**Safeguarding Annual Self-Assessment Audit and Action Plan for Children’s Commissions**

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| **Name of provider:** |  | **Date of Annual Safeguarding Meeting:** |  |

This self-assessment audit tool has been developed by Safe Network (managed in partnership by the NSPCC and Child England). The Network has developed the following **Safe Network Standards - Safeguarding children and young people (0–18s) in the voluntary, community and faith sector.** These standards should be reviewed in conjunction with the local regional safeguarding procedures for example for B&NES this is the South West Child Protection Procedures. These were endorsed by B&NES LSCB in 2014. The Safe Network contract came to an end in March 2015 however the NSPCC have continued to develop the standards and have revised them during 2015/16 to take account of *Working Together to Safeguard Children (2015)*. The action plan is for each organisation to complete once the self-assessment audit has been completed.

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| **Standard 1: Safer staff and volunteers – recruitment, induction and supervision and training**  **Safe practices are used to recruit staff and volunteers (including Trustees), introduce them to their role, and help them carry out their duties safely.** |

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| **Standard 1: Safer staff and volunteers – recruitment, induction and supervision** | | | | | |
|  | | **Yes** | **Working Towards** | **No** | **Supporting Evidence** |
| **Applications, interviews and references** | | | |  |  |
| 1 | A written recruitment and induction policy. If you are a registered body with the DBS, this must include a written policy on the recruitment of ex-offenders; a copy of which can be given to DBS applicants at the outset of the recruitment process. |  |  |  |  |
| 2 | An application form covering essential information, and a separate self-declaration form which must be completed by everyone who applies for a post. |  |  |  |  |
| 3 | Face-to-face interviews with anyone you may want to appoint, involving more than one person and using a transparent scoring system. |  |  |  |  |
| 4 | A rule that applicants must provide two references, two pieces of identification and original copies of necessary qualifications before appointment. |  |  |  |  |
| **Checking, training and ongoing support** | | | |  |  |
| 5 | Enhanced DBS checks (with barred list checks for anyone in regulated activity) on each member of staff or volunteer whose work with children and young people renders them eligible for such checks. |  |  |  |  |
| 6 | Training on and/or raising awareness of safeguarding children for all staff and volunteers during their induction period. |  |  |  |  |
| 7 | A trial period for all staff and volunteers, with a review before they are confirmed in post. |  |  |  |  |
| 8 | Regular supervision, support and annual appraisal for all staff and volunteers. |  |  |  |  |
| **Additional procedures** | | | |  |  |
| 9 | Clear person specifications and role descriptions for all posts. |  |  |  |  |
| 10 | Advertisements for all posts. |  |  |  |  |
| 11 | An information pack for people interested in each post. |  |  |  |  |
| 12 | A process for shortlisting candidates for interview, involving more than one person. |  |  |  |  |
| 13 | An induction process for all new staff and volunteers. |  |  |  |  |
| ***Local Standards*** | | | | | |
| *14* | *Recruitment practice complies with LSCB guidance (including interview panels having a member who has completed Safer Recruitment Training).* |  |  |  |  |
| *15* | *All staff and volunteers have received appropriate child protection training in the last 3 years. For Named Officer (also known as Designated Officers) this should be every 2 years.* |  |  |  |  |
| *16* | *The nominated child protection officer and management team have received training appropriate to their role in the last two years. (insert date)* |  |  |  |  |
| *17* | *Portability should only be accepted where an on line check can been made through the DBS Update Service. If the organisation is considering accepting a previous DBS Certificate (Where there is no gap in employment) then the DBS Certificate must be verified with the previous employer. Staff should be asked to sign a declaration form.* |  |  |  |  |
| *18* | *All organisations that are inspected by Ofsted are required to have a single central record of recruitment and vetting checks covering all staff and others identified by the organisation as working in regulated activity. This is part of any Ofsted inspection and organisations should be aware that if there are any gaps in the record, the consequences on the final judgment are likely to be severe.* |  |  |  |  |

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| **Involving children, young people and families in developing and achieving this standard and enhance practice.**   * Ask children and their families to help you develop the person specification for a new role. * Ask them for ideas on what makes a good children’s or youth worker. * Create a children’s panel to be involved in the interview process. * Ask young people to be part of a wider group of staff, volunteers and families to whom applicants are invited to give a presentation as part of their selection process. * Get in touch with an existing advisory group of children and young people (for example, a young person’s reference group for your LSCB) and ask if they can help you with the recruitment process). * Consider how to involve and hear the voice of children who are not able to communicate verbally and those under the age of five years. |

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| **Standard 2: Child protection**  **Measures are in place to protect children and young people known to the group or organisation who are identified as being at possible risk of abuse and neglect.** |

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| **Standard 2: Child protection** | | | | | | |
|  | | **Yes** | **Working towards** | **No** | | **Supporting Evidence** |
| **Written statements and procedures for dealing with abuse** | | | |  | |  |
| 1 | A written statement of your organisation’s commitment to protecting children and young people from harm (often called a child protection policy), signed by the most senior person in your organisation. |  |  |  | |  |
| 2 | Clear written procedures for dealing with situations where a child is in need of early help services, or says that s/he is being abused or neglected, or is showing signs of suffering harm. These procedures should set out clearly the processes for sharing information with other professionals. |  |  |  | |  |
| 3 | Clear written procedures for dealing with situations where allegations of abuse are made against an adult or a child/young person in your organisation. These procedures should set out clearly the processes for sharing information with other professionals. |  |  |  | |  |
| 4 | Written procedures making it clear that your group / organisation will refer to the DBS and, when appropriate, to the local authority designated officer or team responsible for the management and oversight of allegations against those who work with children and young people. |  |  |  | |  |
| **Named contacts** | | | |  | |  |
| 5 | A designated person in your organisation who has special responsibility for dealing with child protection/safeguarding and who can be easily contacted, plus arrangements for cover if that designated person is not available. |  |  | |  |  |
| 6 | Someone at the highest level in your organisation who can support the designated person and take leadership responsibility for safeguarding and child protection. |  |  | |  |  |
| **Additional procedures** | | | | | | |
| 7 | A written code of behaviour / conduct for everyone involved in your organisation: children, young people and adults, staff and volunteers is known and understood. |  |  | |  |  |
| 8 | A whistleblowing procedure for anyone who feels that this code of behaviour has been broken or who is concerned about anything else that may be dangerous, illegal or untoward in the organisation. |  |  | |  |  |
| 9 | Clear information about child protection and your organisation’s policy, procedures (including multi-agency procedures), designated person and code of behaviour, which is available to and accessible by all staff, volunteers, children, young people and families involved with your organisation. |  |  | |  |  |
| **Ensuring your procedures are being followed** | | | | | | |
| 10 | A system for taking children’s views into account and for auditing whether the arrangements you have put in place are being used correctly and work effectively. |  |  | |  |  |
| 11 | Ongoing support and training to ensure that your staff and volunteers who work with children and your trustees/management board members are competent to carry out their responsibilities for protecting them and promoting their welfare, and feel comfortable about raising concerns. |  |  | |  |  |
| ***Local Standards*** | | | | | | |
| *12* | *Child protection policy and / or procedures have been reviewed in the last 3 years and are aligned with the organisations policies and procedures (including reference to CSE, radicalisation, FGM and e-safety).* |  |  | |  |  |
| *13* | *Child protection policy and / or procedure is known and understood by all staff and volunteers.* |  |  | |  |  |
| *14* | *All organisation staff/volunteers and regular visitors know the established procedures and the business plan includes information about the organisations safeguarding responsibilities.* |  |  | |  |  |
| *15* | *All members of staff are aware of the procedure for managing allegations against staff, and are clear about how to report any concerns they may have and the flowchart is displayed in staff rooms* |  |  | |  |  |
| *16* | *System for capturing concerns raised which do not lead to a referral.* |  |  | |  |  |

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| **Involving children, young people and families in developing and achieving this Standard *and enhance practice***   * Ask children and young people what they think your organisation should be doing to show that it’s committed to keeping children and young people safe. * Ask for input on the development and review of the procedures. For example, if a child knew about a friend being abused, and they told someone about it, what response would they expect? * Seek their views on what should be in a code of behaviour, and encourage them to use it and to speak out if they feel that it is not being respected by others. * Ask them to help design leaflets and posters. * Have child- and family-friendly leaflets, posters and magazines about child protection around for them to browse. * Consider having a committee of children and young people in your organisation, or find out if there are existing groups of children and young people whom you could ask. * Involve parents and carers as much as possible. This helps to create an open and welcoming atmosphere and reassures them that your group/organisation has nothing to hide. * Recognise that children and young people often prefer to approach a friend or family member rather than an adult leader if they are worried. * Consider how to involve and hear the voice of children who are not able to communicate verbally and those under the age of five years. |

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| **Standard 3: Preventing and responding to bullying**  **Effective measures are taken to minimise the risk of bullying and to stop it when it occurs.** |

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| **Standard 3: Preventing and responding to bullying** | | | | | |
|  | | **Yes** | **Working Towards** | **No** | **Supporting Evidence** |
| **Written statements and procedures for preventing bullying** | | | |  |  |
| 1 | A clear anti-bullying policy that takes cyberbullying into account. |  |  |  |  |
| 2 | Statements within your code of behaviour that set out dos and don’ts for how everyone in your group or organisation is expected to behave. |  |  |  |  |
| **Open discussion and review sessions** | | | |  |  |
| 3 | Regular discussions/input about bullying issues with the children and young people who use your group/organisation. |  |  |  |  |
| 4 | A policy and procedure for complaints. |  |  |  |  |
| 5 | Clear information about your anti-bullying policy, code of behaviour, anti-bullying procedure (see element 6 below) and complaints procedure, which is available to and accessible by all staff, volunteers, children, young people and families involved with your organisation. |  |  |  |  |
| **Responding to bullying** | | | |  |  |
| 6 | A written anti-bullying procedure for managing and responding to incidents of bullying, including cyberbullying. |  |  |  |  |
| **Additional procedures** | | | |  |  |
| 7 | A welcome policy for new children, young people and their families that aims to attract members from diverse groups. |  |  |  |  |
| 8 | A welcome letter for each new child or young person. |  |  |  |  |
| 9 | Support and/or training for all staff and volunteers on dealing with all forms of bullying, including racist, sexist, homophobic and sexual bullying. |  |  |  |  |
| ***Local Standard*** | | | | | |
| *10* | *Anti –bullying policy which includes cyber-bulling and sexting which is reviewed annually in line with national and local guidance and trends.’* |  |  |  |  |

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| **Involving children, young people and families in developing and achieving this Standard *and enhance practice***   * The young people with whom we spoke felt strongly that, rather than being imposed upon the group by adults, codes of behaviour and anti-bullying procedures should be written by young people supported by adults. * Equally, they felt that children and young people should encourage each other to use and uphold the code and its procedures; they believed that adults alone cannot create an anti-bullying culture in a young people’s group or organisation, and that it was not realistic to expect this. * However, neither of these points means that adults can opt out. Adult leaders are ultimately responsible for making sure that appropriate behaviour is maintained, and young people need the reassurance that this is happening * Young mentor schemes play a vital role and have significant training implications for the children and young people concerned. * You could ask young people to audit the effectiveness of your code of behaviour, including its anti-bullying aspects. * You could involve young people in designing posters, leaflets and publicity materials that promote a safe and welcoming group culture. * Parents and carers appreciate feeling that adult workers and helpers in groups/organisations listen to them, take their concerns seriously and show they care about individual children and young people by attending to their specific needs, especially when concerns have been raised. * Consider how to involve and hear the voice of children who are not able to communicate verbally and those under the age of five years. |

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| **Standard 4: Avoiding unintentional injury and running safe activities and events**  **Arrangements are in place to ensure that the physical risks associated with the activities undertaken by the children and young people in the group or organisation are identified and managed.** |

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| **Standard 4: Avoiding accidents and running safe activities and events** | | | | | |
|  | | **Yes** | **Working Towards** | **No** | **Supporting Evidence** |
| **Risk evaluation and management** | | | |  |  |
| 1 | An accident prevention policy and plan that allows for a risk–benefit analysis of activity. |  |  |  |  |
| 2 | Up-to-date risk–benefit assessments of the venue where the group meets, and assessments in advance of specific activities / outings / events involving children and young people, with evidence that actions have been taken where necessary to manage the identified risks. |  |  |  |  |
| **Equipment safety checks** | | | |  |  |
| 3 | Regular checks on any equipment used by children, staff and volunteers in your group or organisation, carried out in accordance with health and safety guidance. |  |  |  |  |
| **Information and consent** | | | |  |  |
| 4 | Clear policies on parental consent to activities and, where appropriate, the consent of children and young people. |  |  |  |  |
| 5 | Information about each child’s medical and dietary needs, including allergies and specific developmental requirements. |  |  |  |  |
| 6 | Contact details of parents/carers available when your group is meeting or if you have a group trip out. |  |  |  |  |
| 7 | Access to a phone during group meetings and activities. |  |  |  |  |
| **In case of an incident** | | | | | |
| 8 | A designated first aider and first-aid boxes that are regularly checked and maintained. |  |  |  |  |
| 9 | A simple procedure for reporting accidents and “near misses”, including the use of an accident book. |  |  |  |  |
| 10 | Availability of contact details of local doctors and health facilities when your group is meeting or if you have a group trip out. |  |  |  |  |
| 11 | Adequate insurance for all circumstances, which is clearly displayed. |  |  |  |  |
| **Additional procedures**  Although categorised here as “additional”, some regulations under element 14 may be **statutory requirements** for your group, so you must check which apply in your specific situation. | | | | | |
| **Training** | | | | | |
| 12 | Guidance on the safe use of equipment (including, for example, the provision of supervision if necessary). |  |  |  |  |
| 13 | Appropriate training in or raising awareness of accident prevention and health and safety for all staff and volunteers. |  |  |  |  |
| **Legislative requirements** | | | | | |
| 14 | Compliance with regulations covering fire precautions, first-aid arrangements, food hygiene, use of hazardous substances, reporting injuries and diseases, adult : child ratios, and transport. |  |  |  |  |
| **Local Standard** | | | | | |
| *15* | *Evidence of use of the B&NES Risk Benefit tool*  [*http://www.bathnes.gov.uk/sites/default/files/siteimages/Children-and-Young-People/Childcare-Play/playful\_risk\_-\_risk\_benefit.pdf*](http://www.bathnes.gov.uk/sites/default/files/siteimages/Children-and-Young-People/Childcare-Play/playful_risk_-_risk_benefit.pdf) |  |  |  |  |

**Involving children, young people and families in developing and achieving this Standard *and enhance practice***

* You may be able to involve children and young people in discussing the building where the group meets. For example, ask their views on the exterior of the building and its lighting, heating and toilet facilities.
* You can also involve them in discussions about the importance of encouraging each other not to get involved in dares and to support each other in keeping safe.
* It is likely to be much easier to manage risks to children if you involve them in the risk assessment and they understand why specific rules exist about what to do during events, trips or activities. They can attend meetings about trips and outings, and help to think about what they need to do to enjoy themselves safely.
* If you are considering activities with inherent risks, use these as opportunities to encourage and educate children through discussion and training about how they can recognise and minimise risk while still taking part in the activity.
* Think about whether the context of your activity enables you to run events with families on issues such as fire safety or road safety – perhaps in conjunction with the local fire and rescue service or road safety team.
* Consider how to involve and hear the voice of children who are not able to communicate verbally and those under the age of five years.

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| **Standard 5: Recording and storing information**  **Arrangements are in place to ensure that personal or sensitive information about children and families is recorded appropriately and stored securely.** |

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| **Standard 5: Recording and storing information** | | | | | |
|  | | **Yes** | **Working Towards** | **No** | **Supporting Evidence** |
| 1 | A record is kept of each contact that you have with a child, proportionate to the type of activity run by your group/organisation. |  |  |  |  |
| 2 | Records clearly distinguish between fact and opinion. |  |  |  |  |
| 3 | Personal information, other than the individual’s name, is kept separate from information about other people. |  |  |  |  |
| 4 | Records are signed and dated by the person who makes them. |  |  |  |  |
| 5 | The group/organisation sets and follows time limits, so that records within your group/organisation are completed as soon as possible after the contact. |  |  |  |  |
| 6 | Children and families are made aware that your group / organisation keeps records and their purpose and use. |  |  |  |  |
| 7 | Children and families are granted access to these records unless such access would be contrary to the child’s best interests, as they have a right to ask to see any records that your organisation makes about them. |  |  |  |  |
| 8 | Hard copies of records and any portable electronic equipment that hold or provide access to personal information are stored securely in a locked cabinet in your group’s/organisation’s office base. If your group/organisation does not have an office base, then your group leader keeps such records at home in equally secure conditions. |  |  |  |  |
| 9 | Unauthorised access to electronically stored personal and sensitive information is prevented by the use of security measures, such as user names, passwords and encryption. |  |  |  |  |
| 10 | Information that may be needed in an emergency (eg family contact details) is readily available during your group’s activities. |  |  |  |  |
| 11 | Concerns that a child may be in need or at risk of abuse are recorded and placed on the child’s file, together with details on how the concerns have been dealt with. |  |  |  |  |
| 12 | Referrals made to a statutory agency about concerns for a child are confirmed in writing within 48 hours, and a copy is placed on the child’s file. |  |  |  |  |
| 13 | The organisation has a clear policy on time limits for retaining records and arrangements for their destruction in accordance with arrangements for removal and destruction of confidential waste. |  |  |  |  |
| 14 | Staff and volunteers are made aware of your organisation’s expectations regarding the recording and storage of information – and are supported in meeting these expectations. |  |  |  |  |
| **Local Standards** | | | | | |
| *15* | *Information Governance policy is in line with local policy and procedures.* |  |  |  |  |
| *16* | *System in place to report and monitor actions taken in relation to breaching Information Governance arrangements.* |  |  |  |  |
| *17* | *Store sensitive information appropriately in accordance with the requirements of the Data Protection Act. i.e. disclosing personal details of a transgender person including their birth sex, without justification and or explicit permission from the individual is a breach of privacy and confidentiality. It can also be seen as a form of harassment* |  |  |  |  |

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| **Involving children, young people and families in developing and achieving this standard and enhance practice.**   * You could ask children and young people to help you design a leaflet for other children and families about why your group/organisation needs to keep records, what they are used for and how they can access them. * In many organisations that need to keep more than a very basic record of a child’s or family’s attendance, it is possible to write the record jointly with the child or family, or to share with them what you have written as part of recapping at the beginning of the next session. The jointly produced records could form a workbook for the child or family to take with them at the end of their involvement with you. However, if they do this, remember to consider whether there could be any issues around other people gaining access to the material while in their possession. * In group-work situations, you may find it appropriate to make a short, jointly agreed record of each session as part of the group programme. You could then add in detail afterwards for each person who was present if needed. * If a record relates to a child who has done some individual work with you, remember that you need to give careful thought to the consent issues involved in sharing this record with a parent or carer. * If a child or adult is granted access to records that they have not co-produced with the worker, you may need some preparation and support for them before, during and after the time that they are reading the records, especially if they contain potentially upsetting information. Consider the person’s age, level of development, their physical, mental and emotional health, their support networks, and their capacity to read and understand the material to which they are being given access. Offer them the chance to have someone with them when they look through the records, and make sure that, even if they want to look at them alone, there is someone available to whom they can talk if they need. * Records of work with either children or adults should enable the reader to hear the voice of the child or adult clearly – they should not just be about the worker giving information or offering their opinion. If there is a difference of view between the worker and the person who is the subject of the record, this should be reflected. The record should be child centred and focused on the child’s needs. |

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| **Standard 6: Sharing information and working with other agencies**  **Policies and practices that support effective information sharing and working with other agencies are embedded in the organisation’s safeguarding arrangements.** |

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| **Standard 6: Sharing information and working with other agencies** | | | | | |
|  | | **Yes** | **Working Towards** | **No** | **Supporting Evidence** |
| 1 | Guidelines and procedures on sharing information, which are compatible with LSCB expectations. |  |  |  |  |
| 2 | A written agreement made with families at the start of their involvement with your organisation that specifies the nature of the work to be carried out, the reasons for it and the basis upon which information will be shared with other agencies. |  |  |  |  |
| 3 | Clear guidance for all staff and volunteers on how to identify children who may benefit from early help assessments and how to contribute to such assessments if required. |  |  |  |  |
| 4 | An evaluation process for demonstrating the impact on children of early help services provided by your organisation. |  |  |  |  |
| 5 | Up-to-date information about local services available to staff, volunteers and families. |  |  |  |  |
| 6 | Staff trained, supported and competent to identify children who may be in need of help, to work with families in a way that measures impact, and to develop and participate in multi-agency responses to children’s and families’ needs. |  |  |  |  |
| 7 | Staff familiar with their LSCB’s threshold document, which clarifies the process for early help assessment, the type of services to be provided, and the criteria for referring a case to their local authority children’s social care service. |  |  |  |  |
| 8 | Staff enabled to engage in proactive review of your organisation’s practice, via the LSCB’s learning and improvement framework, in order to identify and embed learning as a single agency and on a multi-agency basis. |  |  |  |  |
| 9 | Capacity within your organisation to engage in multi-agency work, which is written into your organisation’s business plan and, where relevant, into tender applications. |  |  |  |  |
| **Local Standards** | | | | | |
| *10* | *Organisation ensures that appropriate staff contribute to the child protection processes as an active participant in the development and implementation of child protection plans to reduce risk to a child or young person in a timely manner for example strategy, core ICPC and RCPC.* |  |  |  |  |
| *11* | *Service details to be included and regularly updated on 1 Big Database* [*https://www.bathnes1bd.org.uk/*](https://www.bathnes1bd.org.uk/)  *Information is available to the public, professionals working with children, young people and families.*  *Additionally, if you provide a service, activity base or organisation that supports families of children and young people with additional needs, special educational needs or disability you will need to register your details to appear in the Rainbow Resource Local Offer –* [*www.rainbowresource.org.uk*](http://www.rainbowresource.org.uk)*.* |  |  |  |  |

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| **Involving children, young people and families in developing and achieving this Standard *and enhance practice***   * The written agreement (see element 2 above) reached with a child and family at the beginning of your work is essential in developing and maintaining an honest relationship with them. It needs to reflect the child’s and family’s view of the situation, as well as that of the organisation. It needs to spell out the purpose of the work, as well as arrangements for sharing information with third parties, such as the local authority. It should be worded in a way that is understandable and accessible to the child and family. Sometimes a child will need an agreement separate from that of their family, which can be developed with the child using creative processes and can form an integral part of any work with them. * If your organisation is involved in an early help assessment, you need to make it clear to the child and the family that this can only happen with their consent, which they are free to withdraw at any time. * You also need to involve children and families in the preparation of any reports or feedback to multi-agency review meetings; they should never be surprised by any information that is shared and should have been made well aware of this, unless doing so would have compromised the child’s safety. * When your organisation is reflecting on its work and considering changes to services, you should always take account of the perspectives of children and families. * Consider how to involve and hear the voice of children who are not able to communicate verbally and those under the age of five years. |

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| **SAFEGUARDING ASSURANCE IN CONSORTIUMS (NB. this section is only applicable if the service is being delivered by a Consortium)** | | |
| **As the lead Organisation within the Consortium, do you ensure that the other organisations with the consortium are compliant with the Council’s minimum Safeguarding Standards and have the relevant policies and procedures in place?** | **Yes** | **No** |
| **If yes to the above, please can you provide details of the process you take to ensure they are compliant:** | | |

**B&NES People and Communities Children and Young People Strategy and Commissioning**

**Safeguarding Standards Self-Assessment Audit Improvement Action Plan**

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| **Organisation Name:** | **Date Action Plan Developed:** |
| **Safeguarding Lead:** | **Date for Review:** |

Add in additional rows as required to ensure each element of each standard is addressed

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|  | **Action** | **Timescale for Completion** | **RAG update** |
| **Standard 1: Safer staff and volunteers – recruitment, induction and supervision** | | | |
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| **Standard 2: Child protection** | | | |
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| **Standard 3: Preventing and responding to bullying** | | | |
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| **Standard 4: Avoiding accidents and running safe activities and events** | | | |
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| **Standard 5: Recording and storing information** | | | |
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| **Standard 6: Sharing information and working with other agencies** | | | |
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