



# London Youth Bronze Quality Mark

**Organisation name:**

**Name of Supporting Officer:**

V2 January 2024

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# Welcome to the start of your London Youth Bronze Quality Mark journey!

We aim to ensure a high standard of youth work across London through the delivery of our Quality Assurance programme. We support our members to achieve the Quality Mark through offering 121 support, high quality training and networks.

## About the Bronze Quality Mark

Achieving the Bronze Quality Mark shows that your organisation provides a safe and secure place for the young people you work with to take part in positive activities.

It demonstrates that:

- 1** You have given due consideration to planning appropriate and relevant provision for the young people you serve.
- 2** You have adequate policies and procedures in place to safeguard the young people you engage with.
- 3** Staff/volunteers have the necessary knowledge, skills and abilities to safely and effectively work with young people.

This framework is designed to be flexible so that regardless of the size, type or scope of your organisation, as long as you are working with young people you will be able to achieve this Quality Mark.

## Undertaking the Bronze Quality Mark

You are required to build a portfolio of evidence that addresses all of the indicators in the following 7 sections. Each indicator asks you to produce evidence that proves your organisation is fit for purpose in that particular area. In Section 1 there are four, in Section 2 there are three, etc. The number of indicators varies in each section.

Your portfolio of evidence should be collated digitally and not printed out as a hard copy folder. We recommend that you utilise the template folders that were sent to you as part of your Quality Mark starter pack. Once you have these saved on your drive, you can start dragging and dropping relevant evidence into the folders straight away. We also advise that you use the Quality Mark tracker included in your starter pack to log what evidence you plan to use and RAG rate (Red, Amber, Green) where you are at with gathering your evidence, this will help you stay on top of your progress.

The Bronze Quality Mark has 7 sections in total.

**Section 1** | Your aims for young people

**Section 2** | Your offer to young people

**Section 3** | Staff and Volunteers

**Section 4** | Safeguarding young people

**Section 5** | Diversity, Equality and Inclusion

**Section 6** | Health and Safety

**Section 7** | Governance

## Gathering your evidence

You will need to provide the **essential evidence (EE)** as described and select one item from the **additional evidence (AE)** where required (for some indicators you may be asked for more than one piece of additional evidence) – the key is to shine the brightest light on your organisation’s practice! You should aim to provide evidence that really captures the indicator in its best light. The additional evidence list is not exhaustive, and we are always happy to receive other forms of evidence that meet the indicator.

In the column entitled ‘Comments to assessor’, please ensure you state exactly what evidence you are providing, especially if it differs from the suggested evidence. Please also use this column to give any other information to the assessor that will enable them to locate or understand it better. Example:

Indicator 2.1:

**Essential evidence (EE):** If your website/publicity material does not show the organisation to be welcoming to individuals – now’s the time to tweak it!

**Additional evidence (AE):** Choose the type of evidence that demonstrates that your organisation is welcoming to individuals and tick that box. Or, as in the example below, you may provide other evidence that you feel is more suitable.

| Ref            | Indicator                                    | Essential evidence (EE)<br>Only 1 piece of evidence is required. (Unless otherwise stated)  | Additional evidence (AE)<br>Only 1 piece of evidence is required. (Unless otherwise stated)   | Supporting guidance<br>Please also look in the resource library for further guidance.                         | Comments to assessor<br>Please supply any information that will help the assessor to locate/understand your evidence.                   |
|----------------|--|---|---|---|---|
| 2.1<br>Example | The organisation is welcoming to individuals | <p>Screenshot of your website or publicity materials such as posters, flyers, social media.</p> <p>If your organisation does not have a website, please provide a welcome pack or information pack that is given to young people.</p> | <input type="checkbox"/> Self-evaluation forms<br><input type="checkbox"/> Newsletter<br><input type="checkbox"/> Introductory letter/ welcome pack<br><input type="checkbox"/> New member checklist<br><input checked="" type="checkbox"/> Other <i>(please state what evidence you'll use in the 'Comments to assessor' box).</i> | Your evidence should capture how new and existing members are made to feel welcomed and encouraged to engage. | I have not included anything listed in the AE column. Instead, I have provided a <i>(insert name of document and any explanation)</i> . |

You may use the same piece of evidence **no more than twice** across all indicators. This will ensure you provide a good, diverse range of evidence. You may be asked to submit evidence more than twice e.g., a policy or screenshot of a website, however, **you must ensure you signpost the assessor to the relevant section or page that demonstrates these indicators**. Please use the “Comments to assessor” box to signpost.

**After your assessment this document will be returned to you with the assessors’ comments added. It is important that you do not edit the original comments you made in the ‘Comments to assessor box’ this is to ensure both you and London Youth can track your progress**

All policies should be regularly reviewed, and a senior manager within the organisation should adopt the policy by signing and dating it. It is recommended that organisations review and update their policies every 1–3 years at a minimum. Policies such as safeguarding are usually reviewed annually due to potential changes in legislation. It is good practice to include a document control sheet that identifies regular reviews and updates.

If you use photographs as evidence in your folder, please ensure that you provide annotations so that the assessor understands how the photo meets the indicator. If you use video or sound clips as evidence, please make sure you use the “Comments to assessor” box to provide a time code for which part of the video or sound clip you would like the assessor to watch or listen to (especially if the video/clip is more than a few minutes in length).

Any forms you provide as evidence (e.g., membership or feedback forms) should be completed versions with names redacted rather than blank templates. The assessor will want to see that your organisation currently uses the forms.

## | Support and guidance available

Throughout your Quality Mark journey, you will receive high quality support and guidance from your assigned Supporting Officer. You will receive the following:

- Quality Mark induction that informs you on how to get started.
- A minimum of three check in meetings with your Supporting Officer throughout the duration of your Quality Mark.
- Support with working through your action plan post assessment.
- Access to an online Quality Mark Resource Library (includes useful links, templates and tracking documents) You can access this by clicking the button at the bottom of this page.

To ensure that you are gathering suitable evidence, we recommend you use the principle of VACSR. This, in assessment terms, means that your evidence must be:

|                   |   |
|-------------------|---|
| <b>Valid</b>      | Meets relevant indicators.  |
| <b>Authentic</b>  | Clearly your own organisation’s work, with dates and signatures where required.             |
| <b>Current</b>    | Within an 18 month time period.   |
| <b>Sufficient</b> | Every indicator has the Essential Evidence (EE) and, if required, Additional Evidence (AE). |
| <b>Reliable</b>   | What you show us is what you consistently do in practice.                                   |

Undertaking the Bronze Quality Mark is a great way to demonstrate that your organisation functions in a safe and professional way when engaging young people. The process of achieving the Quality Mark should not be seen as a summative assessment of your organisation, rather, a developmental journey. Your assigned Supporting Officer is there to support you through this and will provide resources and advice where needed.

We recommend that your whole organisation contributes to the completion of the Quality Mark rather than assigning it to one person to complete. We also strongly advise that the most senior/appropriate person in the organisation authenticates the contents by signing the submission of evidence at the end of the document.

In addition to the guidance and links to further resources in this document, we have templates and/or other guidance for your use in our ‘Resource Library’. You can access this on our website:

# Section 1

## Your aims for young people

In order to deliver high quality youth provision, an organisation must have clear aims and objectives, know who their target audience is and undertake regular evaluation. Monitoring, evaluation and learning should be captured throughout the year; young people, staff and community/stakeholder feedback should feed into the next annual cycle of planning.

Young people and their parents/carers should have a clear understanding of what your offer consists of and how to access it.

We strongly recommend that youth organisations conduct research of the local area or boroughs they deliver provision in, by undertaking a community or borough profile. This will help the organisation ascertain the levels of need for your provision as well as establish clear aims for your organisation.

What is the purpose of your organisation?  
Are you communicating your aims effectively?

| Ref | Indicator  | Essential evidence (EE)<br>Only 1 piece of evidence is required. (Unless otherwise stated) | Additional evidence (AE)<br>Only 1 piece of evidence is required. (Unless otherwise stated)   | Supporting guidance<br>Please also look in the resource library for further guidance.  | Comments to assessor<br>Please supply any information that will help the assessor to locate/understand your evidence. |
|-----|--|--|---|--|---|
| 1.1 | Your organisation has a clear mission statement that sets out your overall purpose and values. | Mission statement.   | <p>An Organisation Profile.</p> <p>A copy of your organisation's strategy that outlines your mission.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>Having a clear mission statement is crucial for any organisation. This should be defined by your governing documents and will help to identify the strategic objectives and operational plans that will help achieve the organisation's long-term aim.</p> <p>An organisation profile- this is your chance to provide an overview of your organisation and set the context (template for this is provided in our Resource Library).</p> |   |

**1.1 Assessor comments /Met or Actions:** *(for use by assessors only)*

| Ref | Indicator  | Essential evidence (EE)                     | Additional evidence (AE)   | Supporting guidance  | Comments to assessor |
|-----|--|---|--|--|----------------------|
| 1.2 | Your organisation has a clear set of aims and objectives based on the needs of the young people your service seeks to work with. | Constitution or another governing document. | <p>Community profile or research showing how well you understand the young people you seek to serve.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>Your organisation should have a constitution or other governing document setting out its aims and objectives.</p> <p>The following links provide some great advice and templates: <a href="#">Charity Setup – checklist</a></p> <p><a href="#">.GOV – Model for setting up a charity</a></p> <p>A community profile is essentially a document that pulls together all the research you undertake to ensure that your youth work offer is needed and relevant to young people. A good quality community profile utilises both local and national data to help inform your service delivery such as:</p> <ul style="list-style-type: none"> <li>• Local authority websites (the boroughs you deliver in)</li> <li>• <a href="https://www.ons.gov.uk/census">https://www.ons.gov.uk/census</a></li> <li>• <a href="https://www.met.police.uk/sd/stats-and-data/">https://www.met.police.uk/sd/stats-and-data/</a></li> <li>• <a href="https://www.gov.uk/government/statistics/english-indices-of-deprivation-2019">https://www.gov.uk/government/statistics/english-indices-of-deprivation-2019</a></li> <li>• <a href="https://trustforlondon.org.uk/data/">https://trustforlondon.org.uk/data/</a></li> <li>• <a href="https://trustforlondon.org.uk/data/census-2021/">https://trustforlondon.org.uk/data/census-2021/</a></li> <li>• <a href="https://www.gov.uk/government/organisations/department-for-education/about/statistics">https://www.gov.uk/government/organisations/department-for-education/about/statistics</a></li> </ul> <p>It should also use data from relevant sources for example, if your organisation delivers targeted work on homelessness, you should reference both national and London based reports by charities who specialise in that particular area (e.g. Centrepoint, Crisis or Shelter).</p> <p>You can find an example of a community profile in our <a href="#">Resource's Library</a></p> |                      |

**1.2 Assessor comments /Met or Actions: (for use by assessors only)**



| Ref | Indicator  | Essential evidence (EE)      | Additional evidence (AE)   | Supporting guidance  | Comments to assessor |
|-----|--|------------------------------|--|--|----------------------|
| 1.3 | Your organisation is clear on which young people you want to engage for any given project/ programme/ session and why. | Funding bid or project plan. | <p>Notes from a meeting where the need for a project for a specific group of young people has been discussed.</p> <p>Any other evidence showing why young people may be targeted for particular provision.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | Any youth project/provision will be aimed at a particular group or target demographic. For example, if you are delivering a girls' only project for 12 to 16 year olds, you are able to describe who is eligible to take part and why. |                      |

**1.3 Assessor comments/Met or Actions:** *(for use by assessors only)*

| Ref | Indicator   | Essential evidence (EE)  | Additional evidence (AE)  | Supporting guidance   | Comments to assessor |
|-----|---|--|---|---|----------------------|
| 1.4 | Your organisation has a mechanism to collate information for reporting and evaluating purposes. | A document that explains the process for collating data, and how that data feeds into your organisation's reporting and evaluation. This can be in the form of a procedure, a statement or feature in a policy document. | <p>Completed evaluation report.</p> <p>Outcome tracking document.</p> <p>A funding bid.</p> <p>Evaluation tool/s with a description of its use and purpose.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | Your organisation should evaluate all activities/outcomes. There should be a clear process in place for collating data, a dedicated staff member who is responsible for collating it, and the organisation should be clear on what it will use this data for. |                      |

**1.4 Assessor comments/Met or Actions:** *(for use by assessors only)*

# Section 2

## Your offer to young people

Youth work organisations must create provision that is based on the needs of the young people and the communities in which they live. The programme of events and activities your organisation delivers should reflect those needs. Young people should be valued and respected as individuals and their participation encouraged and appreciated.

Young people should be aware of what your youth offer consists of, how to access it and what they can expect from your service in terms of support. Parents/carers must also be informed with regards to your offer where appropriate and be given the opportunity to communicate their child's needs such as any medical, access or learning needs.

Is your offer informed by the needs of young people? How do young people benefit from being involved?

| Ref | Indicator   | Essential evidence (EE)<br>Only 1 piece of evidence is required. (Unless otherwise stated)  | Additional evidence (AE)<br>Only 1 piece of evidence is required. (Unless otherwise stated)   | Supporting guidance<br>Please also look in the resource library for further guidance.                             | Comments to assessor<br>Please supply any information that will help the assessor to locate/understand your evidence. |
|-----|---|---|---|---|---|
| 2.1 | The organisation is welcoming to young people/ service users. | <p>Screenshot of your website or publicity materials such as posters, flyers, social media.</p> <p>If your organisation does not have a website, please provide a welcome pack or information pack that is given to young people.</p> | <p>Self-evaluation forms.</p> <p>Newsletter.</p> <p>Introductory letter/ welcome pack.</p> <p>New member checklist.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | Your evidence should capture how young people are made to feel welcomed and encouraged to engage with your offer. |   |

**2.1 Assessor comments/Met or Actions:** *(for use by assessors only)*

| Ref | Indicator   | Essential evidence (EE)   | Additional evidence (AE)   | Supporting guidance   | Comments to assessor |
|-----|---|---|--|---|----------------------|
| 2.2 | The organisation provides young people access to information, support and guidance on issues that are relevant to them. | <p>A screenshot of your website where information and useful contacts to specialist organisations are shared.</p> <p><b>Or</b></p> <p>A social media page showing a minimum of three issues that are relevant to the young people who engage in your provision.</p> | <p>Session plans for workshops on relevant issues.</p> <p>Photo of the notice board/leaflet rack/social media screenshots showing the types of issue based information available to young people.</p> <p>A Resource Library/directory of specialist youth support agencies you refer young people to.</p> <p>Programme reflecting issue-based activities.</p> <p>Access to relevant helplines and support.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>Examples of issues - this is not an exhaustive list:</p> <ul style="list-style-type: none"> <li>• Substance misuse.</li> <li>• Domestic abuse.</li> <li>• Bullying.</li> <li>• RSE (Relationships and Sex education).</li> <li>• Mental/emotional/physical health.</li> <li>• Volunteering and careers.</li> </ul> <p><b>Note:</b> Organisations that don't operate from a base/premises of their own should still be able to offer information and advice on certain subjects and/or support staff to know how to deal with, for example, bullying or mental health issues.</p> |                      |

**2.2 Assessor comments/Met or Actions:** *(for use by assessors only)*

| Ref | Indicator  | Essential evidence (EE)  | Additional evidence (AE)   | Supporting guidance   | Comments to assessor |
|-----|--|--|--|---|----------------------|
| 2.3 | The organisation provides a range of activities, experiences and/or targeted services for young people to engage with. | Activity programme for a minimum duration of one week or a document that outlines what services you provide each week to young people you support. | <p>Website Screenshot/ page.</p> <p>Leaflets /posters.</p> <p>Social media page.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>Range could constitute, times, dates, venues, regular or one-off activities.</p> <p>The evidence provided must show 'range' as appropriate to your organisation.</p> |                      |

**2.3 Assessor comments/Met or Actions:** *(for use by assessors only)*

| Ref | Indicator  | Essential evidence (EE)   | Additional evidence (AE)   | Supporting guidance  | Comments to assessor |
|-----|--|---|--|--|----------------------|
| 2.4 | The organisation collects feedback /suggestions from young people and uses it to inform future delivery. | Feedback from young people (this could be forms/notes from forums etc. You must show feedback from a minimum three young people). | <p>Revised aims/session plans based on feedback from young people.</p> <p>Staff meeting notes where young people's feedback was discussed, and changes to the programme or service were made as a result of that feedback.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>We require completed feedback forms or surveys, not blank templates as we need to know these forms have been used by young people recently.</p> <p>If you collate feedback using online tools such as Survey Monkey, please provide the questions you asked young people and the answers provided by exporting the survey data.</p> |                      |

**2.4 Assessor comments/Met or Actions: *(for use by assessors only)***

# Section 3

## Staff and Volunteers

Staff and volunteers are the most important resource in any organisation. A quality youth organisation seeks a diverse workforce that represents the community in which it delivers. There should be agreed procedures in place for the recruitment, selection, induction, continual supervision and support of all staff and volunteers. Continuous training of staff is seen as an essential part of individual, group and organisational development.

Each member of staff/volunteer is recognised and valued as a member of the team. They have a clearly defined job description and are supported by a line manager or supervisor.

Have you got the right people in post who are appropriately trained and delivering youth work to the best of their ability?



| Ref | Indicator  | Essential evidence (EE)<br>Only 1 piece of evidence is required. (Unless otherwise stated)   | Additional evidence (AE)<br>Only 1 piece of evidence is required. (Unless otherwise stated)  | Supporting guidance<br>Please also look in the resource library for further guidance.  | Comments to assessor<br>Please supply any information that will help the assessor to locate/understand your evidence. |
|-----|--|--|--|--|---|
| 3.1 | There is a clear organisational structure in place and all staff/volunteers know who to report to. | Organisational chart (also known as an organogram). This must outline the organisations management structure using job titles/ names of staff. | <p>Evidence of how this is shared with staff/volunteers.</p> <p>Minutes of meeting where this information is shared.</p> <p>Relevant page in staff handbook/induction.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>If your organisation uses or would like to use volunteers this is a useful site:<br/><a href="https://www.ncvo.org.uk/">https://www.ncvo.org.uk/</a></p> <p>Volunteers are not covered by the same protections as paid staff. However good practice, as described by Volunteering England in the principles of Investing in Volunteers, encourages any employer to avoid anything that could be seen as unfair or discriminatory.</p> |   |

**3.1 Assessor comments/Met or Actions:** *(for use by assessors only)*

| Ref | Indicator   | Essential evidence (EE)<br>Only 1 piece of evidence is required. (Unless otherwise stated)             | Additional evidence (AE)<br>Only 1 piece of evidence is required. (Unless otherwise stated)  | Supporting guidance<br>Please also look in the resource library for further guidance.   | Comments to assessor<br>Please supply any information that will help the assessor to locate/understand your evidence. |
|-----|---|--|--|---|---|
| 3.2 | All staff/volunteers have a clear job description or written statement of employment particulars which sets out their duties and responsibilities in relation to working with young people. | A job description or written statement of employment particulars for someone working with young people | <p>A contract/agreement of employment</p> <p>Redacted copy of an individual's annual review/appraisal</p> <p>Supervision records showing discussion on duties and responsibilities</p> <p>Induction meeting with line manager / supervisor</p> <p>Handover document/file</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>You do not legally have to provide a detailed job description however it is good practice to do so. Nonetheless, an employee is entitled to a written statement of employment particulars within two months of starting work. The written statement is made up of:</p> <ul style="list-style-type: none"> <li>• the main document (known as a 'principal statement')</li> <li>• a wider written statement</li> </ul> <p>In line with legislative changes in April 2020, you must provide the principal statement on the first day of employment and the wider written statement within 2 months of the start of employment.</p> <p>Further guidance:<br/><a href="https://www.gov.uk/employment-contracts-and-conditions/written-statement-of-employment-particulars">https://www.gov.uk/employment-contracts-and-conditions/written-statement-of-employment-particulars</a></p> |   |

**3.2 Assessor comments/Met or Actions: *(for use by assessors only)***

| Ref | Indicator   | Essential evidence (EE)   | Additional evidence (AE)  | Supporting guidance  | Comments to assessor |
|-----|---|---|---|--|----------------------|
| 3.3 | <p>Your organisation has an induction process for staff/volunteers that covers at a minimum:</p> <ul style="list-style-type: none"> <li>• Aims and objectives of your organisation.</li> <li>• Policies/ Procedures.</li> <li>• Support systems.</li> <li>• Essential/core training.</li> </ul> | <p>Induction manual/checklist signed and dated by the recipient to demonstrate they have seen all relevant policies as well as those shown in the supporting guidance column.</p> | <p>Staff/volunteers manual or handbook.</p> <p>Information given to staff/volunteers at induction.</p> <p>Induction training notes.</p> <p>Staff/volunteers feedback sheet.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>A well planned induction is critical in welcoming and supporting new staff/volunteers and should help make them feel more confident about their role.</p> <p>Example induction checklist:<br/> <a href="https://www.acas.org.uk/template-checklist-for-induction-of-new-staff">https://www.acas.org.uk/template-checklist-for-induction-of-new-staff</a></p> <p>A thorough induction process should include:</p> <ul style="list-style-type: none"> <li>• Safeguarding.</li> <li>• Confidentiality.</li> <li>• Fire safety.</li> <li>• First aid procedures.</li> <li>• Equality &amp; diversity.</li> <li>• Code of conduct.</li> <li>• Complaints/grievance policy.</li> <li>• Whistleblowing policy.</li> </ul> <p>It is essential that all staff/volunteers have a good understanding of the organisation's policies. It is excellent practice to maintain records of how you have done this.</p> |                      |

**3.3 Assessor comments/Met or Actions: *(for use by assessors only)***

| Ref | Indicator   | Essential evidence (EE)   | Additional evidence (AE)  | Supporting guidance  | Comments to assessor |
|-----|---|---|---|--|----------------------|
| 3.4 | All staff/volunteers have guidance on appropriate modes of behaviour. | Staff/volunteer Code of Conduct (This could be included in a staff handbook). | <p>Person specification.</p> <p>Relevant section from any other document.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>It is good practice to develop a code of conduct which can underpin how all staff/volunteers should behave.</p> <p>Young people should expect to be received in a welcoming and inclusive manner.</p> |                      |

**3.4 Assessor comments/Met or Actions:** *(for use by assessors only)*

| Ref | Indicator  | Essential evidence (EE)   | Additional evidence (AE)   | Supporting guidance  | Comments to assessor |
|-----|--|---|--|--|----------------------|
| 3.5 | Your organisation supports staff/volunteers through regular and structured supervision and appraisals. | Staff handbook or policy document that shows arrangements for supporting staff. | <p>Supervision notes with identifying information redacted e.g., names redacted.</p> <p>Appraisal notes with names redacted.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>Supervision is, in principle, a process through which an organisation seeks to meet its objectives through empowering its staff. It involves:</p> <ul style="list-style-type: none"> <li>• Monitoring work tasks and workload.</li> <li>• Supporting staff/volunteers to improve their practice.</li> <li>• Encouraging reflective practice.</li> <li>• Supporting staff through difficulties.</li> <li>• Promoting staff development.</li> <li>• Ensuring legal and organisational requirements and policies are adhered to.</li> <li>• Supervision should be planned, occur on a regular basis and notes should be recorded.</li> </ul> |                      |

**3.5 Assessor comments/Met or Actions:** *(for use by assessors only)*

# Section 4

## Safeguarding young people

Safeguarding children and young people is of paramount importance when planning and delivering youth work. Youth practitioners must be aware of the risks to all young people's safety, both when accessing your service and outside of these times. All staff and volunteers working at your organisation must receive safeguarding training to the appropriate level outlined in their job description and/or your organisation's safeguarding policy. Staff and volunteers should have a solid understanding of what safeguarding is, possible indicators that suggest abuse is occurring to a child/young person and how to report and/or manage safeguarding concerns.

Youth organisations are required to possess a robust safeguarding policy that outlines everything the organisation does to keep children and young people safe from harm. This includes having clear procedures and systems in place that staff can follow if/when incidents occur.

Are young people safe in your organisation's care? Are young people aware they can come to you for support regarding their safety?

**Note:** Although you will inevitably provide your safeguarding policy for a number of these indicators, we ask that you provide page numbers, sections and paragraphs in order to guide the assessor to exact part that meets each particular indicator.

| Ref | Indicator   | Essential evidence (EE)<br>Only 1 piece of evidence is required. (Unless otherwise stated)  | Additional evidence (AE)<br>Only 1 piece of evidence is required. (Unless otherwise stated)   | Supporting guidance<br>Please also look in the resource library for further guidance.  | Comments to assessor<br>Please supply any information that will help the assessor to locate/understand your evidence. |
|-----|---|---|---|--|---|
| 4.1 | Your organisation has a clear safeguarding policy demonstrating the organisation's commitment to the safety and welfare of young people in its care and all staff/ volunteers are made aware of it. | <p>A safeguarding policy including a document control sheet that identifies regular reviews and updates and signed/dated by a senior person in the organisation.</p> <p>The policy must include:</p> <ul style="list-style-type: none"> <li>• information on how the policy is disseminated.</li> <li>• where employees can locate corresponding forms.</li> <li>• list of key contacts e.g. Designated Safeguarding Officers.</li> <li>• a clear section on how to report concerns.</li> </ul> | <p>Minutes from staff meeting where safeguarding has been discussed.</p> <p>Supervision records where safeguarding has been discussed.</p> <p>Notes or a course overview that highlights how staff have been trained (could be a PowerPoint of training).</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>Please use the policy contents checklist from the Bronze starter pack we sent you. This helpful document lists all the elements required in a safeguarding policy to pass the Bronze Quality Mark.</p> <p>Examples of good safeguarding practice are:</p> <ul style="list-style-type: none"> <li>• Review your safeguarding policy annually to ensure it aligns with current legislation.</li> <li>• Discuss safeguarding issues and concerns at supervisions, staff meetings and board meetings and keep a thorough record of those conversations relating to safeguarding.</li> <li>• Ensure that your service users, delivery partners and visitors are aware of your organisations safeguarding procedures.</li> <li>• Respond promptly to any safeguarding concerns raised by young people, staff, volunteers or members of the public.</li> </ul> |   |

**4.1 Assessor comments/Met or Actions: *(for use by assessors only)***

| Ref | Indicator  | Essential evidence (EE)   | Additional evidence (AE)   | Supporting guidance   | Comments to assessor |
|-----|--|---|--|---|----------------------|
| 4.2 | Your organisation has a safer recruitment policy and practices in place. | <p><b>Two pieces of Essential Evidence are required to substantiate this indicator</b></p> <ol style="list-style-type: none"> <li>1. A safer recruitment policy (or the relevant section in the safeguarding policy) including a document control sheet that identifies regular reviews and updates and signed/dated by a senior person in the organisation.</li> <li>2. Records of DBS checks (names redacted) and due dates for renewal.</li> </ol> | <p>Recruitment checklist showing which checks are made when recruiting safely.</p> <p>Training log or certificate showing up to date training in safer recruitment of at least one person in your organisation who is involved in recruitment and selection.</p> <p>A list of the supporting procedures that accompany the policy e.g. anything that supports this policy, such as your DBS procedure.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>Safer recruitment procedures ensure that the staff and volunteers you recruit are suitable and safe to work with young people. This is important in providing a safe and positive environment for them and also demonstrates your commitment to safeguarding.</p> <p>The NSPCC provides the following guidance: Your safer recruitment policy statement should work alongside other policies within your organisation, for example your equal opportunities policy. It should sit under a wider safeguarding policy statement. Aim to keep your policy statement under two sides of A4 paper.</p> <p>Further policy guidance available: <a href="https://learning.nspcc.org.uk/safeguarding-child-protection/safer-recruitment#:~:text=What%20is%20a%20safer%20recruitment,suitable%20to%20work%20with%20children">https://learning.nspcc.org.uk/safeguarding-child-protection/safer-recruitment#:~:text=What%20is%20a%20safer%20recruitment,suitable%20to%20work%20with%20children</a>.</p> <p>Safer recruitment training, policy and procedures should be in line with guidance from your Local Safeguarding Children Board and should be refreshed as required.</p> <p>In particular: Applicants should provide proof of ID, references and relevant information to conduct a DBS check prior to appointment.</p> <p>For up to date guidance about which roles require a DBS check, please visit: <a href="https://www.gov.uk/government/collections/dbs-checking-service-guidance--2">https://www.gov.uk/government/collections/dbs-checking-service-guidance--2</a></p> |                      |

**4.2 Assessor comments/Met or Actions: (for use by assessors only)**



| Ref | Indicator  | Essential evidence (EE)   | Additional evidence (AE)  | Supporting guidance   | Comments to assessor |
|-----|--|---|---|---|----------------------|
| 4.3 | Procedures are in place that outline how young people are made aware of how they report and how staff respond to incidents or allegations of bullying. | <p>Anti-bullying policy (this could be a page number in relevant policy).</p> <p>It is important that the policy or a simple procedure for reporting is shared with young people.</p> | <p>Code of behaviour or working agreement for young people.</p> <p>Session plans or evaluations showing project on bullying issues (e.g., anti-bullying week).</p> <p>Posters and leaflets about bullying and helplines displayed.</p> <p>Your website has helpful links to information and support on the topic of bullying for young people and their parents/carers.</p> <p>Training for staff and/or young people around bullying.</p> <p>Complaint forms used by young people.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>Anti-Bullying Alliance is a coalition of organisations and individuals that are united against bullying. Their website has lots of information and resources that tackle the issue of bullying. <a href="https://anti-bullyingalliance.org.uk/">https://anti-bullyingalliance.org.uk/</a></p> <p>For further guidance on how to best address situations of bullying, please visit the following links:<br/> <a href="https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/">https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/</a><br/> <a href="https://learning.nspcc.org.uk/research-resources">https://learning.nspcc.org.uk/research-resources</a></p> <p>For guidance on bullying in the workplace we recommend visiting the ACAS website.<br/> <a href="https://www.acas.org.uk/bullying-at-work">https://www.acas.org.uk/bullying-at-work</a></p> |                      |

**4.3 Assessor comments/Met or Actions: (for use by assessors only)**

| Ref | Indicator  | Essential evidence (EE)  | Additional evidence (AE)  | Supporting guidance  | Comments to assessor |
|-----|--|--|---|--|----------------------|
| 4.4 | Your organisation has a clear explanation of its approach to confidentiality which all relevant adults and young people are made aware of. | <p>Confidentiality policy (this could be a page number in relevant policy or guidance).</p> <p>The policy must state how young people are made aware of their rights to confidentiality, circumstances where confidentiality may be broken, and procedures for doing this.</p> | <p>Poster/leaflet explaining your organisation's approach to confidentiality.</p> <p>Staff training records.</p> <p>Records of staff/volunteer induction.</p> <p>Minutes of meetings where confidentiality was discussed.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>It is critical to have a clear and robust policy that can support you in protecting young people's rights to privacy and outline your duty to protect them as youth work professionals.</p> <p>Gillick competency and Fraser Guidelines: <a href="https://learning.nspcc.org.uk/child-protection-system/gillick-competence-fraser-guidelines">https://learning.nspcc.org.uk/child-protection-system/gillick-competence-fraser-guidelines</a></p> <p>Please ensure that the additional evidence (AE) you provide for this indicator shows that all relevant people understand why and how they should share information about young people whom they believe to be at risk or in need of additional help.'</p> |                      |

**4.4 Assessor comments/Met or Actions: (for use by assessors only)**

| Ref | Indicator  | Essential evidence (EE)   | Additional evidence (AE)   | Supporting guidance   | Comments to assessor |
|-----|--|---|--|---|----------------------|
| 4.5 | <p>There is a clear policy and procedures for obtaining informed parental/carer consent, where appropriate, for:</p> <ul style="list-style-type: none"> <li>• Activities and residentials</li> <li>• The use of details or images for publicity or media use.</li> </ul> | <p>Page numbers in the relevant policy documents. (This may be two different policies).</p> | <p>Copies of both consent forms (these consent may be part of your membership or registration form).</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>There should be a Duty of Care statement that outlines how young people are protected while in your organisation's care. This would normally appear in the organisation's safeguarding policy or procedure. This statement should ideally be shared with the parent/carer – so it could also feature in your consent form.</p> <p>Procedures are in place to ensure your organisation deals with media coverage and publicity safely and appropriately in accordance with your policy, including asking for parents' and carers' permission for details or images of young people to be used.</p> <p>Consent forms must include a statement which highlights how no media coverage or photos can be taken without the written permission of the parent, carer or young person aged 18+. The consent may be part of a generic membership form.</p> <p>If the type of youth work or support your organisation offers makes it difficult to obtain parental consent, e.g. you work with LGBTQ+ young people who are not 'out' to their parents but want to access the service; or you work with young people in care who do not have a parent or individual carer to contact. Please discuss this with your Supporting Officer.</p> |                      |

**4.5 Assessor comments/Met or Actions:** *(for use by assessors only)*

| Ref | Indicator  | Essential evidence (EE)   | Additional evidence (AE)   | Supporting guidance  | Comments to assessor |
|-----|--|---|--|--|----------------------|
| 4.6 | Procedures are in place for reporting and dealing with concerns, allegations or complaints made against staff/ volunteers. | A page number within the relevant policy showing the named person(s) and their contact details, who holds responsibility for dealing with concerns, allegations or complaints made against any staff member or volunteer. | <p>Set of procedures along with copies of the forms used for reporting and addressing concerns, allegations or complaints.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>Good practice is for the procedure/s to be displayed on notice boards and leaflets, describing the process and left for anyone to take independently. All complainants should know whom to pass their concerns to.</p> <p>Your procedure must meet the requirements of your local safeguarding board as there will be an obligation to pass on details of any allegations to the LADO (Local Area Designated Officer).</p> <p>You must also be aware of, and follow the DBS duty: <a href="https://www.gov.uk/government/collections/dbs-referrals-guidance--2">https://www.gov.uk/government/collections/dbs-referrals-guidance--2</a></p> |                      |

**4.6 Assessor comments/Met or Actions:** *(for use by assessors only)*

| Ref | Indicator  | Essential evidence (EE)  | Additional evidence (AE)  | Supporting guidance  | Comments to assessor |
|-----|--|--|---|--|----------------------|
| 4.7 | Your organisation must have an appropriately trained Designated Safeguarding Officer (DSO) – a fully trained senior staff member that has overall responsibility for all reporting, systems, and processes surrounding safeguarding. | Evidence of relevant training undertaken by the Designated Safeguarding Officer (minimum Level 3). | <p>Role description of the Designated Safeguarding Officer.</p> <p>A witness testimony (statement) from the DSO outlining how the organisation works with the LSCB and external partners.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>Every youth organisation is required to have a trained DSO on the staff team. It is good practice to also have a Deputy DSO as well as a Trustee/board member with responsibility for safeguarding.</p> <p>The DSO is responsible for:</p> <ul style="list-style-type: none"> <li>representing the organisation at external safeguarding meetings and forums, including the Local Safeguarding Children Board (LSCB)</li> <li>championing the safeguarding of young people in your organisation and ensuring that staff receives suitable training.</li> <li>reviewing and auditing all safeguarding systems, processes and policies.</li> <li>ensuring staff/volunteers are up-to-date with any changes to legislation, arising safeguarding issues, or good practice and recommendations from the LSCB.</li> </ul> <p>All training should be refreshed periodically in line with guidance from your LSCB.</p> <p><a href="https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs">https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs</a></p> <p>London Youth offer free safeguarding training. If your staff need refresher or DSO training, please visit our <a href="#">training and events</a> page to book yourself a place on the next course.</p> |                      |

**4.7 Assessor comments/Met or Actions: (for use by assessors only)**

| Ref | Indicator  | Essential evidence (EE)   | Additional evidence (AE)   | Supporting guidance  | Comments to assessor |
|-----|--|---|--|--|----------------------|
| 4.8 | Your organisation ensures that all staff/volunteers receive training and updates on safeguarding procedures and good practice. | <p>A training schedule/log showing safeguarding training.</p> <p>It is essential you demonstrate that ALL staff/volunteers have received a minimum of basic safeguarding awareness training as part of the induction and undertaken further safeguarding training pertaining to their role.</p> | <p>Training certificates for Child Protection and Safeguarding.</p> <p>Induction materials and checklist.</p> <p>Course training materials with dates (This could be a PowerPoint presentation).</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>Safeguarding should be part of your induction process for all new staff and volunteers.</p> <p>Every staff member or volunteer should be trained to a level appropriate to their responsibilities with regard to safeguarding (e.g. A Level 3 for a Designated Officer and Level 1 for volunteers and part time staff).</p> <p>All training should be refreshed periodically in line with guidance from your local safeguarding board. We recommend as a minimum it should be annually.</p> |                      |

**4.8 Assessor comments/Met or Actions:** *(for use by assessors only)*

| Ref | Indicator   | Essential evidence (EE)   | Additional evidence (AE)  | Supporting guidance   | Comments to assessor |
|-----|---|---|---|---|----------------------|
| 4.9 | Your organisation has considered safe staff-to young people ratios for all your activities. | A page within your overarching safeguarding policy that provides guidelines on staff to young people working ratios and lone working. | <p>Risk assessment.</p> <p>Session/project plans.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>It is best practice for there to be more than one adult present when working or volunteering with children and young people. However, there are some situations where staff lone work with children and young people, for example, it might be a 1-2-1 counselling or support session, or a youth worker might be delivering a condom distribution session. Lone working is acceptable if your organisation has completed a detailed risk assessment for this work to go ahead and it has been agreed with and signed off by the workers line manager and/safeguarding lead.</p> <p>Please see our online Resource Library for more guidance or visit: <a href="https://learning.nspcc.org.uk/safeguarding-child-protection/lone-working">https://learning.nspcc.org.uk/safeguarding-child-protection/lone-working</a></p> |                      |

**4.9 Assessor comments/Met or Actions:** *(for use by assessors only)*

| Ref  | Indicator  | Essential evidence (EE)  | Additional evidence (AE)   | Supporting guidance   | Comments to assessor |
|------|--|--|--|---|----------------------|
| 4.10 | <p>Your organisation gains information on young people's particular needs and ensures that the information is shared with all staff/volunteers that need to know.</p> <p>Young people are made aware of their rights in relation to the information collected.</p> | <p>A completed membership/registration/needs form where relevant information is requested to ensure the wellbeing and appropriate support for the young person. The form must also show how young people are made aware of their rights around GDPR.</p> | <p>Risk assessment.</p> <p>Briefing session notes.</p> <p>Staff meeting records.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> <p>(Any of the above must show how the information is shared)</p> | <p>The nature of the activities offered may determine which information needs to be captured e.g. food allergies if the organisation is delivering a cooking session or learning needs if undertaking a project where written work is required.</p> |                      |

**4.10 Assessor comments/Met or Actions:** *(for use by assessors only)*



| Ref  | Indicator  | Essential evidence (EE)             | Additional evidence (AE)  | Supporting guidance  | Comments to assessor |
|------|--|-------------------------------------|---|--|----------------------|
| 4.11 | Young people are made aware of what safeguarding is and who to report to if they are experiencing abuse or are worried for a peer. | Young people's induction checklist. | <p>A transcript of information provided.</p> <p>Poster/leaflet that shows your organisation's process for young people to report safeguarding issues.</p> <p>Posters that signpost young people to external services and/or relevant helplines.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>It is good practice to mention to inform young people of what safeguarding is and to outline your own organisation's processes for raising concerns/reporting when they join your organisation.</p> <p>There is a template for an induction checklist you may use with young people in our <a href="#">Resource Library</a></p> |                      |

**4.11 Assessor comments/Met or Actions:** *(for use by assessors only)*

| Ref  | Indicator  | Essential evidence (EE)   | Additional evidence (AE)  | Supporting guidance   | Comments to assessor |
|------|--|---|---|---|----------------------|
| 4.12 | <p>Your organisation informally educates young people about the dangers they could face online and through social media.</p> <p>You educate young people on at least one other area of concern. Examples could include:</p> <ul style="list-style-type: none"> <li>• Unhealthy relationships.</li> <li>• Child sex exploitation.</li> <li>• Criminal exploitation / county lines.</li> <li>• Grooming.</li> <li>• Radicalisation.</li> </ul> | <p>An e-safety policy, or page number in a relevant policy that outlines the organisation's approach to keeping young people safe online.</p> <p>This must outline how the organisation prevents/ responds to incidents of cyber bullying. It must also include details of blocking mechanisms (If there is access to computers on the site).</p> | <p>Codes of conduct.</p> <p>Posters.</p> <p>Training record for staff or young people.</p> <p>Session plan for raising awareness.</p> <p>Peer mentoring examples.</p> <p>Blocking mechanisms and online safety tools.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>Young people are likely to be using their phones regularly and it is impossible to regulate this use except where there is no reception or phones have been switched off. Even if your organisation does not provide IT equipment, harmful or illegal interaction may be occurring, and you cannot ignore it.</p> <p>The following sites have a range of free resources and training that can support your work in this area:</p> <p><a href="https://www.thinkuknow.co.uk/professionals/">https://www.thinkuknow.co.uk/professionals/</a></p> <p><a href="https://anti-bullyingalliance.org.uk/">https://anti-bullyingalliance.org.uk/</a></p> <p><a href="https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/">https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/</a></p> <p>It is important that you include evidence to demonstrate how you are making young people aware of other safeguarding issues that may affect them – this may be through your session plans. Further examples may include:</p> <ul style="list-style-type: none"> <li>• Bullying.</li> <li>• Self defence.</li> <li>• Safety on public transport.</li> <li>• Peer Pressure.</li> </ul> |                      |

**4.12 Assessor comments/Met or Actions:** *(for use by assessors only)*

# Section 5

## Diversity, Equality and Inclusion

Youth sector organisations should be committed to equal opportunities for all and demonstrate this at every level in their practice and policies. Commitment to equality, celebrating diversity and ensuring that youth services are inclusive to all leads to a flourishing, high quality and diverse youth service.

Youth organisations are required to operate in accordance with the Equality Act 2010. This act protects people from discrimination and allows equal opportunities for all. Its intentions include:

- Creating a fairer society where every young person can participate and has the opportunity to fulfil their potential.
- Recognising and treating young people as individuals by placing a positive value on their diversity.
- Having clear procedures and positive public statements for how discrimination will be dealt with by everyone within the organisation.

Policies that address diversity, equality and inclusion improve equality of access for young people and help to eliminate unlawful discrimination.

All resources and provision should facilitate equality of access for young people from all protected characteristic groups.

The aim is for your workforce to be truly representative of your service users and all sections of society. Employees should feel respected and able to give their best. This Section is a celebration of inclusive practice.'

Do your staff & volunteers receive EDI training?  
How does the organisation ensure it is inclusive?

| Ref | Indicator   | Essential evidence (EE)<br>Only 1 piece of evidence is required. (Unless otherwise stated)   | Additional evidence (AE)<br>Only 1 piece of evidence is required. (Unless otherwise stated)  | Supporting guidance<br>Please also look in the resource library for further guidance.   | Comments to assessor<br>Please supply any information that will help the assessor to locate/understand your evidence. |
|-----|---|--|--|---|---|
| 5.1 | Your organisation demonstrates its commitment to Equality, Diversity and Inclusion and makes stakeholders aware of this commitment. | <p><b>Two pieces of Essential Evidence are required to substantiate this indicator</b></p> <p>1. Your organisation's policy showing how it deals with discrimination, with both staff and young people. This must include a document control sheet that identifies regular reviews and updates.</p> <p>2. The process for reporting incidents of discrimination.</p> | <p>Website evidence.</p> <p>Publicity material.</p> <p>Leaflets.</p> <p>Correspondence.</p> <p>Noticeboard.</p> <p>Any minutes which support this.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>Your policy should describe how discrimination is positively challenged. The form in this instance does not have to be a completed one and can just be the template you intend to use.</p> <p>Adults might have to go through a complaints procedure, but young people would normally be dealt with in an informal way that all staff/volunteers are familiar with. This should avoid immediate confrontation or humiliation and should be recorded.</p> <p>Your website and promotional material should reflect your policy, showing that your organisation is open and accessible to all young people in the target group.</p> <p>All staff/volunteers and young people should be aware of the commitment and what it means in practice.</p> <p>All policy and procedures must comply with the Equalities Act 2010.</p> <p>A simple EDI policy template available:<br/><a href="https://www.acas.org.uk/equality-policy-template">https://www.acas.org.uk/equality-policy-template</a></p> |   |

**5.1 Assessor comments/Met or Actions: (for use by assessors only)**

| Ref | Indicator   | Essential evidence (EE)  | Additional evidence (AE)  | Supporting guidance   | Comments to assessor |
|-----|---|--|---|---|----------------------|
| 5.2 | Your organisation promotes anti-discriminatory practice which all staff/volunteers model. | <p>Either:</p> <p>Governance/ Management agenda and minutes relating to this indicator.</p> <p>Website screenshot/ link showing how your organisation promotes anti-discriminatory practice.</p> | <p>Code of conduct (staff and young people).</p> <p>Session plans or debriefs.</p> <p>Statements by young people or staff.</p> <p>Case studies.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>Your evidence should show that your everyday practice strives to promote equality, such as by exploring different cultures in sessions or challenging racism.</p> <p>Photographs of events, on your website or in AGM reports, are a very public way of demonstrating evidence 'in action'.</p> <p>Your website may have an anti-racism statement, online commitment statement, blogs/news about what the organisation is doing.</p> |                      |

**5.2 Assessor comments/Met or Actions: *(for use by assessors only)***

| Ref | Indicator   | Essential evidence (EE)  | Additional evidence (AE)   | Supporting guidance  | Comments to assessor |
|-----|---|--|--|--|----------------------|
| 5.3 | Your organisation ensures that staff/volunteers receive training about their responsibilities under the terms of The Equalities Act 2010. | <p><b>Two pieces of Essential Evidence are required to substantiate this indicator</b></p> <ol style="list-style-type: none"> <li>1. A training schedule/ log/matrix showing all staff receive relevant and regular Equalities training.</li> <li>2. Please also provide your most recent training certificates (a minimum of two).</li> </ol> | <p>Induction materials and checklist.</p> <p>Training and/or meeting notes.</p> <p>Supervision notes.</p> <p>Codes of conduct.</p> <p>Training programmes.</p> <p>Curriculum material.</p> <p>Written statements about changed perception.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>Training should cover The Equalities Act of 2010.</p> <p>ACAS provide a range of free or low cost training online:<br/> <a href="https://elearning.acas.org.uk/index.php?%20">https://elearning.acas.org.uk/index.php?%20</a></p> <p>London Youth also offer free training as part of your membership you can view out training offer <a href="#">here</a>.</p> |                      |

**5.3 Assessor comments/Met or Actions: *(for use by assessors only)***

| Ref | Indicator  | Essential evidence (EE)  | Additional evidence (AE)  | Supporting guidance   | Comments to assessor |
|-----|--|--|---|---|----------------------|
| 5.4 | The planning and development of your programmes and activities takes into account the individual abilities and needs of young people, staff/ volunteers. | Written statement/case study that outlines how the organisation has made adjustments to ensure the workplace and the youth activities delivered are inclusive. | <p>Needs analysis document.</p> <p>Risk assessment.</p> <p>Staff meeting minutes.</p> <p>Session/project plan.</p> <p>AGM meeting agenda/ minutes.</p> <p>Redacted email/notes with partner agency.</p> <p>Website.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>This indicator is about implementing the policy by undertaking a needs analysis, modifying resources and sessions.</p> <p>Any form submitted as evidence should be a completed example rather than a blank template.</p> |                      |

**5.4 Assessor comments/Met or Actions: *(for use by assessors only)***

| Ref | Indicator  | Essential evidence (EE)  | Additional evidence (AE)  | Supporting guidance   | Comments to assessor |
|-----|--|--|---|---|----------------------|
| 5.5 | Procedures for making sure that vacancies advertised, and for choosing potential staff/volunteers, are fair and promote equal opportunities. | A page number in the relevant policy (this could be in your safer recruitment policy or your equality and diversity policy). | <p>Any adverts and details of your recruitment procedure.</p> <p>List of publications and places where adverts are placed.</p> <p>Questions asked for a particular vacancy.</p> <p>A document that outlines how your organisation handles shortlisting and interview processes.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>The aim for your workforce should be to be truly representative of all sections of society and in particular the young people you serve.</p> <p>Your evidence could demonstrate a broader reach by utilising more innovative and targeted outlets to recruit staff/volunteers.</p> <p>Any individual marking scheme submitted as evidence should have actual names redacted.</p> |                      |

**5.5 Assessor comments/Met or Actions:** *(for use by assessors only)*



| Ref | Indicator   | Essential evidence (EE)   | Additional evidence (AE)  | Supporting guidance   | Comments to assessor |
|-----|---|---|---|---|----------------------|
| 5.6 | Your organisation has taken steps to make your provision, premises and facilities accessible to all young people. | A Risk Assessment which thoroughly examines the provision/premises/facilities in relation to accessibility. | <p>Access audit.</p> <p>A plan of the premises with accompanying photos.</p> <p>A report on how you have assessed your provision/premises/facilities.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>This indicator is all about ensuring you have considered potential issues that might prevent individuals or groups accessing your services (even if you are using other premises e.g. school, community facilities).</p> <p>If you do not deliver provision from your own premises, you must outline how you ensure that the space you deliver in is safe and accessible for your staff and young people that attend your sessions.</p> <p>Not all premises/facilities are or will be fully accessible; but this should be addressed by a policy that sets out how anyone with a disability wishing to join can be included.</p> <p>You should also be aware of employer's duties regarding reasonable adjustments – this is good practice as well as law for those organisations who employ staff:<br/> <a href="https://www.gov.uk/reasonable-adjustments-for-disabled-workers">https://www.gov.uk/reasonable-adjustments-for-disabled-workers</a></p> |                      |

**5.6 Assessor comments/Met or Actions:** *(for use by assessors only)*

# Section 6

## Health and Safety

The law states that every business must have a policy for managing health and safety, that sets out your general approach in keeping the staff, volunteers and young people you work with safe from harm. The policy should be clear on who does what, when and how. If you have five or more employees, you must have a written policy. If you have fewer than five employees, whilst you do not have to have a written policy, you are still responsible for managing health and safety, therefore it is good practice to have at the very least a written statement which must be shared with your colleagues.

In this section, you are asked to evidence that you follow all legal requirements, including annual inspections, routine checks or procedures such as fire drills, smoke alarms and emergency lighting. You also need to evidence that staff receive relevant health and safety training for their roles and that they conduct sessions in a safe and supervised manner. It is essential that all buildings, facilities and activities are risk assessed and that safety is a primary consideration when planning and delivering youth services.

Some organisations have their own base or venue to work from, while others operate from premises or facilities that they lease or use with the agreement of a partner agency. Whatever the circumstances, you should ensure that all provision is safe, and that faults or concerns can be reported and rectified.

Is everything as safe as it can  
be in your delivery space?

| Ref | Indicator  | Essential evidence (EE)<br>Only 1 piece of evidence is required. (Unless otherwise stated)   | Additional evidence (AE)<br>Only 1 piece of evidence is required. (Unless otherwise stated)   | Supporting guidance<br>Please also look in the resource library for further guidance.   | Comments to assessor<br>Please supply any information that will help the assessor to locate/understand your evidence. |
|-----|--|--|---|---|---|
| 6.1 | Your organisation aims to meet its health and safety requirements as outlined in the Health and Safety at Work Act 1974 (HASWA). | A Health and Safety Policy that reflects the organisation's activities including a document control sheet that identifies regular reviews and updates and signed/dated by a senior person in the organisation. | <p>A statement from the landlord of the premises outlining responsibilities of both parties (in rented / leased premises).</p> <p>Photo of the completed and displayed Health and Safety Law poster.</p> <p>Advice from a health and safety professional /subscription to a legislation service.</p> <p>Job Description of designated staff member.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>All policy statements should make reference to the Health and Safety Executive (HSE) who issue all health and safety guidance and HASWA.</p> <p>You must consider staff/volunteers, visitors and young people.</p> <p>As a basic minimum, your policy should cover three areas.</p> <p><b>Part 1: Statement of intent</b><br/>State your commitment to managing H&amp;S and your aims.</p> <p><b>Part 2: Responsibilities for H&amp;S</b><br/>List the names, positions and roles of the people who have specific responsibility for H&amp;S.</p> <p><b>Part 3: Arrangements for H&amp;S</b><br/>Give details of the practical arrangements you have in place, showing how you will achieve your H&amp;S policy aims. This could include, for example, doing a risk assessment, training employees and using safety signs or equipment.</p> <p>Clear guidance on how to write your Health and Safety policy is available: <a href="https://www.hse.gov.uk/simple-health-safety/policy/how-to-write-your-policy.htm">https://www.hse.gov.uk/simple-health-safety/policy/how-to-write-your-policy.htm</a></p> <p>The most senior/relevant person in the organisation should sign it and review the policy regularly.</p> |   |

**6.1 Assessor comments/Met or Actions: (for use by assessors only)**

| Ref | Indicator   | Essential evidence (EE)   | Additional evidence (AE)   | Supporting guidance   | Comments to assessor |
|-----|---|---|--|---|----------------------|
| 6.2 | Fire safety policy and arrangements are compliant in terms of equipment, procedures and checks. | <p><b>Two pieces of Essential Evidence plus an assessor observation are required to substantiate this indicator:</b></p> <ol style="list-style-type: none"> <li>1. Fire safety policy or page in relevant document. This must make it clear who the responsible person/fire marshal/warden would be at all time.</li> <li>2. A fire risk Assessment. You must have fire risk assessment (this may be provided by the landlord if you are using someone else's premises).</li> </ol> | <p><b>ALL the following MUST also be provided for this section:</b></p> <p><i>If you are using someone else's premises, it may be that some of the following are covered in the Service Level Agreement (SLA) and this will suffice, however please make this clear in the 'evidence provided' column.</i></p> <p>Fire safety and evacuation plan showing assembly points.</p> <p>Personal Emergency Evacuation Plans (PEEPS) for people with additional needs.</p> <p>A plan showing exits, Fire fighting equipment and detectors.</p> <p>A dated register for fire drills and outcomes. Evidence that a fire drill has taken place in the last 6 months and involved young people where possible.</p> <p>A log of equipment checks and maintenance.</p> <p>How fire safety information is provided to others on the premises including young people.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>The Regulatory Reform (Fire Safety) Order 2005 (FSO) governs all matters relating to fire safety law. It sets out that any person who has some level of control in premises must take reasonable steps to reduce the risk from fire and make sure people can safely escape if there is a fire.<br/> <a href="https://www.legislation.gov.uk/ukxi/2005/1541/contents/made">https://www.legislation.gov.uk/ukxi/2005/1541/contents/made</a></p> <p>Fire certificates have been abolished and any previously held are no longer valid. It is an organisation's own responsibility to prevent fires and reduce risk. You should appoint a 'responsible person' or employ a suitably qualified person to carry out this function.<br/> <a href="https://www.gov.uk/workplace-fire-safety-your-responsibilities">https://www.gov.uk/workplace-fire-safety-your-responsibilities</a></p> <p>It is critical for emergency procedures to be in place, including location of assembly points and regular fire drills. Emergency exits must be accessible at all times. Procedures must be displayed clearly, and all staff and service users made aware of them.</p> <p>It is a requirement that all premises have fire fighting equipment and staff is trained to use it.</p> <p>You must also have fire risk assessment (this may be provided by the landlord if you are in rented premises).</p> <p>A guide to what should be in the fire safety and evacuation plan: <a href="https://www.gov.uk/workplace-fire-safety-your-responsibilities/fire-safety-and-evacuation-plans">https://www.gov.uk/workplace-fire-safety-your-responsibilities/fire-safety-and-evacuation-plans</a></p> <p>A guide to carrying out checks and drills: <a href="https://www.gov.uk/workplace-fire-safety-your-responsibilities/fire-safety-equipment-drills-and-training">https://www.gov.uk/workplace-fire-safety-your-responsibilities/fire-safety-equipment-drills-and-training</a></p> |                      |

Continued...

| Ref | Indicator | Essential evidence (EE) | Additional evidence (AE) | Supporting guidance   | Comments to assessor |
|-----|-----------|-------------------------|--------------------------|---|----------------------|
|     |           |                         |                          | If you deliver your activity in another organisation's venue/s, you must provide us with a maximum 2 Service Level Agreements between your organisation and the venue owner that clearly outlines who is responsible for health and safety e.g. the venue owner needs to agree to overseeing fire procedures, but the delivery organisation might take responsibility for informing their young people of the evacuation plan when delivering activities. |                      |

**6.2 Assessor comments/Met or Actions: *(for use by assessors only)***

**An observation carried out by the assessor from LY.**  
*(Assessor to tick below and add comments in the comments box)*

- A list of fire procedures on display (what to do in case of fire or hearing fire alarm).
- Sufficient and clearly marked emergency routes and exits, as short and direct as possible.
- Unobstructed Emergency door/exits that open easily.
- Fire detection and warning systems.
- Fire extinguishers showing necessary checks have been carried out.
- Emergency lighting where needed.
- Service Level Agreement/s where necessary.
- First Aid Kit/s with space for dates on box when they need to be checked next and contents list.

|                            |  |
|----------------------------|--|
| <b>Name of Assessor</b>    |  |
| <b>Date of Observation</b> |  |

| Ref | Indicator   | Essential evidence (EE)  | Additional evidence (AE)  | Supporting guidance  | Comments to assessor |
|-----|---|--|---|--|----------------------|
| 6.3 | Your first aid policy ensures adequate first aid provision is available at all times (onsite or offsite). | <p><b>Two pieces of Essential Evidence are required to substantiate this indicator</b></p> <ol style="list-style-type: none"> <li>1. A policy or page number in the relevant document.</li> <li>2. A staff rota or other document that shows how cover by appointed/1st aider is always provided. This includes off site first aider.</li> </ol> | <p>Any poster which informs others of details of first aiders or location of first aid kit(s).</p> <p>Staff handbook.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>Your policy should include the responsibilities of the appointed person and or 1st aiders.</p> <p>First aid cover will need to be appropriate to the size and nature of work of your organisation.</p> <p>You should complete a first aid needs assessment. (Please be guided by your risk assessment in indicator 6.5 when completing the needs assessment).</p> <p>More information can be found on the HSE website: <a href="https://www.hse.gov.uk/firstaid/">https://www.hse.gov.uk/firstaid/</a></p> <p>Low-hazard, e.g. offices, shops, libraries:</p> <p>1-25 At least one appointed person<br/>25-50 At least one first-aider trained in EFAW<br/>50+ At least one first-aider trained in FAW for every 100 employed (or part thereof)</p> <p>Further guidance:<br/><a href="https://www.hse.gov.uk/pubns/indg214.pdf">https://www.hse.gov.uk/pubns/indg214.pdf</a></p> <p><i>If you are using other premises, you may need to obtain a signed agreement showing individual responsibilities (e.g. you may provide first aiders and the premises may agree to provide first aid equipment on site)</i></p> |                      |

**6.3 Assessor comments/Met or Actions:** *(for use by assessors only)*

| Ref | Indicator   | Essential evidence (EE)   | Additional evidence (AE)   | Supporting guidance   | Comments to assessor |
|-----|---|---|--|---|----------------------|
| 6.4 | Procedures are in place for reporting accidents, incidents and near misses. | <p>Either:</p> <p>Procedures on reporting.</p> <p>Relevant section in another document.</p> | <p>A copy of the accident sheet or form (completed and redacted version).</p> <p>Supervision notes.</p> <p>Evidence that accidents that fall under the RIDDOR regulations have been reported to the HSE.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>Reporting of accidents/incidents is essential, although how that is done will differ according to location or the system your organisation specifies. Even if you are using someone else's premises/facilities, you still have a responsibility to report accidents and incidents directly to the venue and to also keep your own up to date log.</p> <p>In any case, all staff/volunteers will need to know where the accident book/form is kept and be able to make a report.</p> <p>It is important that your procedures show some basic information such as:</p> <ul style="list-style-type: none"> <li>• Where is the book/form kept</li> <li>• What information needs to be reported</li> <li>• What is the timescale to report</li> <li>• How it is reviewed</li> </ul> <p>The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR) requires that you report certain types of injury or ill health – see the HSE website for more details: <a href="https://www.hse.gov.uk/riddor/">https://www.hse.gov.uk/riddor/</a></p> |                      |

**6.4 Assessor comments/Met or Actions: *(for use by assessors only)***

| Ref | Indicator  | Essential evidence (EE)  | Additional evidence (AE)   | Supporting guidance  | Comments to assessor |
|-----|--|--|--|--|----------------------|
| 6.5 | Hazards have been identified and risks have been adequately assessed and communicated to staff and young people. | <p><b>Please provide two Risk Assessments.</b></p> <ol style="list-style-type: none"> <li>1. One should be for your building/place of delivery</li> <li>2. One should be for a specific activity.</li> </ol> <p><i>If you are delivering from premises that are not your own – in addition to their risk assessment, you also need to obtain a Service Level Agreement signed by your organisation and the venue you are working in.</i></p> | <p>Briefing session/ report for young people and staff.</p> <p>Scripted opening instructions specifically about safety.</p> <p>Session plans.</p> <p>Email/other correspondence containing relevant safety instructions to parents/carers.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>All activities are likely to have an element of risk, and these are usually graded on a scale. Cooking could involve heat, steam or sharp instruments, while arts and crafts often requires glues, scissors and paints.</p> <p>Even when there are other professionals leading an activity, such as sports sessions outdoors or sessions that involve a specialist such as a photographer/filmmaker, your staff/volunteers are more likely to know how your young people will respond to situations and their timely interventions could be important.</p> <p>It is vital that young people are made aware of safety issues when taking part in any activity, on or off the premises.</p> <p>Risk assessments show the practical steps taken to protect staff/volunteers and young people.</p> <p>The HSE provide guidance and tools for writing risk assessments:<br/> <a href="https://www.hse.gov.uk/simple-health-safety/risk/index.htm">https://www.hse.gov.uk/simple-health-safety/risk/index.htm</a></p> |                      |

**6.5 Assessor comments/Met or Actions: (for use by assessors only)**



| Ref | Indicator  | Essential evidence (EE)   | Additional evidence (AE)  | Supporting guidance  | Comments to assessor |
|-----|--|---|---|--|----------------------|
| 6.6 | Resources and equipment are suitable and safe for use. | A page number in the relevant policy showing how routine checks are carried out and how defects are reported. | <p>Certificates (e.g., PAT).</p> <p>Maintenance schedules.</p> <p>A maintenance log.</p> <p>A statement that describes who you report defects to if you do not have overall responsibility.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>Many youth organisations work out of a building with a heating system and a range of electrical equipment. Musical, fitness, cooking or sports equipment may feature regularly as well. You may use a vehicle for transporting young people.</p> <p>Outdoors, there may be playing surfaces or boundary fencing or walling that could lead to injury.</p> <p>Whether the site is owned, leased or provided by a partner agency, you should ensure that all aspects of the facility are safe and that faults can be reported and rectified.</p> <p>The Workplace (Health, Safety and Welfare) Regulations 1992 apply to all premises.</p> <p>The Control of Asbestos Regulations 2012 require those in charge of premises to know where asbestos is located and have a plan for managing it.</p> <p>Advice and information can be found on the HSE website: <a href="https://www.hse.gov.uk/index.htm">https://www.hse.gov.uk/index.htm</a></p> <p>If your organisation does not deliver from its own premises but uses portable equipment, you must provide evidence that this equipment is checked periodically.</p> |                      |

**6.6 Assessor comments/Met or Actions:** *(for use by assessors only)*

| Ref | Indicator   | Essential evidence (EE)   | Additional evidence (AE)  | Supporting guidance  | Comments to assessor |
|-----|---|---|---|--|----------------------|
| 6.7 | Staff/volunteers are given clear instructions and information, as well as adequate training on how to keep themselves and others safe in the working environment (whether that is in your building, delivering outreach or detached work or delivering sessions in another organisation's venue). | <p>A training log or matrix, along with your most recent certificates (a minimum of 2) showing all staff receive relevant and regular training.</p> <p>It is essential you demonstrate that ALL staff/volunteers have been thoroughly inducted on first aid and fire awareness.</p> <p>Staff are required to undertake further Fire Safety training and First aid training as pertaining to their role.</p> | <p>Staff meeting minutes.</p> <p>Supervision notes.</p> <p>Induction materials and checklist.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>Employers are legally required by law (The Regulatory Reform (Fire Safety) Order 2005) to provide information, instruction and training to employees about fire precautions in the workplace. Training should be refreshed at least annually.</p> <p>Staff/volunteers should have the appropriate level of training to be able to do their job safely and this needs to be a part of their induction.</p> <p>Manual Handling, Workplace ergonomics, (Correct posture when sitting at a computer), Food hygiene are some of the short courses that benefit staff.</p> <p>More information can be found on the HSE website: <a href="https://www.hse.gov.uk/pubns/indg345.pdf">https://www.hse.gov.uk/pubns/indg345.pdf</a></p> <p>More on training: <a href="https://www.london-fire.gov.uk/safety/the-workplace/fire-safety-training/">https://www.london-fire.gov.uk/safety/the-workplace/fire-safety-training/</a></p> <p>Any training certificates should be within date when used as evidence – it is strongly recommended that your first aiders/fire marshal/warden, undertake minimum annual refresher training.</p> <p>Don't forget London Youth also offer training on health and safety <a href="#">click here</a> to access our training page.</p> |                      |

**6.7 Assessor comments/Met or Actions:** *(for use by assessors only)*

# Section 7

## Governance

All youth organisations need to be governed effectively and efficiently. This may be by a “governing body” which is essentially a combination of trustees, committee members, designated individuals or salaried managerial staff.

The expectation in this section is to have a coherent decision making and reporting structure which takes legal responsibility for all matters relating to buildings, provision, finance, staffing and general safety. The governing body is responsible and held accountable for all legal matters and their decisions must be reached in a democratic manner and based on a clear understanding of the organisation’s mission, along with any relevant issues it faces. It must understand all legal and financial responsibilities, the importance of good practice and its duty of care.

Ultimately the role of the governing body is to provide clear leadership to the organisation according to the rules laid out in the organisation’s governing document, as well as to steer the work of the organisation to ensure it meets its core aims and objectives and reflects on the needs of the young people, the organisation and its staff.

Is your organisation compliant with your regulatory, statutory and legal obligations?

Are you achieving your organisation’s objectives?

| Ref | Indicator  | Essential evidence (EE)<br>Only 1 piece of evidence is required. (Unless otherwise stated)  | Additional evidence (AE)<br>Only 1 piece of evidence is required. (Unless otherwise stated)   | Supporting guidance<br>Please also look in the resource library for further guidance.   | Comments to assessor<br>Please supply any information that will help the assessor to locate/understand your evidence. |
|-----|--|---|---|---|---|
| 7.1 | Your organisation is registered with the appropriate status and complies with relevant responsibilities. | <p>Either:</p> <p>A screenshot of your organisation appearing on the Charity Commission or Companies House website.</p> <p>A screenshot or letter from a national governing body confirming that your organisation is registered with them.</p> <p>Evidence of registration with HMRC (i.e. UTR).</p> | <p>Screenshot of your tax return/accounts being submitted on time.</p> <p>Your registration number and name published on online publications and printed materials.</p> <p>A set of your most recent audited or independently examined and signed accounts.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>Your status will determine who you need to register with as you may be a charity, CIC, a sole trader, a limited company or a partnership.</p> <p>Your organisation might be registered with a national sports governing body that is recognised by Sport England.</p> <p>Sport England list national sports governing bodies on their website:<br/><a href="https://www.sportengland.org/">https://www.sportengland.org/</a></p> <p>To register with the Charity Commission:<br/><a href="https://apps.charitycommission.gov.uk/outreach/RegistrationLanding.ofml">https://apps.charitycommission.gov.uk/outreach/RegistrationLanding.ofml</a></p> <p>To register with Companies House:<br/><a href="https://www.gov.uk/government/publications/community-interest-companies-business-activities/cic-business-activities-forms-and-step-by-step-guidelines">https://www.gov.uk/government/publications/community-interest-companies-business-activities/cic-business-activities-forms-and-step-by-step-guidelines</a></p> <p>To register with HMRC:<br/><a href="https://www.gov.uk/register-for-self-assessment">https://www.gov.uk/register-for-self-assessment</a></p> <p>It is important to comply with any rules and regulations set by the body you are registered with. If you don't, your status may be taken away.</p> <p>If income is under £1m you can sometimes do an independent examination rather than a full audit (cheaper and less time consuming) see link:<br/><a href="https://www.gov.uk/government/publications/charity-reporting-and-accounting-the-essentials-november-2016-cc15d">https://www.gov.uk/government/publications/charity-reporting-and-accounting-the-essentials-november-2016-cc15d</a></p> |   |

**7.1 Assessor comments/Met or Actions: (for use by assessors only)**

| Ref | Indicator   | Essential evidence (EE)   | Additional evidence (AE)   | Supporting guidance   | Comments to assessor |
|-----|---|---|--|---|----------------------|
| 7.2 | Your organisation has relevant insurances in place. | A copy of your public liability insurance (this is required even if you are a sole trader). | <p>A copy of your employers' liability and evidence of where it is displayed or how it is shared with staff/volunteers.</p> <p>Copy of professional indemnity.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>While public liability insurance is generally voluntary, employers' liability insurance is compulsory by law.</p> <p>The employers' liability certificate must be displayed where your staff/volunteers have reasonable access to it. Since 1 October 2008, you are allowed to satisfy this requirement by displaying the certificate electronically. If you do, you must ensure staff/volunteers know where it is and how to access it.</p> <p>Further guidance on this:<br/> <a href="https://www.hse.gov.uk/pubns/hse39.pdf">https://www.hse.gov.uk/pubns/hse39.pdf</a><br/> Any insurance documents should be within date when used as evidence.</p> |                      |

**7.2 Assessor comments/Met or Actions:** *(for use by assessors only)*

| Ref | Indicator  | Essential evidence (EE)   | Additional evidence (AE)  | Supporting guidance   | Comments to assessor |
|-----|--|---|---|---|----------------------|
| 7.3 | Your organisation has a Data Protection Policy with procedures in place for sharing, storing, using and disposing of information. All staff/volunteers are aware of the practices of the policy. | <p><b>Two pieces of Essential Evidence are required to substantiate this indicator</b></p> <p>1. Your organisation's policy including a document control sheet that identifies regular reviews and updates and signed/dated by a senior person in the organisation.</p> <p>2. Data Controller registration certificate or confirmation that according to current ICO guidelines, this is not relevant to your organisation.</p> | <p>Induction materials and checklist.</p> <p>Course training materials with dates (This could be a PowerPoint presentation).</p> <p>A list of people who have the need and permissions to access information and details of how they access data.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>Everyone who works in the youth sector and collects or has access to personal data has to follow strict rules called 'data protection principles.'</p> <p>These should be stated clearly in your Data Protection policy and can be found here:</p> <p><a href="https://www.gov.uk/data-protection#:~:text=The%20Data%20Protection%20Act%202018%20is%20the%20UK's%20implementation%20of,used%20fairly%2C%20lawfully%20and%20transparently">https://www.gov.uk/data-protection#:~:text=The%20Data%20Protection%20Act%202018%20is%20the%20UK's%20implementation%20of,used%20fairly%2C%20lawfully%20and%20transparently</a></p> <p>To help you identify your role in relation to the personal data you are processing:</p> <p><a href="https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/key-definitions/controllers-and-processors/">https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/key-definitions/controllers-and-processors/</a></p> <p>Information about staff, management and young people should be stored securely and kept confidentially.</p> <p>Safe storage refers to both physical storage (e.g. secure filing cabinets) and storage of information on IT systems.</p> <p>Many youth workers and managers work in an autonomous environment. It is good practice to consider how they protect themselves when managing information, both in written and online format.</p> |                      |

**7.3 Assessor comments/Met or Actions:** *(for use by assessors only)*

| Ref | Indicator   | Essential evidence (EE)   | Additional evidence (AE)   | Supporting guidance   | Comments to assessor |
|-----|---|---|--|---|----------------------|
| 7.4 | Your organisation has a Whistleblowing Policy or appropriate written procedures and all Staff/Volunteers and other stakeholders are made aware of this. | Your organisation's policy and procedures, includes a document control sheet that identifies regular reviews and updates and signed/dated by a senior person in the organisation. | <p>A poster/flyer/leaflet making people aware of whistleblowing and how they may raise a concern.</p> <p>Any other evidence showing how people are made aware of whistleblowing and how they may raise a concern (e.g. intranet page).</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>Although the law does not require employers to have a whistleblowing policy in place, the existence of a whistleblowing policy shows an employer's commitment to listen to the concerns of workers and young people. By having clear policies and procedures for dealing with whistleblowing, an organisation demonstrates that it welcomes information being brought to the attention of management. This is also demonstrated by the following:</p> <p>Further guidance:<br/> <a href="https://www.gov.uk/whistleblowing">https://www.gov.uk/whistleblowing</a><br/> <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/415175/bis-15-200-whistleblowing-guidance-for-employers-and-code-of-practice.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/415175/bis-15-200-whistleblowing-guidance-for-employers-and-code-of-practice.pdf</a></p> |                      |

**7.4 Assessor comments/Met or Actions: *(for use by assessors only)***

| Ref | Indicator   | Essential evidence (EE)  | Additional evidence (AE)   | Supporting guidance   | Comments to assessor |
|-----|---|--|--|---|----------------------|
| 7.5 | Your organisation ensures that those involved in the governance of the organisation have the skills and experience required to operate effective and safe provision for young people. | A list of the professionals with direct governing responsibility for your organisation. This list must state each professional's relevant skills and experience. | <p>Training attendance records.</p> <p>CPD records.</p> <p>Certificates (minimum of 3) of training/professional memberships.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>The governing body should include a diverse range of individuals who have a variety of complementary skills and experience.</p> <p>This should include current practitioners of work with young people, financial or legal experts, those with fundraising experience, health and safety practitioners, etc.</p> <p>It is advisable that you refer to your constitution or governing document in Indicator 1.2 to guide you with the composition of your governing team.</p> |                      |

**7.5 Assessor comments/Met or Actions:** *(for use by assessors only)*



| Ref | Indicator  | Essential evidence (EE)   | Additional evidence (AE)  | Supporting guidance  | Comments to assessor |
|-----|--|---|---|--|----------------------|
| 7.6 | Your organisation makes staff/volunteers, stakeholders and young people aware of its governing body and roles within that. | <p>Either:</p> <p>A 'who's who' display/leaflet.</p> <p>A published contact list (through newsletters, notice boards or annual reports)</p> | <p>Team away days evidencing staff and governing body interaction.</p> <p>Minimum of two written statements (from young person and staff)</p> <p>Evidence of social or celebratory events, youth forums etc where the governing body is present and approachable.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>The size and structure of your organisation will determine the most appropriate channels of communication between staff/volunteers/service users and the governing body. Nevertheless, they should be approachable, and stakeholders should be able to contact them face to face or by telephone/email.</p> <p>The governing body should have clearly defined roles so that all staff/volunteers, young people and other stakeholders know where to get advice and support about any situation.</p> |                      |

**7.6 Assessor comments/Met or Actions:** *(for use by assessors only)*

| Ref | Indicator  | Essential evidence (EE)  | Additional evidence (AE)   | Supporting guidance  | Comments to assessor |
|-----|--|--|--|--|----------------------|
| 7.7 | Your organisation is meeting its aims and objectives in innovative ways. | <p>Either:</p> <p>A copy of the most recent AGM minutes (we only need to see the notes for the part of meeting where you discussed whether aims have been met).</p> <p>An annual report.</p> | <p>Statement showing innovative ways in which you have achieved your aims and where improvements have been made in your delivery.</p> <p>An impact report.</p> <p>Other (please state what evidence you'll use in the 'Comments to assessor' box).</p> | <p>AGM minutes should demonstrate how the organisation has met its aims.</p> <p>The focus in this indicator is to show that the organisation is being governed appropriately to meet its aims.</p> |                      |

**7.7 Assessor comments/Met or Actions:** *(for use by assessors only)*

Please complete the four text boxes below and ensure that you tick the box to confirm authenticity of the evidence provided for this Quality Mark (this must be completed by the senior member of staff who has checked the evidence before submission).

|  |  |
|--|--|
| Name of Organisation                               |  |
| Name of person confirming authenticity of evidence |  |
| Contact details (telephone or email)               |  |

Date of submission

Please tick this box to confirm authenticity of the evidence provided for this Quality Mark

## The following part of this document is for use by the Assessor only.

### Key

**NOT MET (Actions needed)** – These are actions that must be completed before an award can be made. Please submit all the additional evidence requested either by email or via sharing a folder with your Supporting Officer directly. Once the assessor has assessed your additional evidence and is satisfied with its quality, they will then award your Bronze Quality Mark.

**RECOMMENDATIONS** – The assessor may make some recommendations during your assessment. The recommendations are not required to be met in order to pass the Quality Mark. These are purely for when submitting any supplementary evidence, considering undertaking a Quality Mark in the future, or generally to make improvements to your organisation.

**MET** – You have provided sufficient and appropriate evidence. Carry on with this great practice!

### Assessment One: General assessor feedback

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#### Assessor details and decision

Name of Assessor

Date of 1st Assessment

All indicators met  
1st Assessment

Yes

No

### Assessment Two: General assessor feedback

|  |
|--|
|  |
|--|

#### Assessor details and decision

Name of Assessor

Date of 2nd Assessment

All indicators met  
2nd Assessment

Yes

No

## Additional notes or comments