monitor and evaluate action and effectiveness

Why

Policies, procedures and plans have to be implemented across and in all parts of the organisation. Checks are needed to ensure this is happening consistently. The views of those involved inside and outside the organisation can help improve the effectiveness of any actions.

Criteria

- 9.1 There is a written plan showing what steps will be taken to safeguard children and young people, who is responsible for what actions and when these will be completed.
- 9.2 The resources essential for implementing the plan are made available.
- 9.3 Policies and practices are reviewed at stated intervals, ideally at least every three years and reviewed in the light of changing needs; changes in legislation and guidance; experience.
- 9.4 Processes/mechanisms are in place to consult children and young people and parents as part of the review of safeguarding policies and practices.
- 9.5 All incidents, allegations of abuse and complaints are recorded and monitored.
- 9.6 Arrangements are in place to monitor compliance with child protection policies and procedures and with recruitment and selection policies and procedures.
- 9.7 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.
- 9.8 Performance management and evaluation is established across the organisation that leads to sustained improvements in safeguarding outcomes.

- 9.9 Data collected is made available to the NSCB, practitioners, users and commissioners.
- 9.10 The organisation participates in the auditing and performance cycle co-ordinated by the Children's Safeguarding Standards Unit (CSSU) whose role it is on behalf of the NSCB to ensure effectiveness of work to safeguard and promote the welfare of children and young people by member organisations. This includes a peer review process based on self-evaluation, performance indicators and joint audits.

Ways of providing evidence

- A copy of the safeguarding/child protection plan
- Date planned for review and who is responsible
- Anonymised summary of number of incidents of abuse and number of complaints
- Programme of internal audit
- Data collected
- Examples of how management information is used effectively to deliver continuous improvement to safeguarding and child protection services that are sensitive to the diverse needs of local communities

- Examples of participation in the audit and performance cycle co-ordinated by the CSSU

STANDARD 10 – Equality and Diversity

What

Under the Conventions on the Rights of the Child 1989 all organisations should have respect for the dignity and worth of each individual, regardless of race, colour, gender, sexual orientation, age, language, religion, opinions, origins, wealth, birth status, ability or any other aspect of individual difference. The Public Sector duty under the Equality Act 2010 covers eight protected characteristics which include Age, Disability, Gender reassignment, Pregnancy and maternity, Race, Religion or belief, Sex and Sexual orientation. Public bodies who are subject to the duty must have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not; and
- Foster good relations between people who share a protected characteristic and those who do not

It is recognised that equality and diversity issues should be considered within all of the previous 9 standards

Why

Services/activities for children and young people should promote equality for all service users, patients and employees and actively seek to reduce inequality and oppression particularly in relation to specific groups whose rights may be compromised.

Criteria

10.1 There is an Equality and Diversity statement

10.2 There is an Equal opportunities policy which demonstrates a commitment to equality, informed by legislation linked closely to the organisation's goals, with

measurable and achievable objectives. It should highlight responsibilities and identify means of arriving at and evaluating the set objectives.

10.3 Equality and Diversity training is provided to all staff

10.4 Procedures promote equality and relevant aspects of diversity (such as forced marriage, female genital mutilation etc) are included in the procedures.

10.5 There are processes for dealing with behaviour that is unacceptable or offensive

Essential inclusions

- All children and young people have the right to dignity and respect
- Policies and procedures promote equality

Ways of providing evidence

- A copy of Equality and Diversity statement
- A copy of Equality and Diversity policy
- A copy of any other relevant policy or guidance
- Equality impact assessment

APPENDIX 1 – STANDARDS CRITERIA

Name of person completing the evaluation		Job Title / Role	
Organisation / Service evaluation is being completed on behalf of:		Date evaluation completed	

STANDARD 1 – POLICY		In Place	Proposed	Not in Place	Evidence
1.1	The organisation has a child protection policy				
1.2	The policy is written in a clear and easily understood way				
1.3	The policy is publicised, promoted and distributed to relevant audiences				
1.4	The policy is approved and endorsed by the relevant management body (e.g. Senior Management Board, Executive, Committee)				
1.5	The policy is mandatory for staff and volunteers				
1.6	The policy is reviewed every three years or whenever there is a major change in the organisation or in relevant legislation				

STANDARD 2 – PROCEDURES AND SYSTEMS		In Place	Proposed	Not in Place	Evidence
2.1	There are clear and unambiguous procedures in place in respect of safeguarding and protecting children and young people, which provide step-by-step guidance on what action to take if there are concerns about a child and young person's safety or welfare.				
2.2	The child protection procedures are available to all (including children and young people and their parents/carers) and are actively promoted.				
2.3	Child protection procedures are consistent with Working Together 2010 to Safeguard Children and there is an awareness of Newcastle Safeguarding Children Board arrangements and contacts.				
2.4	There is a named senior manager who champions safeguarding throughout the organisation.				
2.4	There is a designated person with clearly defined role and responsibilities in relation to child protection.				
2.6	There is a process for recording incidents, concerns and referrals and storing these securely in compliance with relevant legislation.				
2.7	There is a robust recording policy that ensures staff maintain an accurate, clear record of their involvement with a child and family on a routine basis				

STANDARD 2 – PROCEDURES AND SYSTEMS...continued		In Place	Proposed	Not in Place	Evidence
2.8	There is effective complaint and whistle blowing policies and systems in place for professionals and service users with clear timescales.				
2.9	There is guidance on confidentiality and information sharing so that staff know how and when to share information in a way that is both legal and ethical to safeguard and protect children and young people (e.g. CAF, child welfare concerns and child protection concerns).				

STANDARD 3 – PREVENTION		In Place	Proposed	Not in Place	Evidence
3.1	There are policies and procedures for recruiting staff and volunteers who have contact with children and young people and for assessing their suitability to work with children and young people which ensures professional and character references are always taken up.				
3.2	Enhanced CRB checks are taken on all those staff and volunteers who work primarily or directly with children and young people and their managers; those in other jobs whose work offers them the opportunity of regular contact (including indirect contact by phone or internet) or places them in a position of trust (e.g. priests, police officers). Those who have access to personal and sensitive information about children and young people (e.g. CAF).				
3.3	Previous employment history and experience is checked.				
3.4	Identity and qualifications are verified				
3.5	Employees involved in the recruitment of staff to work with children and young people have relevant training				
3.6	There are well-publicised ways in which staff and volunteers can raise concerns, confidentially if necessary, about unacceptable behaviour by staff or volunteers. These include external contacts.				

STANDARD 3 – PREVENTION...continued		In Place	Proposed	Not in Place	Evidence
3.7	The organisation has a clear policy and procedure for dealing with allegations against staff and volunteers in line with Working Together 2010, which is compatible with NSCB Procedure and Guidance. This should include a senior manager identified in their procedure who will report all allegations to the Local Authority Designated Officer (LADO) and who will follow the guidance for managing such cases.				

STANDARD 4 – CODES OF PRACTICE AND BEHAVIOUR		In Place	Proposed	Not in Place	Evidence
4.1	There is a code of ethics				
4.2	The organisation provides guidance on appropriate/expected standards of behaviour of adults towards children and young people				
4.3	There is guidance on expected and acceptable behaviour of children and young people towards other children and young people.				
4.4	There are processes for dealing with behaviour that is unacceptable				
4.5	All disciplinary measures/sanctions are non-violent and do not involve humiliating children and young people.				
4.6	Managers and senior staff promote a culture that ensures children and young people are listened to and respected as individuals.				

STANDARD 5 – ACCOUNTABILITY		In Place	Proposed	Not in Place	Evidence
5.1	The organisation has a clear written accountability framework, which covers individual, professional and organisational accountability.				
5.2	Staff understand to whom they are accountable and what level of accountability they have.				
5.3	Everyone in the organisation knows who the designated or lead person for safeguarding is.				
5.4	The organisation provides supervision to staff that work directly with children and young people and specifically in relation to cases where there are concerns about harm, self harm or neglect of a child or young person. The supervisor regularly reads case files and recording to review and record whether the work undertaken is appropriate to the child and young person's current needs.				

STANDARD 6 – COMMUNICATION		In Place	Proposed	Not in Place	Evidence
6.1	Information about the organisation's commitment to safeguard children and young people is openly displayed and available to all.				
6.2	Children and young people are made aware of their right to be safe from abuse.				
6.3	Information for young people and for parents is made available about where to go for help in relation to child abuse.				
6.4	Information provided is in a format and language that can be easily understood by all service users.				
6.5	Everyone in the organisation knows who is the designated person/s for safeguarding and protecting children and young people and how to contact them.				
6.6	Contact details for the Children's Social Care, police, and emergency medical help and the NSPCC Child Protection Helpline are readily available.				
6.7	Service plans consider how the delivery of services will take account of the need to safeguard and promote the welfare of children and young people				
6.8	Children and young people participate in service development				

STANDARD 7 – EDUCATION AND TRAINING		In Place	Proposed	Not in Place	Evidence
7.1	There is an induction process for all staff and volunteers who have contact with children and young people, which includes familiarisation with the child protection policy and procedures.				
7.2	All staff and volunteers are provided with opportunities to learn about how to recognise and respond to concerns about child abuse.				
7.3	All staff and volunteers who work or have contact with children and young people receive training on their professional roles and responsibilities and those of their organisation.				
7.4	Single agency training meets the standards and objectives of the NSCB training requirements.				
7.5	All staff have received training in all areas of the Common Core of Skills.				
7.6	Training is provided to those responsible for dealing with complaints and disciplinary processes in relation to child abuse and inappropriate behaviour towards children and young people.				
7.7	Training and written guidance on safer recruitment practice is provided for those responsible for recruiting and selecting staff and volunteers.				
7.8	Outcomes and findings from reviews and inspections are disseminated to staff				
7.9	There is an induction process for all staff and volunteers who have contact with children and young people, which includes familiarisation with the child protection policy and procedures.				

STANDARD 8 – INFLUENCING AND COMMISSIONING		In Place	Proposed	Not in Place	Evidence
8.1	The organisations stance on safeguarding is made clear to all partners				
8.2	Partnership, funding and commissioning criteria, such as contracts, include a requirement to address safeguarding				
8.3	The organisation actively promotes safeguarding within all partnership working and seeks to establish minimum safeguarding standards				
8.4	The organisation provides, or signposts, safeguarding support and resources to partner organisations.				

STANDARD 9 – ENSURING EFFECTIVENESS		In Place	Proposed	Not in Place	Evidence
9.1	There is a written plan showing what steps will be taken to safeguard children and young people, who is responsible for what actions and when these will be completed.				
9.2	The resources essential for implementing the plan are made available.				
9.3	Policies and practices are reviewed at stated intervals, ideally at least every three years and reviewed in the light of changing needs; changes in legislation and guidance; experience.				
9.4	Processes/mechanisms are in place to consult children and young people and parents as part of the review of safeguarding policies and practices.				
9.5	All incidents, allegations of abuse and complaints are recorded and monitored.				
9.6	Arrangements are in place to monitor compliance with child protection policies and procedures and with recruitment and selection policies and procedures.				
9.7	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.				
9.8	Performance management and evaluation is established across the organisation that leads to sustained improvements in safeguarding outcomes.				

STANDARD 9 – ENSURING EFFECTIVENESS...continued		In Place	Proposed	Not in Place	Evidence
9.9	Data collected is made available to the NSCB, practitioners, users and commissioners.				
9.10	The organisation participates in the auditing and performance cycle co-ordinated by the Children's Safeguarding Standards Unit (CSSU) whose role it is on behalf of the NSCB to ensure effectiveness of work to safeguard and promote the welfare of children and young people by member organisations. This includes a peer review process based on self-evaluation, performance indicators and joint audits.				

STANDARD 10 – EQUALITY AND DIVERSITY		In Place	Proposed	Not in Place	Evidence
10.1	There is an Equality and Diversity Statement				
10.2	There is an Equal Opportunities Policy which demonstrates a commitment to equality, informed by legislation linked closely to the organisation's goals, with measurable and achievable objectives. It should highlight responsibilities and identify means of arriving at and evaluating the set objectives.				
10.3	Equality and Diversity training is provided to all staff				
10.4	Procedures and guidance promote equality and relevant aspects of diversity (such as forced marriage, female genital mutilation etc) are included in the procedures.				
10.5	There are processes for dealing with behaviour that is unacceptable or offensive.				