**Appendix Two**

**Implementation Checklist**

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| 1. **A safeguarding policy states the organisation’s commitment to safeguard children**
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|  |  | (Tick) |
| The organisation has a safeguarding policy | The policy is written in a clear and easily understood format for staff, volunteers, children and parents. |  |
| The policy is publicised, promoted and distributed to relevant audiences. |  |
| The policy is approved and endorsed by the relevant management body (e.g., trustees, chief executive or senior management board). |  |
| The policy is mandatory for staff and volunteers. |  |
| The policy is reviewed every no longer than every three years or whenever there is a major change in the organisation or in relevant legislation or guidance, whichever is sooner. |  |
| 1. **Safeguarding procedures - what to do if there are concerns about a child’s welfare.**
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| There are clear procedures which provide step-by-step guidance on what action to take if there are concerns about a child’s safety or welfare. | The safeguarding procedures are available to all (including children and young people and their parents) and actively promoted on joining the organisation. Consideration is given to language, difference ways of communicating and ease of use. |  |
| Procedures are consistent with *Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children* *(2018)* and with the North Yorkshire Safeguarding Children Partnership Safeguarding Procedures (<https://www.safeguardingchildren.co.uk/professionals/procedures-practice-guidance-and-one-minute-guides/> |  |
| There is a safeguarding lead with a defined role and responsibilities in relation to safeguarding which is appropriate to the level at which s/he operates. |  |
| There is a process for recording incidents, concerns and referrals and storing these securely in compliance with relevant legislation. |  |
| There is a process for dealing with complaints by parents and young people about unacceptable behaviour towards children. |  |
| There is guidance on information sharing which clearly states the welfare of children is the most important consideration. |  |
| 1. **Prevention - Safe recruitment of staff and volunteers**
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| There are rigorous policies and procedures for recruiting staff and volunteers who have contact with children.  | All those who have significant contact with children are subject to safeguarding checks as required by legislation and guidance and these are properly recorded. |  |
| There are well publicised ways in which staff, volunteers, children and young people can raise concerns about unacceptable behaviour by anyone within the organisation. These include external contacts. |  |
| An assessment of risk of any activities and the environment in which they take place is made prior to commencement and action taken to minimise risk. |  |
| A safeguarding plan is in place for transporting children or for taking them away on trips. |  |
| Operating standards are set out to ensure children are adequately supervised at all times. |  |
| 1. **Codes of practice and behaviour**
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| There are well –publicised codes of behaviour for which all staff and volunteers comply. | The organisation provides guidance on expected standards of behaviour by adults towards children and young people. |  |
| There is guidance on expected behaviour by children towards other children. |  |
| There are processes for dealing with behaviour that is not acceptable. |  |
| All disciplinary measures/ sanctions are non-violent and do not involve humiliating children and young people. |  |
| Managers and senior staff promote a culture that ensures children are listened to and respected as individuals. |  |
| The consequences of breaching the codes of behaviour are clear and linked to disciplinary and grievance procedures. |  |
| 1. **Equality and Inclusion**
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| The safeguarding policy makes it clear that all children have equal rights to protection.  | The safeguarding procedures, guidance and training help staff and volunteers to recognise the additional vulnerability of some children and the extra barriers they face to getting help, because of their race, gender, age, religion, ability, sexual orientation, social background and culture. |  |
| Codes of conduct/ behaviour make it clear that discriminatory, offensive and violent behaviour is unacceptable and that complaints will be acted on. |  |
| 1. **Communication**
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| Information about the organisation’s commitment to safeguard children and young people is openly displayed and available to all. | Children and young people are actively involved in the development of procedures or protocols, recruitment, planning of services and evaluation of activities. |  |
| Information relating to support in relation to child abuse for children, young people and parents is made available. |  |
| Information is provided in a format and language that can be easily understood by all service users. |  |
| Everyone in the organisation knows who the Safeguarding Lead is and how to contact them. |  |
| Contact details for the Children and Families Service, Police and emergency medical help and child help lines are readily available. |  |
| 1. **Education and Training**
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|  Education and training is provided to all staff in commensurate with their role and duties | There is an induction process for all staff and volunteers that includes familiarisation with the safeguarding/child protection policy and procedures. |  |
| All staff and volunteers are provided with opportunities to learn about how to recognise and respond to concerns about child abuse. |  |
| A staff development programme is in place. |  |
| Staff and volunteers with special responsibilities in relation to safeguarding have training to enable them to develop the necessary skills and knowledge and have regular opportunities to update their knowledge and understanding. |  |
| Training and written guidance on safe recruitment is provided for those responsible for recruiting and selecting staff and volunteers. |  |
| The organisation maintains a record of training provided and this is reviewed as part of supervision and appraisal. |  |
| 1. **Advice and Support**
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| Information is made available to all and is readily accessible. Staff are supported through appropriate supervision. | The Safeguarding Lead and their deputy have access to specialist advice, training support and information. |  |
| Children and young people are provided with information on where to go for help and advice in relation to abuse, harassment and bullying, or significant difficulties at home. |  |
| National and local safeguarding contacts are identified for further information and support. |  |
| There are arrangements for providing regular supervision and support to staff and volunteers and particularly during and following an incident or allegation of abuse or a complaint. |  |
| 1. **Evaluation**
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| Plans are in place to evaluate the effectiveness of the safeguarding measures. | Arrangements are in place to monitor and evaluate the safeguarding procedures and the safe recruitment procedures. |  |
| The resources essential for implementing the evaluation plan are made available. |  |
| Policies are reviewed at stated intervals:* At least every three years, or
* Sooner if there is a change in legislation and/or statutory guidance which changes the requirements of the policy
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| Processes are in place to consult children and young people and parents as part of the review of safeguarding. |  |
| All incidents, allegations of abuse and complaints are recorded and monitored. |  |