

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			
<b>Values</b>	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			/	<p><i>Minimum met</i> The organisation:</p> <ul style="list-style-type: none"> <li>• Has signed the SRE value statement</li> <li>• Uses appropriate referral pathways that do not exclude any of the full range of options available</li> <li>• Ensures that all staff and volunteers commit to working within the SRE value statement</li> </ul> <p><i>Fully met</i> Minimum standard + the organisation:</p> <ul style="list-style-type: none"> <li>• Has its own set of values which are in line with the SRE value statement</li> </ul>	<ul style="list-style-type: none"> <li>• Signed SRE value statement</li> <li>• Documentation on recommended referral pathways (e.g. website, flyers)</li> <li>• Records of new staff and volunteer induction including value statements</li> <li>• Copy of organisation's set of values.</li> </ul>	<p>All staff attend an induction which includes reviewing and signing the value statement. Referral pathways are displayed on our office walls where appropriate, or kept on the computer where anyone can access them.</p> <p>Please find our value statement and strategic plan on our website at <a href="http://www.dhiverse.org.uk/wp-content/uploads/2013/10/Dhiverse_Strategic_Plan_2013-17.pdf">http://www.dhiverse.org.uk/wp-content/uploads/2013/10/Dhiverse_Strategic_Plan_2013-17.pdf</a></p>

<b>Training &amp; Development</b>	<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><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"> <li>• Safeguarding</li> <li>• Law and DH guidance on confidentiality and consent (Fraser guidelines)</li> <li>• Basic training relevant to their subject area</li> </ul> <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"> <li>• R U Ready</li> <li>• C card</li> <li>• Working with young people</li> <li>• Emergency contraception</li> <li>• Contraception</li> <li>• Pregnancy options</li> <li>• Local care pathways and referral to CAMHS and other specialist agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Records of training courses, workshops, conferences, etc. attended</li> <li>• Training reports and reports of other development events</li> <li>• Induction procedure</li> <li>• Records of internal training</li> </ul>	<p>All staff (in relevant areas, including the Young People's Team) have knowledge of Domestic Abuse and have attended training, we keep records of staff education. This is an area we keep up to date with and attend regular trainings where possible</p>
-----------------------------------	---	--	--	---	---	---	--

<p><b>Planning &amp; Evaluation</b></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><i>Minimum met</i> The organisation does the following:</p> <ul style="list-style-type: none"> <li>• Have an evaluation system in place</li> <li>• Periodically gather feedback from pupils and staff</li> <li>• Feeds into schools' own evaluation system when required</li> <li>• Shares feedback with the school when required</li> </ul> <p><i>Fully met</i> Minimum standard + the organisation does the following:</p> <ul style="list-style-type: none"> <li>• Has aims and objectives for lessons and periodically evaluates whether these are achieved</li> <li>• Plans input and delivery in partnership with the school when required</li> <li>• Is aware of how their lessons fit into the PSHE framework</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring, evaluation and planning systems and policies</li> <li>• Feedback questionnaires</li> <li>• Records of previously gathered feedback</li> <li>• Lesson plans detailing aims, objective and links to PSHE framework</li> </ul>	<p>Feedback from students is taken at the end of school sessions, we aim to get student feedback on at least 1/4 of sessions. Last quarter we surveyed 508 students for our feedback to ensure good coverage of school types and sessions delivered. Teachers are asked to feedback either verbally or via email after the sessions are held. Student feedback is emailed to the schools so they are best able to organise further sessions and see what interests their students.</p> <p>Feedback is constantly monitored and reviewed informally, formal reporting occurs every 3 months - changes to sessions occurs at any time pending feedback from students and staff.</p> <p>Session outlines are available for all workshops and are posted on our website.</p>
---	---	--	--	---	---	--	--

<p><b>Safeguarding</b></p>	<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>			/	<p><i>Minimum met</i> The organisation does the following:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Policies are in place on safeguarding, equality, and confidentiality</li> <li>• Staff and volunteers have signed up to the above policies</li> </ul> <p><i>Fully met</i> Minimum standard + the organisation does the following:</p> <ul style="list-style-type: none"> <li>• All staff and volunteers involved in delivery are DBS checked (and barred list checked if appropriate) at least every 3 years</li> <li>• A policy on lone working is in place, to which staff and volunteers have signed up</li> </ul>	<ul style="list-style-type: none"> <li>• Copies of appropriate DBS and barred list checks</li> <li>• Policy on DBS and barred list checks, including frequency of checks</li> <li>• Copies of policies and procedures</li> <li>• Signed policy checklist</li> <li>• Induction procedure for new staff and volunteers with training on policies.</li> </ul>	<p>All staff members who require a DBS check have one. Policy for safeguarding, equality, confidentiality and safe working practice are available to any staff members on the computer systems.</p> <p>Lone worker policy is available and signed by staff members who do outreach work during induction.</p>
----------------------------	---	--	--	---	---	--	---

<p><b>Delivery Competence</b></p>	<p>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</p>			/	<p><i>Minimum met</i> The organisation:</p> <ul style="list-style-type: none"> <li>• Has experience of working with young people on the relevant subject area</li> <li>• Uses age-appropriate resources and language to teach</li> <li>• Has staff and volunteers use different learning methods to include young people with a variety of learning needs and styles</li> <li>• Works to make young people feel safe, comfortable and respected in expressing their opinions</li> </ul> <p><i>Fully met</i> Minimum standard + the organisation has:</p> <ul style="list-style-type: none"> <li>• Experience of delivering SRE services in schools</li> <li>• Developed some of its resources together or in consultation with young people</li> <li>• Trained staff and volunteers on how to use different learning methods, including, if appropriate, by delivering services</li> </ul>	<ul style="list-style-type: none"> <li>• External reference person(s) to attest for delivery competence</li> <li>• Records of work with young people and in schools</li> <li>• Copies of resources used for teaching</li> <li>• Records of consultations with young people</li> <li>• Records on training on learning methods</li> </ul>	<p>Records of all school sessions are kept for our reporting procedures. Outlines for all sessions (including Healthy Relationships) can be found on our website and all workshops are formed from student need and then modified and adapted through student feedback. All workshops can be, and frequently are modified depending on student needs, however we ensure that there is a minimum standard that we deliver at to ensure the correct material is covered.</p>
-----------------------------------	---	--	--	---	--	--	--

					together with young people (peer education) <ul style="list-style-type: none"><li>• Delivered services or worked with young people from different backgrounds or with different learning needs</li></ul>		
--	--	--	--	--	--	--	--