

Quest 2016 – Gplus 30

Safeguarding

Guidance Notes

Issue 4 – July 2016



Outcomes

- Ensure high quality experiences of sport and physical activity for children and young people.
- Safeguarding Standards are in place, are reviewed and continuously improved upon.
- Safeguarding practice is embedded at all levels within the organisation.
- Integrate the involvement of children and young people in the development and implementation of safeguarding processes.

Challenge:	Unsatisfactory	Satisfactory	Good	Very Good	Excellent
PLAN					
How does the organisation demonstrate its commitment to raising safeguarding standards for children and young people through its leadership, policy, strategy, action plans, accountability and influence?	<p>There is limited evidence that Senior Leaders are involved in the development, endorsement or promotion of a Safeguarding Policy.</p> <p>There is no formal commitment to Self-Assessment using nationally recognised or local Safeguarding Standards*.</p> <p>There is no plan or strategy or a 'paper' commitment to safeguarding policy and procedures and little or no sign of proactive planning.</p> <p>There is no designated lead</p>	<p>Senior Leaders endorse and promote a Safeguarding Policy which can be delivered across the wider organisation.</p> <p>The organisation has Board level commitment to adopt/work towards the Child Protection in Sport (CPSU) Safeguarding Standards* or the local equivalent through a self-assessment process.</p> <p>A Strategic Plan to deliver safeguarding is in place prioritised and resource requirements identified.</p>	<p>Safeguarding is on senior management/Board agendas and resources are provided for its implementation. There is a Board safeguarding champion with clear remit/responsibilities.</p> <p>The organisation has achieved the introductory levels of the national Safeguarding Standards* or local equivalent with an external safeguarding expert validating their self-assessment findings.</p> <p>Organisational structures clearly define roles, responsibilities and accountability for all staff and</p>	<p>Leaders ensure that safeguarding principles underpin all areas of activity.</p> <p>The organisation has achieved the highest level of the national Safeguarding Standards* or the local equivalent through a self-assessment process validated by external experts.</p> <p>The organisation has demonstrated its commitment to on-going maintenance of the Safeguarding Standards* and to embedding the process across the organisation</p>	<p>Leaders monitor and evaluate the implementation of safeguarding principles and practice; monitoring reports and recommendation are publicised.</p> <p>The organisation is proactively embedding the national Safeguarding Standards* or local equivalent at all levels within its organisation. It is leading by example in pursuing the Safeguarding Framework and applying the Self-Assessment Tool</p>

Gplus 30 – Safeguarding Guidance Notes



Challenge:	Unsatisfactory	Satisfactory	Good	Very Good	Excellent
	<p>member of staff for safeguarding, or if there is, they have insufficient time and authority to fulfil their role.</p>	<p>Staff are identified and given responsibility to drive the development of a Safeguarding Action Plan.</p> <p>Senior leaders acknowledge being accountable for the effective implementation of safeguarding policies and procedures.</p> <p>Senior Leaders commit to influence partners and/or constituent bodies to adopt safeguarding strategies.</p>	<p>the wider workforce including volunteers.</p> <p>A Safeguarding Action Plan has been adopted and an improvement process is in place. Implementation of the Plan is appropriately resourced.</p> <p>The Action Plan includes engagement with key partners, service users/customers.</p> <p>Agreements with partners/affiliated organisations and third party facility users include clear safeguarding requirements</p> <p>The organisation provides or signposts safeguarding advice, guidance and information.</p>	<p>through a Safeguarding Framework and Action Plan with measures and processes in place for evaluating its impact.</p> <p>The development of the Action Plan is informed by thorough assessment of the needs of children taking part in the sport with input from key partners, service users/customers.</p> <p>Safeguarding is embedded throughout the organisation's Strategy/ Business Plan and operations.</p> <p>Local deliverers are delivering the Safeguarding Action Plan.</p> <p>Responsibility for establishing and implementing safeguarding arrangements is understood and accepted by local deliverers.</p> <p>Partners/affiliated</p>	<p>and is influencing partners, stakeholders and suppliers in its area to do the same.</p> <p>Senior Leaders support and promote the celebration of Safeguarding successes within the organisation.</p> <p>The Safeguarding Action Plan is reviewed annually to ensure it remains relevant. Evidence and analysis from the review enables the organisation to measure its own performance against the Safeguarding Strategy.</p> <p>Reviews and evaluation demonstrates that everyone in the organisation is taking responsibility for safeguarding.</p> <p>Levels of accountability are reviewed and modified, if appropriate, at all levels of safeguarding delivery.</p> <p>Monitoring is undertaken at all levels to establish</p>

Gplus 30 – Safeguarding Guidance Notes



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	<p><i>*CSPs and NGBs are required by Sport England to achieve the Safeguarding Standards with external assessment from the Child Protection in Sport Unit. A variation of the Standard may exist in other Home Countries. Equivalent local standards may exist. Other organisations can apply the Standards but would need to deploy a safeguarding specialist to validate their self-assessment.</i></p>	<p><i>*CSPs and NGBs are required by Sport England to achieve the Safeguarding Standards with external assessment from the Child Protection in Sport Unit. A variation of the Standard may exist in other Home Countries. Equivalent local standards may exist. Other organisations can apply the Standards but would need to deploy a safeguarding specialist to validate their self-assessment.</i></p>	<p><i>*CSPs and NGBs are required by Sport England to achieve the Safeguarding Standards with external assessment from the Child Protection in Sport Unit. A variation of the Standard may exist in other Home Countries. Equivalent local standards may exist. Other organisations can apply the Standards but would need to deploy a safeguarding specialist to validate their self-assessment.</i></p>	<p>organisations and third party facility users understand their safeguarding responsibilities and use their own influence to drive safeguarding practice at delivery level.</p> <p><i>*CSPs and NGBs are required by Sport England to achieve the Safeguarding Standards with external assessment from the Child Protection in Sport Unit. A variation of the Standard may exist in other Home Countries. Equivalent local standards may exist. Other organisations can apply the Standards but would need to validate their self-assessment.</i></p>	<p>how effectively influencing and communication has impacted on safeguarding practice.</p> <p>The impact of work to can be clearly evidenced to help drive further improvement and development.</p> <p><i>*CSPs and NGBs are required by Sport England to achieve the Safeguarding Standards with external assessment from the Child Protection in Sport Unit. A variation of the Standard may exist in other Home Countries. Equivalent local standards may exist. Other organisations can apply the Standards but would need to deploy a safeguarding specialist to validate their self-assessment.</i></p>

Gplus 30 – Safeguarding Guidance Notes



Challenge:	Unsatisfactory	Satisfactory	Good	Very Good	Excellent
DO					
<p>Does the organisation have robust procedures and systems in place for safeguarding the interests of children and young people and does it take a proactive role in prevention through its codes of practice, advisory support, education? Does it recognise the additional vulnerabilities of some children and young people?</p>	<p>The organisation has no or very limited procedures and systems in place for safeguarding and</p> <p>There is no or limited identification or recognition of the additional vulnerability of some young people.</p> <p>The organisation does not articulate its values and expectations of behaviour in Codes of Ethics/Conduct appropriate to a range of stakeholder group.</p> <p>The organisational does not make explicit its principles of equity, transparency, and child friendliness, and that all children and young people have equal rights to protection, are communicated and promoted.</p> <p>A safeguarding education</p>	<p>Relevant organisational policy/procedures are developed, formally endorsed and promoted.</p> <p>Senior leaders acknowledge and commit to address the additional vulnerability of some young people within the sport.</p> <p>At minimum the organisation can demonstrate its adherence to building adequate safeguards into: recruitment of staff and volunteers, induction training and sign up to Codes of Conduct policy, practice guidance (eg supervision levels; changing rooms, travels and trips etc.), which apply to higher/subsequent levels</p> <p>The organisation articulates its values and expectations</p>	<p>Identification and implementation of training, support, resources identification, in line with the roles/responsibilities of individuals or groups. There are appropriate priorities for implementation.</p> <p>Organisational guidance and training enables staff and volunteers to recognise, understand and address the additional vulnerability of some groups of young people.</p> <p>Codes are promoted to everyone in the organisation.</p> <p>Members of stakeholder groups are tied in to compliance with their respective Code, with breaches linked to an appropriate organisational response.</p> <p>A communication strategy is developed and resourced to ensure that information</p>	<p>Procedures are implemented and embedded by all. Systems are in place to measure the implementation of the procedures.</p> <p>The organisation can demonstrate the additional needs of vulnerable children are being met.</p> <p>Systems are in place to measure the numbers of vulnerable children involved in the sport.</p> <p>Systems are in place to monitor awareness of and compliance with the relevant Codes.</p> <p>There is an environment where individuals, adults and young people, feel comfortable and confident in reporting breaches of the Codes.</p> <p>All breaches of the Code are</p>	<p>Quality assurance mechanisms are in place to measure the impact/effectiveness of the procedure, for communicating these findings, and responding to learning.</p> <p>Review and evaluation of provision of guidance/training; uptake by specific groups; issues arising and responses.</p> <p>Instances of good practice are communicated across the organisation. Learning influences planning.</p> <p>Code of Ethics/Conduct and associated procedures, and compliance data are reviewed, with learning used to update and inform Codes, communication and other relevant aspect.</p> <p>The effectiveness of</p>

Gplus 30 – Safeguarding Guidance Notes



Challenge:	Unsatisfactory	Satisfactory	Good	Very Good	Excellent
	<p>and training strategy is not in place.</p>	<p>of behaviour in Codes of Ethics/Conduct appropriate to a range of stakeholder group.</p> <p>Codes are developed in conjunction with the stakeholder groups.</p> <p>Organisational values reflecting principles of equity, transparency, and child friendliness, and that all children and young people have equal rights to protection, are communicated and promoted.</p> <p>A safeguarding education and training strategy in is established to ensure that staff and volunteers have and maintain knowledge, skills and competencies relevant to their role in safeguarding children.</p> <p>The strategy prioritises the needs of individuals with designated safeguarding</p>	<p>regarding the organisation’s safeguarding policies and procedures is disseminated to all stakeholder groups including children and their carers.</p> <p>Systems are put in place to ensure all stakeholder groups have opportunities to provide feedback.</p> <p>The Safeguarding Action Plan is shared with everyone who works with children.</p> <p>An action plan to resource and deliver on the safeguarding training and education strategy (including induction and CPD) is developed, adopted, promoted and implemented to priority groups e.g. individuals with designated safeguarding responsibilities.</p> <p>Staff and volunteers are provided with learning/training opportunities.</p>	<p>enforced through organisational procedures.</p> <p>Two way communication between senior leaders and all stakeholder groups takes place. Systems are in place to evidence that effective communication is taking place.</p> <p>The different age groups of children are communicated with in a manner appropriate to their age and ability i.e. children are not dealt with as one generic group.</p> <p>The implementation of the training and education action plan is extended to include all roles in the scope of the strategy.</p> <p>Systems are in place to measure the implementation of the procedures.</p>	<p>organisational communication systems is reviewed and evaluated – this process involves representatives from all stakeholder groups</p> <p>Learning takes place and is reflected in improved communication.</p> <p>Training and education plans are evaluated, reviewed and updated against measurable outcomes to ensure that this meets the needs of individuals with safeguarding responsibilities in the organisation.</p> <p>Training is reviewed and updated in line with changes in legislation and feedback received.</p>

Gplus 30 – Safeguarding Guidance Notes



Challenge:	Unsatisfactory	Satisfactory	Good	Very Good	Excellent
		responsibilities.			
How does the organisation actively encourage and respond positively to the views of children and young people?	<p>The organisation demonstrated no or little commitment to develop and provide safeguarding resources for children, and to involve them in their development and promotion.</p> <p>The views of children and young people are rarely sought or listened to.</p>	<p>The organisation demonstrates a commitment to develop and provide safeguarding messages/resources for children, and to involve them in their development and promotion.</p> <p>Senior leaders generate an organisational culture that promotes some activities involving listening to/consulting with and respecting the views of children.</p>	<p>Children and young people are involved in developing resources and literature (online and written) for their peers.</p> <p>Resources are modified to reflect the views of children.</p> <p>There are systems in place to enable consultation with children.</p> <p>There are systems in place to enable effective communication with and involvement of children.</p> <p>Children are encouraged and enabled to contribute to and lead areas of work that are appropriate.</p>	<p>Relevant and appropriate resources and literature are available to all children and young people.</p> <p>Children are provided with leadership opportunities and mechanisms to enable them to lead and initiate action.</p> <p>Communication and consultation with children is integrated into project and organisational action plans and strategies.</p> <p>Integration of wider range (inclusion) of groups.</p>	<p>Children and young people are involved in reviewing resources and literature.</p> <p>There is a means for children to feedback regarding the suitability of the information they receive.</p> <p>There is evidence of children taking up a variety of roles in the organisation (e.g. young officials/organisers).</p> <p>Children contribute to decision making with adults and are part of the review process.</p> <p>The ways in which children's are involved is reviewed and evaluated, and learning included in organisational planning.</p>
MEASURE					
How does the organisation	There is no or limited measures for assessing	Limited measures exist around policy and	Measures are in place for each aspect of the Safeguarding	A comprehensive set of KPIs are used to measure and	The views of children and young people are actively

Gplus 30 – Safeguarding Guidance Notes



Challenge:	Unsatisfactory	Satisfactory	Good	Very Good	Excellent
capture information regarding safeguarding concerns, monitor reports and measure the quality of its safeguarding procedures and other elements of its safeguarding practice?	safeguarding procedures or standards.	procedures and there is some attempt made to assess the quality of delivery through partners and internal checks. All safeguarding concerns are registered and reports are recorded and reviewed regularly.	Standards* or Self-Assessment Tool* to assess effectiveness and to track progress. <i>* Please see previous note under 'plan'</i>	assess the on-going effectiveness of all aspect of the Safeguarding Standards* or Self –Assessment Tool . Review processes involve all stakeholders, including users /customers are robust and well managed -supporting improvement and innovation in key areas. External accreditation / validate features in the approach as does external benchmarking inside and outside of the sector. <i>* Please see previous note under 'plan'</i>	sought and play a big part in driving up improvement. The organisation is involved in peer reviews and validating Safeguarding Standards* or Self-Assessment* from others within the industry. There is evidence that processes and systems have been improved as a result of measurement and review processes. <i>* Please see previous note under 'plan'</i>
REVIEW					
How does the organisation review the quality of its safeguarding procedures and other elements of its safeguarding practice?	There is no evidence of policies, procedures or safeguarding standards are working effectively.	There is some evidence of policies, procedures or safeguarding standards are working effectively.	The organisation has good evidence of policies, procedures and safeguarding standards are all working effectively systems. Leaders are knowledgeable proactive in their support. An annual review takes place with findings being considered	The organisation has evidence of continuous improvement of policies, procedures and safeguarding standards with staff and leaders at every level committed and contributing to raising standards. There are regular reviews	The organisation has excellent policies, procedures and safeguarding standards systems in place with staff and leaders being cited as good practice by national agencies (such as the Child Protection in Sport Unit).

Gplus 30 – Safeguarding Guidance Notes



Challenge:	Unsatisfactory	Satisfactory	Good	Very Good	Excellent
			by the Leadership Team and the Board.	with standing agenda items on the Leadership Team and the Board.	The organisation is involved in trailblazing projects and can evidence the impact it is having on its partners, stakeholders and suppliers.
IMPACT					
How can the organisation evidence improvements and impact of its safeguarding practices in its area for children and young people?	There is little or no evidence of impact or improvement	Internal/External reporting provides some evidence of outputs and improvement in performance with all staff understanding their roles and knowing how they should respond to different safeguarding scenarios.	<p>There are emerging examples of more robust safeguarding practice being implemented and applied with standards improving in its area.</p> <p>Impact report and/or infographics are produced to show trends, progression and development towards stated ambitions and outcomes for the different elements of the safeguarding standard.</p> <p>Insight and learning is used and shared across the team to drive improvements.</p>	<p>There is evidence that safeguarding standards are improving in its area.</p> <p>There is good use of trend analysis to help determine effective intervention and how successful projects can be scaled up and made sustainable.</p> <p>Service reviews report on how services are structured, delivering against key priorities, stakeholder requirements and the cost and quality of service delivered</p> <p>Reviews seek to identify opportunities to improve core business processes by improving supply chain delivery for end users and by</p>	<p>There is widespread evidence that safeguarding standards are improving in its area.</p> <p>The organisation can demonstrate its strategic impact on partners, stakeholders and suppliers and that its approach is resulting in systematic improvement in embedding safeguards for children and young people. It can also evidence cultural change across and organisational.</p> <p>Self- assessment processes, regular themed reviews, together with improvement planning and robust measurement tools can all be seen to play their part in</p>

Gplus 30 – Safeguarding Guidance Notes



Challenge:	Unsatisfactory	Satisfactory	Good	Very Good	Excellent
				removing unnecessary activity	demonstrating impact, improvement and positive change for the enjoyment of children and young people involved in sport and physical activity.

Gplus 30 – Safeguarding Guidance Notes



Suggested Guidance

GOVERNMENT GUIDANCE

Working together to Safeguard Children - A guide to inter-agency working to safeguard and promote the welfare of children (March 2015)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

Keeping Children Safe in Education are new guidelines that come into effect on 5

September 2016 <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

CHILD PROTECTION IN SPORT UNIT (CPSU)

- Safeguarding advice from the Child Protection in Sport Unit which includes all you need to know about developing safeguarding policies and a resource library covering: policies; best practice briefing papers; tools; templates; research, videos and publications. It also includes an excellent Self Assessment tool.

Link to the home page: <https://thecpsu.org.uk/>

Link to the resource library:

<https://thecpsu.org.uk/resource-library/>

The Self Assessment Tool

- **Is your organisation doing everything it could be to keep children and young people safe in sport?**
- This online self-assessment tool will help you find out. The tool will take you through the Standards for Safeguarding children in Sport developed by the Child Protection in Sport Unit. There are simple questions for each of the nine standards elements which will help you assess what your organisation still needs to do. An information pack has been produced to guide you through each step in a bit more detail.



<p>Policy</p> <p>Areas covered:</p> <ul style="list-style-type: none"> • Do you have a safeguarding/child protection policy? • Does it prioritise the welfare of children? • Is the policy clear & easy to understand? • Is the policy publicised effectively? <p>0/4</p>	<p>Implementation & Monitoring</p> <p>Areas covered:</p> <ul style="list-style-type: none"> • What steps will be taken to safeguard children? • Are resources available to help implement these? • Will regular reviews be put in place? • Will young people & parents be involved? • Are safeguarding concerns or complaints recorded & monitored? <p>0/5</p>	<p>Procedures & Systems</p> <p>Areas covered:</p> <ul style="list-style-type: none"> • Is it clear what to do if there are concerns about a child? • Is there guidance on photography, social media, texting & emailing? • Can everyone access the child protection procedures? • Is there a designated safeguarding person in the organisation? • Are complaints about abusive behaviour dealt with effectively? <p>0/5</p>
<p>Prevention</p> <p>Areas covered:</p> <ul style="list-style-type: none"> • Are there procedures for recruiting people working with children? • Are there clear ways to raise concerns about unacceptable behaviour by staff/volunteers? • Is there a safeguarding plan for trips & transporting children? • Do you ensure that children are always supervised when you provide activities? <p>0/4</p>	<p>Access To Advice & Support</p> <p>Areas covered:</p> <ul style="list-style-type: none"> • Do children have information about where to get help & support? • Do those with designated safeguarding roles have access to specialist advice & information? • Are contacts established with statutory child protection agencies? • Is support available to individuals involved in an investigation or complaint? <p>0/4</p>	<p>Education & Training</p> <p>Areas covered:</p> <ul style="list-style-type: none"> • Is there an induction process for staff & volunteers in significant contact with children? • Are all staff & volunteers provided with relevant safeguarding training? • Are children provided with information on where to go for help & advice? • Is support available to individuals affected by safeguarding concerns? <p>0/4</p>
<p>Codes Of Practice & Behaviour</p> <p>Areas covered:</p> <ul style="list-style-type: none"> • Do you have a code of ethics? • Is guidance available on expected standards of behaviour? • Is there guidance on expected behaviour of children towards other children? • Are there processes for dealing with unacceptable behaviour? • Do senior management ensure children are listened to & respected? <p>0/5</p>	<p>Communication</p> <p>Areas covered:</p> <ul style="list-style-type: none"> • Is the organisation openly committed to safeguarding? • Are young people aware of their right to be safe from abuse? • Do young people & parents know where to go for help with concerns about child abuse/safeguarding? • Is information provided clear and easy for everyone to understand? • Does everyone know who to contact if they have concerns? <p>0/5</p>	<p>Equality</p> <p>Areas covered:</p> <ul style="list-style-type: none"> • Is your safeguarding policy clear that all children have equal rights to protection? • Are staff/volunteers supported to recognise & respond to additional vulnerability of some children? • Are your codes of conduct clear that discriminatory, offensive & violent behaviour is unacceptable? • Are complaints procedures fair & open to challenge through an appeals process? <p>0/4</p>

Gplus 30 – Safeguarding Guidance Notes



Link: <https://thecpsu.org.uk/self-assessment-tool/>

PLAN

Key questions:

- **Does your organisation have a safeguarding or child protection policy?**
- **Does it include the following principles:**
 - All children and young people have a right to protection
 - The welfare of children and young people is paramount.
- **Is the policy written in a clear and easily understood way?**
- **Is the policy publicised, promoted and distributed to relevant audiences?**
- **Is there a written plan to show what steps will be taken to safeguard children?**
- **Are the resources for implementing the plan made available?**
- **How might we know to what extent this is owned/prioritised at a strategic organisational level?**
- **How is accountability acknowledged and expressed by senior leaders and discharged at all levels throughout the organisation?**
- **What does the implementation of the safeguarding plan look like on the ground?**
- **Have you set specific KPIs and are their systems in place for measuring progress?**
- **How do you monitor partner engagement in these processes?**
- **What has changed as a result of the organisation's influence?**
- **How do you know what impact your influence has had on children's experiences?**

GUIDANCE

- Organisational safeguarding responsibilities are understood, clearly articulated and resourced
- Safeguarding appears on management agendas
- Safeguarding policies and procedures that cover all core elements are developed, approved and promoted; these are mandatory for all staff and revised at least every three years
- The views of all stakeholders, including facility users, parents, carers and young people, are included in reviews of the safeguarding policy and procedures
- The safeguarding implementation/action plan details actions planned across the organisation and includes progress monitoring by management
- Links are made between safeguarding and other policies, for example disciplinary, whistleblowing, complaints
- Links are made with the CPSU and other relevant bodies and update information used to plan safeguarding policy.

DO

Key questions:

- **Are the child protection procedures available to all?**
- **Is there a process to manage incidents, allegations and complaints and are procedures clear on what to do if there are concerns about a child?**
- **Is there a designated safeguarding person/s identified within the organisation and do these have access to specialist advice, support and information?**
- **Does your policy, process and guidance cover:**
 - Unacceptable and/or abusive behaviour towards children?
 - Photography, social networking, texting and emailing?
 - Recruiting, inducting and training of staff and volunteers working with children?
 - Unacceptable behaviour by staff or volunteers?
 - Transporting children and trips?
 - Adequate levels of supervision?
- **Are children provided with information on where to go to for help, advice and support?**
- **How do you ensure that staff and volunteers are supported in recognising and responding to the additional vulnerability of some children?**
- **Are there arrangements in place to provide support to individuals affected by safeguarding concerns?**
- **Are contacts established at a national and/or local level with statutory child protection agencies?**
- **Do you have a code of ethics and provide guidance on appropriate and expected standards of behaviour including children towards other children?**
- **Is it clear that discriminatory, offensive and violent behaviour is unacceptable and are there processes for dealing with behaviour that is unacceptable?**
- **How do senior management promote a culture that ensures children are listened to and respected?**
- **Are there complaints procedures that are fair and open to challenge through an appeals process?**
- **Is the organisation's commitment to safeguard children and young people openly displayed and available to all?**
- **Are children and young people made aware of their right to be safe from abuse?**
- **Is information made available to young people and parents about where to go for help in relation to child abuse and other safeguarding concerns?**
- **Does everyone in the organisation know who to contact in the event of concerns?**

GUIDANCE

- Safeguarding risk assessments are in place, with actions linked to the safeguarding improvement plan and development of facility procedures and policies
- The organisation has clear job descriptions for all staff that identify their responsibilities for children and vulnerable adults

Gplus 30 – Safeguarding

Guidance Notes



- The organisation has in place a safe recruitment policy and procedure for roles involving contact with or responsibility for children and young people that includes references and criminal records checks where the post is eligible
- There is an induction process for all staff that includes an introduction to the safeguarding policy and clarification of individuals' safeguarding responsibilities
- Complaints, disciplinary and grievance policies and procedures are in place and publicised to relevant groups
- All staff have access to safeguarding training and information at a level commensurate with their role
- All staff sign up to codes of conduct that include clear expectations about their behaviour towards children and young people
- A designated safeguarding lead and deputy, with a clear role description is identified, supported, promoted, appropriately trained and qualified and given sufficient time to complete their role(s) effectively
- There is a well-publicised process to require and allow staff to raise concerns about their colleagues and to be protected and supported in doing so. Defined disciplinary processes are in place and staff are made aware
- External user groups regularly providing activities for children and vulnerable adults are encouraged or required to have core safeguarding policies and procedures in place in line with respective National Governing Body guidance or Clubmark standards
- Staff receive safeguarding updates regarding changes: in the organisation's functions, policies or procedures; in legislation and guidance; or following cases
- Staff are supported to recognise abuse, poor practice, and the additional vulnerability of some groups of children and to understand what to do if concerns arise in line with the policy and procedures
- Designated safeguarding staff, and those with responsibility for managing recruitment, disciplinary or complaints systems receive safeguarding training appropriate to those responsibilities
- Key safeguarding messages and information is provided to staff, adult and child facility users
- Information is easily available and in accessible formats to anyone using the facilities – particularly about what to do if a concern arises
- Safeguarding features in annual reports
- Staff, facility and programme users are required and encouraged to raise concerns about children and vulnerable adults welfare or safety
- Clear written guidance about how to report a concern is provided to all
- The organisation has a standard form to record incidents and concerns that arise
- Designated safeguarding staff are able to judge what action to take, including when to report to statutory agencies
- The facility's use of social media is controlled to ensure safeguarding policies are promoted and use by customers is monitored for appropriate postings
- The designated safeguarding staff have access to contact details for local police and Children's Social Care services
- When a concern is raised there are arrangements to support both the reporter and an accused member of staff during the subsequent process.

MEASURE

Key questions:

Gplus 30 – Safeguarding

Guidance Notes



- ***Are all safeguarding concerns and complaints recorded and monitored?***
- What arrangements are in place to monitor compliance with safeguarding policies and procedures?

GUIDANCE

- Annual or 6 monthly review of actions against the Safeguarding Implementation/Action Plan
- There are processes and policies for ensuring records are made and retained in line with legislation and guidance
- How is compliance with e.g. recruitment, induction, training, reporting requirements undertaken?
- Specific KPIs have been identified and relevant data is being collected to assess the progress being made against the Implementation / Action Plan such as:
 - Records and analysis of complaints
 - Number/percentage of partners, stakeholders and suppliers that satisfy recommended safeguarding standards and are using the Self-Assessment tool
 - Confidence of staff and volunteer to raise concerns and take action
 - Satisfaction levels children, young people and their parents with regard to safeguarding standards
- Qualitative observation of specific safeguarding aspects, adherence to and the effectiveness of policy, procedures, training and communication.

REVIEW

Key questions:

- ***Are your safeguarding Standards working as well as they can do?***
- ***Are you leading by example and having an influence your partners, stakeholders and suppliers?***
- ***Are regular reviews put in place to inform future safeguarding planning?***
- ***How will children, young people and parents be involved in these reviews?***
- ***How are partners, stakeholders and suppliers involved in reviewing your services for children and young people?***
- ***How are the Leadership Team and the Board involved in reviews?***

GUIDANCE

- Undertake audit against requirements in Standards for Safeguarding and Protecting Children in Sport and the Self-Assessment Tool:
 - Policy
 - Implementation and monitoring
 - Procedures and systems
 - Prevention

Gplus 30 – Safeguarding Guidance Notes



- Access to Advice and Support
- Education and Training
- Codes of Practice and Behaviour
- Communication
- Equality
- There is a system to review processes following any safeguarding referral
- Reviews are undertaken taking into account the views of customers and stakeholders, for example, social services, police, other external agencies and sources of good practice.

IMPACT

Key questions:

- *How do you evidence the long term outcomes and impact your safeguarding policies and standards for children and young people?*
- *Can you evidence that your organisation doing everything it could be to keep children and young people safe in sport?*

GUIDANCE

- Is there an improvement in the number of relevant safeguarding concerns reported through the system
- Concerns reach the designated lead in line with the policy and procedures
- Actions on safeguarding implementation plan been addressed
- Areas for improvement identified through the audit been addressed and audit scores improved
- More partners, stakeholder and suppliers have more robust policies and safeguarding standards in place
- Staff and volunteers are more confident in raising and dealing with concerns and unacceptable behaviour
- Parents and children are more aware of codes of conduct and acceptable behaviours and are more confident in raising their concerns
- Those who raise concerns feel protected and supported
- Parents and children are satisfied with arrangements and feel safe.