**Bracknell Forest Safeguarding Self-Assessment**

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| **Agency:** |  |
| **Completed By:** |  |
| **Date:** |  |

This template incorporates the standards for safeguarding children set out in the [Children Act 2004](https://www.legislation.gov.uk/ukpga/2004/31/section/11) (often referred to as ‘Section 11’ audits), as well as those developed for safeguarding adults that reflect the requirements of the [Care Act 2014.](https://www.legislation.gov.uk/ukpga/2014/23/section/44/enacted)

Recognising the very different roles played by organisations, this template has been designed to facilitate a proportionate approach to the self-assessments of safeguarding responsibilities. As a result, the four areas of focus set out below should be considered alongside the following multi-agency guidance that details the procedures and practice standards for safeguarding:

* [Safeguarding Adults](https://bracknellforestsafeguarding.org.uk/p/i-work-with-adults/policy-procedures)
* [Safeguarding Children](https://www.proceduresonline.com/berks/bracknell/)

This combined audit tool is designed to be used by a wide range of organisations and covers the requirements for both safeguarding children and adults.

The standards incorporated within this tool are broken down into four areas:

1. **Recruitment and Supervision (including induction and training) –** *it is important that organisations understand the risks associated with the people they work with and the types of harm and abuse they might experience. A safer organisation takes necessary steps to recruit and prepares their staff and volunteers in order that they can deal with problems when they arise. It is important for leaders and their staff to make space for discussion and reflection on how they are working with children and adults at risk of harm and with each other.*
2. **Safeguarding Procedures -** *everyone needs to play their part in keeping people safe. Organisations must make sure people take on the right roles and responsibilities with senior staff leading by example to demonstrate a commitment to how safeguarding works in practice. Everyone should know how to report concerns about children and adults at risk of harm and how they can challenge inappropriate behaviour.*
3. **Safeguarding across the organisation (governance) -** *safeguarding is not just about putting a series of rules, policies and procedures in place. At its core, it’s about an organisational culture where everyone is respected and helped to feel safe. As a result, safeguarding needs to be a part of everyday activities which are regularly reviewed. Staff and volunteers should be involved in producing safeguarding guidance and supporting service users to be involved in the planning of new services.*
4. **Working with other agencies (including sharing of information) –** *all relevant staff and volunteers should know the possible signs and symptoms of abuse and exploitation (which are not always obvious or clear) in order that they can take work collaboratively to take action to protection individuals. As a rule, the more directly staff or volunteers work with children or adults at risk, the more confident they will need to be in applying the organisations policies and procedures.*

**Guidance on completing the self-assessment**

This assessment tool has been designed to provide agencies with the opportunity to highlight areas of strength and to identify areas for development.

The tool covers a continuum of safeguarding needs, from the provision of early help designed to prevent harm, through to interventions made under statutory provisions to protect those at immediate risk.

If you need any help or advice on completing this self-assessment please contact the Bracknell Forest Safeguarding Board at bfsb@bracknell-forest.gov.uk who can provide guidance, or signpost you to a relevant organisation who can provide assistance.

There is also guidance to accompany the tool [‘Too Important to Get Wrong’](https://bracknellforestsafeguarding.org.uk/assets/1/too_important_to_get_wrong_-_information_sheet_for_cvs.pdf).

**Continuous improvement**

The form uses a rating from 1 to 5 - where a score of 5 is awarded to the highest standard achieved.

When providing evidence to support an assessment against these standards it is important that the analysis is based on demonstrable evidence. While the tool does not require organisations to submit documentation as proof of standards being met, this may be requested to assist verification of proposed ratings.

If your organisation does not meet, or only partly meets a standard, it is important to provide details of the plans put in place to support the improvements required. Where organisations have judged standards as having been met, we would still encourage them to reflect on opportunities for further improvements to be made.

An action plan template is integrated within the tool provide details of how and when you intend to update current practices, policies and procedures.

**Standard 1 -** **Recruitment and Supervision** (including induction and training)

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| **Checklist** | **Rate between 1-5** (where 5 is the best) **by placing x in the box.** | **Briefly describe how your organisation meets this standard.** | **Actions required to raise the standard.** |
|  | **1** | **2** | **3** | **4** | **5** |  |  |
| Safeguarding considerations are included in the recruitment and selection of staff and volunteers |  |  |  |  |  |  |  |
| Employment checks and references (including DBS checks) are undertaken for all staff and volunteers |  |  |  |  |  |  |  |
| Induction takes place for all staff and volunteers (relating to safeguarding) |  |  |  |  |  |  |  |
| There is ongoing support and management of staff and volunteers |  |  |  |  |  |  |  |
| There is awareness of potential indicators of harm / procedures for reporting concerns |  |  |  |  |  |  |  |
| There is provision of safeguarding training (appropriate to role/responsibility of staff), and this refreshed as required. |  |  |  |  |  |  |  |

*Sources of useful information*

* [Government guidance on its Disclosure and Barring Service (DBS](https://www.gov.uk/guidance/dbs-check-requests-guidance-for-employers#overview))
* [Safe Recruitment Process – The Ann Craft Trust (ACT)](https://www.anncrafttrust.org/resources/safe-recruitment-process/)
* [Safer recruitment - the National Society for the Prevention of Cruelty to Children (NSPCC)](https://learning.nspcc.org.uk/safeguarding-child-protection/safer-recruitment)
* [Keeping children safe in education – updated 2021 (Statutory Guidance)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014057/KCSIE_2021_September.pdf)
* [Safeguarding from Interview to Exit — The National Council for Voluntary Organisations (NCVO)](https://knowhow.ncvo.org.uk/safeguarding/checklists-training-and-other-support/specialist-guides/safeguarding-for-hr-managers/safeguarding-in-recruitment)

**Standard 2 - Safeguarding Procedures**

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| **Checklist** | **Rate between 1-5** (where 5 is the best) **by placing x in the box.** | **Briefly describe how your organisation meets this standard.** | **Actions required to raise the standard.** |
|  | **1** | **2** | **3** | **4** | **5** |  |  |
| The organisation has safeguarding policies which details their safeguarding referral procedure. These are regularly updated and checked to ensure they are working well |  |  |  |  |  |  |  |
| When deciding whether to make a safeguarding referral the organisation assesses and manages the safeguarding risk ensuring these are recorded and reviewed regularly, reporting to LA when apparent the threshold is met. |  |  |  |  |  |  |  |
| When making a safeguarding referral, the organisation: * ensures the risk of harm is minimised by taking preventative action where appropriate.
 |  |  |  |  |  |  |  |
| * includes all relevant information about the individual, the incident and where appropriate, the views and expectations of the individual/s.
 |  |  |  |  |  |  |  |
| Senior managers ensure concerns about allegations against staff/volunteers and whistleblowing procedures / complaints process work effectively.  |  |  |  |  |  |  |  |
| Staff are confident to raise concerns and know how to make a referral. |  |  |  |  |  |  |  |

*Sources of useful information*

* [Care and support statutory guidance - updated 2021 (Statutory Guidance)](https://www.gov.uk/government/publications/care-act-statutory-guidance/care-and-support-statutory-guidance#safeguarding-1)
* [Working Together to Safeguard Children - updated 2020 (Statutory Guidance)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf)
* [Keeping children safe in education – updated 2021 (Statutory Guidance)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014057/KCSIE_2021_September.pdf)
* [Bracknell Forest Safeguarding Adults Policy and Procedures](https://bracknellforestsafeguarding.org.uk/p/i-work-with-adults/policy-procedures)
* [Bracknell Forest Safeguarding Children Policy and Procedures](https://www.proceduresonline.com/berks/bracknell/)
* [Example Safeguarding Policy Statement (NSPCC)](https://learning.nspcc.org.uk/research-resources/templates/example-safeguarding-policy-statement)
* [Responding to Safeguarding Concerns (NCVO)](https://knowhow.ncvo.org.uk/safeguarding/checklists-training-and-other-support/specialist-guides/a-designated-safeguarding-leads-handbook/responding-to-safeguarding-concerns/responding-to-safeguarding-concerns)

**Standard 3 – Safeguarding across the organisation**

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| **Checklist** | **Rate between 1-5** (where 5 is the best) **by placing x in the box.** | **Briefly describe how your organisation meets this standard.** | **Actions required to raise the standard.** |
|  | **1** | **2** | **3** | **4** | **5** |  |  |
| A nominated safeguarding lead person is available to staff and volunteers. |  |  |  |  |  |  |  |
| The organisation ensures appropriate record keeping and the safe storage of information. |  |  |  |  |  |  |  |
| The organisation proactively seeks feedback and ensures the voice of children and vulnerable adults inform policy and the development of services. |  |  |  |  |  |  |  |
| The organisation promotes equality and responds robustly to all forms of discrimination. |  |  |  |  |  |  |  |
| The organisation works to mitigate the impact of Covid-19. |  |  |  |  |  |  |  |
| The organisation has appropriate filters and monitoring systems to limit exposure to harmful and inappropriate online content.\*Schools need to consider the requirements of [KSCIE 141](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf) |  |  |  |  |  |  |  |

*Sources of useful information*

* [Care and support statutory guidance - updated 2021 (Statutory Guidance)](https://www.gov.uk/government/publications/care-act-statutory-guidance/care-and-support-statutory-guidance%22%20%5Cl%20%22general-responsibilities-and-universal-services)
* [Working Together to Safeguard Children - updated 2020 (Statutory Guidance)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf)
* [Keeping children safe in education – updated 2021 (Statutory Guidance)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014057/KCSIE_2021_September.pdf)

# [Guidance about safeguarding and protecting people for charities and trustees 2019 (Charity Commission)](https://charitycommission.blog.gov.uk/2019/10/22/safeguarding-and-protecting-people-for-charities-and-trustees-updates-to-guidance/)

**Standard 4 – Working with other agencies (including sharing of information)**

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| **Checklist** | **Rate between 1-5** (where 5 is the best) **by placing x in the box.** | **Briefly describe how your organisation meets this standard.** | **Actions required to raise the standard.** |
|  | **1** | **2** | **3** | **4** | **5** |  |  |
| The organisation provides clear guidance to support information sharing and managers are available/able to provide guidance.  |  |  |  |  |  |  |  |
| Staff understand why and how they must share information to keep people safe. |  |  |  |  |  |  |  |
| When working with other agencies (e.g., when making a referral and working on safeguarding cases), staff know how to challenge decisions they consider to be unsafe and have access to procedures that describe how to escalate concerns (if necessary). |  |  |  |  |  |  |  |
| The organisation has processes to ensure the quality / accuracy / timeliness of safeguarding referrals. |  |  |  |  |  |  |  |
| The organisation ensures information is available to enable staff to signpost those needing to access local services. |  |  |  |  |  |  |  |

*Sources of useful information*

* [Working Together to Safeguard Children - updated 2020 (Statutory Guidance)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf)
* [Care and support statutory guidance - updated 2021 (Statutory Guidance)](https://www.gov.uk/government/publications/care-act-statutory-guidance/care-and-support-statutory-guidance#integration-and-partnership-working)
* [BF Safeguarding Adults Policy and Procedures – Information Sharing](https://www.berkshiresafeguardingadults.co.uk/search-results/?search_field=information)
* [BF Safeguarding Children Policy and Procedures – Information Sharing](https://www.proceduresonline.com/berks/bracknell/p_info_sharing.html?zoom_highlight=information)
* [Resolving Professional Difference of Opinion and Escalation - BF P&P](https://www.proceduresonline.com/berks/bracknell/p_conflict_res.html)
* [Bracknell Forest Safeguarding Board - Safeguarding Referral Routes](https://bracknellforestsafeguarding.org.uk/p/news-and-events/safeguarding-referral-routes)

**Next Steps**

How could your organisation be even better at ensuring children/vulnerable adults are effectively safeguarded?

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| --- | --- |
| **Name of project / area of work** | **Details** |
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|  |  |
|  |  |

**Anything else**

Do you have any other safeguarding related areas of work that you have completed or working towards?

|  |  |
| --- | --- |
| **Name of project / area of work** | **Details** |
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|  |  |
|  |  |

**Action Plan**

Please provide details of actions your organisation is planning to complete below:

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| --- | --- | --- | --- | --- |
| **Area for improvement** | **Action Required** | **Allocated person** | **Timeframe** | **Comments** |
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