

## Sports Safeguarding Framework Self Assessment Tool Quick Start Guide

Your organisation has successfully achieved the requirements of the Standards for Safeguarding and Protecting Children in Sport, which provide a baseline for practice. The sports safeguarding Framework has been developed to ensure that safeguarding standards are maintained and good practice embedded at all levels.

A key part of the Framework process is that organisations undertake a self-assessment to help establish an informed view of the organisation's current safeguarding position and progress. This assessment will then inform and shape the organisation's safeguarding implementation or action plan to promote, develop and embed safeguarding practice.

The Framework Self Assessment Tool (SAT) has been developed to support this process. The SAT will help to:

- promote a consistent approach to reviewing progress and ultimately to safeguarding children across sport
- undertake an honest self assessment for your organisation's own planning purposes
- ensure that your organisation maintains current safeguarding standards and continues to build on these
- ensure that (post Standards) all statutory safeguarding responsibilities continue to be addressed
- undertake assessments at different levels within the organisation

Using the SAT:

- the SAT is simply a tool to assist self assessments by funded bodies
- the SAT covers all aspects of the organisation's safeguarding responsibilities (as in the Standards process and the government's Working Together guidance 2010) against which progress should be mapped
- the SAT provides a reference point which will assist the organisation to monitor progress and identify areas of need
- having achieved the requirements of the advanced level of the Standards all organisations should be able to assess themselves at (at least) the baseline *Foundation/Forming* stage of the SAT for all criteria
- organisations are encouraged to identify indicators which will assist in identifying realistically what stage they are at for each of the safeguarding criteria

- a version of the SAT which includes a range of example indicators has been developed as a guide to assist those for whom this may be helpful in forming these judgments, although organisations may well identify their own indicators
- the briefer SAT version provides details of the outline criteria, an overview of how these may be represented at each SAT stage, and evaluative questions to assist in assessing practice indicators
- one underlying question for each of the SAT criteria is what the organization needs to know (about what, from whom, and through what process) in order to form a view about their relative position and progress
- the way that the SAT is applied may well differ from organisation to organisation, and at different levels within an organisation, in order to provide a 'best fit'
- organisations are strongly encouraged to involve a range of different stakeholders in undertaking the self assessment, as experience has already shown that different groups within the same organisation can have radically differing views about policy and practice
- it is feasible that within the same criterion the SAT identifies different degrees of progress for different organisational stakeholder groups (for example understanding and implementation of a policy at national level may be much more effective than at the grassroots)
- similarly progress may be assessed differentially within some single criteria – eg 'procedures' could be broken down into, say, recruitment, referral, disciplinary etc and the organisation's position may be different for each
- one outcome of the SAT process may be the production of a diagrammatic overview of the organisation's position against the safeguarding criteria (below) which can be used to track progress and identify priority areas for action
- ultimately the SAT's function is to provide data to inform, shape and develop the organisation's safeguarding planning and priorities

## Summary of Self Assessment Process

Criteria	Foundation/Forming	Developing	Integrating/Embedding	Continually Improving
<b>LEADERSHIP</b>				
1. Organisational commitment to safeguarding				
2. Strategy and Action Plan				
3. Accountability				
4. Influencing				
<b>PROCEDURES</b>				
<b>SAFEGUARDING VALUES &amp; CULTURE</b>				
1. Additional Vulnerability of some children				
2. Child Friendly Safeguarding Resources				
3. Codes of Ethics & Conduct				
4. Openness & Communication				
5. Respecting Children's Views & Contributions				
<b>TRAINING AND EDUCATION</b>				