

Quality Area	Standard	Do you meet this standard?			Indicators	Possible sources of evidence	Describe how you meet this standard and your evidence
		Not met	Minimum met	Fully met			
Values	Staff and volunteers are committed to the principle of providing non-judgmental, impartial support and accurate information to young people making decisions about pregnancy and abortion and the principle of anti-discrimination, including on the basis of sexual orientation and gender identity			x	<p><i>Minimum met</i> The organisation:</p> <ul style="list-style-type: none"> • Has signed the SRE value statement • Uses appropriate referral pathways that do not exclude any of the full range of options available • Ensures that all staff and volunteers commit to working within the SRE value statement <p><i>Fully met</i> Minimum standard + the organisation:</p> <ul style="list-style-type: none"> • Has its own set of values which are in line with the SRE value statement 	<ul style="list-style-type: none"> • Signed SRE value statement • Documentation on recommended referral pathways (e.g. website, flyers) • Records of new staff and volunteer induction including value statements • Copy of organisation's set of values. 	<p>Signed value statement. We have a statement of ethics which is signed off by the board of trustees and all staff and volunteers adhere too. We have a code of conduct for all staff and volunteers and have a young person friendly policy document which we give to young people accessing our services. We have inductions for all staff and volunteers and keep a record of policies they have read and understood. We refer to other trusted local organisations regularly.</p>

<p>Training & Development</p>	<p>Staff and volunteers working in schools have a comprehensive and up-to-date understanding of the subject area and protocols relating to it and the knowledge necessary to provide high quality SRE</p>			<p>x</p>	<p><i>Minimum met</i> At least one staff or volunteer involved in delivery have completed the following essential training covering:</p> <ul style="list-style-type: none"> • Safeguarding • Law and DH guidance on confidentiality and consent (Fraser guidelines) • Basic training relevant to their subject area <p><i>Fully met</i> Minimum standard + at least some of the staff and volunteers involved in delivery have received additional training as relevant, for example:</p> <ul style="list-style-type: none"> • R U Ready • C card • Working with young people • Emergency contraception • Contraception • Pregnancy options • Local care pathways and referral to CAMHS and other specialist agencies 	<ul style="list-style-type: none"> • Records of training courses, workshops, conferences, etc. attended • Training reports and reports of other development events • Induction procedure • Records of internal training 	<p>Staff and volunteers who take part in our schools work receive an internal training to ensure they have a high level of understanding of the topic area. All staff and volunteers will attend safeguarding training. Key staff who work in schools have attended C-Card- R U Ready, Sexual health training and specialist training around our subject area. We keep records of all staff and volunteer training. We are involved in the delivery of some training to health workers around sexual health for LGB young people.</p>
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<p>Planning & Evaluation</p>	<p>The organisation collects and analyses relevant information appropriately and systematically and uses it to support schools and their own staff to plan and improve SRE delivery</p>			<p>x</p>	<p><i>Minimum met</i> The organisation does the following:</p> <ul style="list-style-type: none"> • Have an evaluation system in place • Periodically gather feedback from pupils and staff • Feeds into schools' own evaluation system when required • Shares feedback with the school when required <p><i>Fully met</i> Minimum standard + the organisation does the following:</p> <ul style="list-style-type: none"> • Has aims and objectives for lessons and periodically evaluates whether these are achieved • Plans input and delivery in partnership with the school when required • Is aware of how their lessons fit into the PSHE framework 	<ul style="list-style-type: none"> • Monitoring, evaluation and planning systems and policies • Feedback questionnaires • Records of previously gathered feedback • Lesson plans detailing aims, objective and links to PSHE framework 	<p>We work with schools in a number of ways to record information. We provide our own evaluation form which we use on a sample of pupils.</p> <p>We have worked with schools to support them in setting benchmarks for their monitoring around homophobic incidents and supported them in collecting data.</p> <p>We have our own monitoring and evaluation strategy as an organisation and have developed our methods to be able to track the impact of our work with young people.</p> <p>We feedback the results of our monitoring into schools where appropriate.</p> <p>We will draw up specific aims and objectives for tailor made sessions in schools.</p> <p>Both of our key workers are PTTLS trained and so understand how to structure, plan and evaluate sessions comprehensively.</p> <p>We have worked in partnership with the PSHE service to help them with units of work around sexuality.</p>
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Safeguarding	<p>The organisation works towards a safe environment and non-discriminatory practice and has policies to this effect in place, trains staff and volunteers on these policies and takes appropriate precautions when recruiting new staff and volunteers</p>			x	<p><i>Minimum met</i></p> <p>The organisation does the following:</p> <ul style="list-style-type: none"> • At least one member of staff or volunteer in charge of the delivery are DBS checked (and barred list checked if appropriate) at least every 3 years • Policies are in place on safeguarding, equality, and confidentiality • Staff and volunteers have signed up to the above policies <p><i>Fully met</i></p> <p>Minimum standard + the organisation does the</p>	<ul style="list-style-type: none"> • Copies of appropriate DBS and barred list checks • Policy on DBS and barred list checks, including frequency of checks • Copies of policies and procedures • Signed policy checklist • Induction procedure for new staff and volunteers with training on 	<p>All staff and volunteers who come into contact with young people in schools have current CRB checks and will undergo DBS checks every three years from 2013. Some young volunteers who are trained as peer educators may not have a DBS check as it is not available for them (under 16) but they will never work alone in a school.</p> <p>We have a lone working policy and safeguarding/child protection policies which all staff and volunteers have to read and sign that they understand during their induction.</p>

					<p>following:</p> <ul style="list-style-type: none"> • All staff and volunteers involved in delivery are DBS checked (and barred list checked if appropriate) at least every 3 years • A policy on lone working is in place, to which staff and volunteers have signed up 	policies.	
Delivery Competence	The organisation has the necessary experience, resources, and training to create a positive and inclusive learning environment for young people from different backgrounds and with a range of experiences, learning styles and learning needs			x	<p><i>Minimum met</i></p> <p>The organisation:</p> <ul style="list-style-type: none"> • Has experience of working with young people on the relevant subject area • Uses age-appropriate resources and language to teach • Has staff and volunteers use different learning methods to include young people with a variety of learning needs and styles • Works to make young people feel safe, comfortable and respected in expressing their opinions 	<ul style="list-style-type: none"> • External reference person(s) to attest for delivery competence • Records of work with young people and in schools • Copies of resources used for teaching • Records of consultations with young people • Records on training on learning 	<p>We have been delivering a range of services in Cambridgeshire schools since 2004. We are able to provide references from schools on request if required. We keep records of all school visits. We work in primary and secondary schools as well as higher education establishments and have adapted our resources to be suitable for all age ranges. We have a good knowledge of the PSHE framework and how our services meet the framework. The main schools worker has</p>

				<p><i>Fully met</i> Minimum standard + the organisation has:</p> <ul style="list-style-type: none"> • Experience of delivering SRE services in schools • Developed some of its resources together or in consultation with young people • Trained staff and volunteers on how to use different learning methods, including, if appropriate, by delivering services together with young people (peer education) • Delivered services or worked with young people from different backgrounds or with different learning needs 	<p>methods</p>	<p>completed a PTTLs course (Practising to Teach in the Life Long Sector) We have worked with LGBT young people to develop our resources and have had a number of young people work with us as peer educators. We have worked in special educational needs schools in the past.</p>
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