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| **Ensuring Quality Day Opportunities Providers Guidance**  |

# Who is this questionnaire for?

The Ensuring Quality framework gives social care providers who are unknown to the council an opportunity to demonstrate their quality and gain a quality mark recognised by the London Boroughs of Barking and Dagenham, Havering, Newham, Redbridge, Tower Hamlets and Waltham Forest.

This questionnaire is for larger Day Opportunities Providers. For the purposes of Ensuring Quality you classify as Day Opportunities (as opposed to Micro-Providers):

* if you have more than five paid or unpaid workers in your organisation; or
* if you operate out of a centre that you have responsibility for (as opposed to being based in a church hall or a café or a room in a leisure centre).

# How do I fill it in?

There are three things you need to do to complete the questionnaire:

1. Some of the questions you must commit to by putting an X in the right box. For example:

Yes [x]  (double click on the box and select checked)

No [ ]

Committing to something is not simply ticking the yes. You must make sure that your organisation does whatever you have promised. You must check what you do at the moment and make changes if you have to. People who buy your service and the people who monitor you against these standards will check that you have done this. If you do not do what you have committed to you will not be meeting the standards and will be removed from the lists of providers who do meet the standards.

1. There are 12 questions with this symbol![pencil-silhouette[1]]() ![camera compact[1]]() which need to be answered in one of the following ways:
* 300 words
* 10 minutes of film or multimedia
* 10 photos

Remember if you are sending in examples of support plans and risk assessments that you must take out the person’s name. We should not be able to identify the person they are about.

1. There are 9 pieces of **EVIDENCE** which you need to scan or attach to an email and send in.

# Guidance

In the guidance notes section there are templates and examples to give you some ideas. Some of these were put together in training sessions and were for providers of other types of services, but they might answer some of your questions. There is plenty of guidance online from organisations such as [Think Local Act Personal](http://www.thinklocalactpersonal.org.uk/), the [National Development Team for Inclusion](http://www.ndti.org.uk/)  and the [Social Care Institute for Excellence](http://www.scie.org.uk/).

If you feel you need to do some more work before applying or wish to develop your business/organisation there is support for you to do so. For example, the [East London Business Place](http://www.elbp.co.uk/index.php) gives advice and business support to established small or medium organisations such as free workshops on how to write Health and Safety, Equality and Diversity, Quality Assurance and Environmental policies. The [East London Small Business Centre](http://www.goeast.org/) offers support to small businesses which could be just starting up. There may also be local support organisations that could help you.

There may also be local support organisations that could help you:

Barking and Dagenham: [boldanddynamic.co.uk](http://www.boldanddynamic.co.uk)

Havering: <http://www.havering.gov.uk/Pages/Category/Business.aspx>

Newham: <http://adultsocialcare.newham.gov.uk/Pages/starting-or-running-a-business.aspx>

Tower Hamlets: <http://www.thcvs.org.uk/>

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| All about us: Information for people who might buy your service |

NB the readers of this section will be people with support needs and their carers. Make sure you write this information for them.

****Look [here](#Appendix 11:  Micro-Provider: Information Template and Example) if you want some ideas

|  |  |
| --- | --- |
| Organisation Name  |  |
| Contact name |  |
| Responsible person/Chief Exec/Owner name |  |
| Address |  |
| Telephone |  |
| Email  |  |
| Website |  |
| Registration Number with Charities Commission/Company House/other as applicable |  |

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| **WHAT** - Activity – what exactly is included – for example transport, equipment. |
| **Cost** |

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| --- |
| **WHY** -choose this activity/organisation – a couple sentences: |

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| **WHO**- the Activity is aimed at if relevant, for example client group, age ranges, languages catered for, accessibility |
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**NB if you tick any of the following boxes you must make sure that you look at the guidance and demonstrate your specialist knowledge in your answers**

 [ ]  Learning Disability

 [ ]  Challenging Behaviour

 [ ]  Dementia

The following has no additional guidance but it is helpful for people to know if you work with:

 [ ]  Mental Health

 [ ]  Physical Disabilities

 [ ]  Sensory Impairments

[ ]  Older People

 [ ]  Autism

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| **WHEN** |
| Time it starts and finishes |
| Day(s) it takes placeIf term time/short term activity what dates does it run from and till |

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| **WHERE** Location (link to a map function within website) |
|  |

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| --- |
| **HOW -**to access this service |
| 1 initial contact details and how you will assess people2 what the organisation needs the customer to do to attend (for example, comply with code of conduct or be self-medicating?)  |

How to feedback on the service

Do you work in any of the following boroughs:

 [ ]  London Borough of Barking and Dagenham

 [ ]  London Borough of Havering

 [ ]  London Borough of Newham

 [ ]  London Borough of Redbridge

 [ ]  London Borough of Tower Hamlets

 [ ]  London Borough of Waltham Forest

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| People who attend the service are supported to achieve the following outcomes:  |

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| STANDARD 1 - I have support that is right for me* **I am at the centre of the service**
* **I am part of the community**
* **I am independent**
* **I can make decisions about my support**
 |

**Q1** Personalisation gives people choice and control over their lives. A personalised service:

* puts the person at the centre of the service
* supports the person to be part of the community
* promotes independence
* encourages the person to make decisions about their support

****Decisions around support is about who delivers the support, what kind of support they are receiving, when and how this is delivered

How you make sure people have choice and control? Please refer to all the points above. ![pencil-silhouette[1]]() ![camera compact[1]]()

****You could become a [dignity in care](http://www.dignityincare.org.uk/) champion or make a commitment to [making it real](http://www.thinklocalactpersonal.org.uk/Browse/mir/aboutMIR/)*.* See also the [common core principles for dignity](http://www.ccpdignity.com/).

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| STANDARD 2 - I get what I want out of the service* **The organisation knows what I want to achieve**
* **They support me to do this safely**
* **We make sure it is happening**
 |

**Q2**How do you understand and meet the individual outcomes of people who buy your services? ![pencil-silhouette[1]]() ![camera compact[1]]()

* *How do you find out what people want to achieve and what support they need to do so?*
* *How do you make it happen?*
* *Success stories or example?*

****Here is an example [support plan/agreement](#SupportPlanKnittingNita) between Knitting Nita and someone who buys her services. This example is for a weekly activity that last a couple of hours. Your evidence should be proportionate to your service. If you work with someone 5 days a week we would expect you to have done more work around meeting people’s individual needs. Here is an example day centre’s [support planning policy](#Appendix2). There are many guides online which will help you to provide support in a person centred way. Helen Sanderson is one organisation which offers invaluable free tools which explain [person centred planning](http://www.helensandersonassociates.co.uk/reading-room/how/person-centred-planning.aspx)

**EVIDENCE 1 Support Plan Template**

**EVIDENCE 2 Risk Assessment Examples**

**EVIDENCE 3 Support Plan and Risk Assessment Policy**

****What should the Support Plan and Risk Assessment Policy contain?

It tells people how their support will be planned by:

* Putting them at the centre of the planning and decision making
* Involving their family and friends and professionals
* Finding out what they want to achieve by using your service and making a SMART plan to achieve them
* Helping them achieve their ambitions safely and managing risk to themselves, to other people and from other people especially in relation to abuse and money management
* Quality checking the plans to make sure they are happening
* Reviewing their support plans whenever they want but at least every three years
* Informing who their information will be shared with and how it will be kept safe according to Data Protection Act
* Complying with the Mental Capacity Act

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| STANDARD 3 - I am supported to take risks and stay safe  |

**Q3** How do you support people to take risks and stay safe?![pencil-silhouette[1]]() ![camera compact[1]]()

****Skills for Care have some useful resources on [Living Well with Risk](http://www.skillsforcare.org.uk/Skills/Living-with-risk/Living-with-risk.aspx)

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| STANDARD 4 - I have all the information I need to understand the service and to make sure it is working well for me |

**Q4** How will you make sure information about your service is communicated in a way that people who come to your service understand. This includes information about costs, what is included, any rules, how to complain, how to stay safe? ![pencil-silhouette[1]]() ![camera compact[1]]()

****This could be a User Guide which includes:

* The rights and responsibilities of people who buy the service
* The rights and responsibilities of the staff
* What is included and not included in the service
* What happens if the service needs to end
* How to complain
* How to report abuse

Relevant policies communicated in ways people who buy your service understand

A contract of service that is written in a way people who buy your service understand

[Here is some great communication guidance that you could apply to your organisation from the English Federation for Disability Sports](http://www.efds.co.uk/assets/0000/9149/EFDS_Inclusive_comms_guide_accessible_PDF_APRIL_2014_FINAL.pdf)

**Q5** Will you support people to understand, manage and evidence their social care spending, for example, by providing annual statements or accounts? Yes [ ]  No [ ]

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| **Quality Standards the Organisation must meet to ensure the delivery of the individual outcomes:** |

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| STANDARD 5 The organisation listens to people and makes changes |

**Q6** How will you make sure that you listen to everyone (including anyone with communication support needs), make changes and let people know what you have changed? ![pencil-silhouette[1]]() ![camera compact[1]]()

**Q7** Every year we will expect you to submit evidence that you have done this. Do you commit to providing this?

Yes [ ]

No [ ]

****Every year we want to see that you have thought about how to get everyone’s feedback about what they think is good and bad about the service. People should be asked at least once a year in a way that they understand and can communicate back. Best practice is an action plan that shows us you have listened and made changes. Look at [Jumping Frogs](#AppendixJumpigFrogCons) an example from a very small Provider who runs an evening a week. For larger organisations we would expect annual reports of how people who have bought the service have been listened to, for example, by sitting on management boards or recruitment panels.

Good communication is crucial to meeting this standard is defined here by the [Royal College of Speech and Language Therapists](http://www.rcslt.org/news/docs/good_comm_standards):

* There is a detailed description of how best to communicate with individuals.
* Services demonstrate how they support individuals with communication needs to be involved with decisions about their care and their services.
* Staff value and use competently the best approaches to communication with each individual they support.
* Services create opportunities, relationships and environments that make individuals want to communicate.
* Individuals are supported to understand and express their needs in relation to their health and wellbeing.

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| **EVIDENCE 4 Complaints Policy** |

****Should include:

* Template for Recording Incidents and Complaints that includes space for the complainant’s feedback/signoff
* Appeals process
* What to do with complaints from outside the organisation
* How long it will take for you to answer
* Information about advocacy
* Written in a way the person who comes to your service understands

**!**

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| STANDARD 6 - The organisation treats everyone as equally important and respects everyone’s individual needs |

**Q8** In light of Equalities Laws and your borough’s equality plans - do you commit to treating everybody fairly and as equally important?

Yes [ ]

No [ ]

**Q9** How will you ensure your organisation treats everyone as equally important and respects everyone’s individual needs? For example:

The Equalities and Human Rights Commission has [guidance for businesses](http://www.equalityhumanrights.com/advice-and-guidance/here-for-business/guidance-for-businesses/)

* Can everyone access your services?
* Cultural and religious needs?
* Communication needs? ![pencil-silhouette[1]]() ![camera compact[1]]()

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| STANDARD 7 – Staff have the right qualities skills and experience |

**Q10** People have told us that they want to be supported by people who care, listen, respect, empathise and don’t judge. Do you commit to showing these qualities?

Yes [ ]

No [ ]

**Q11** How will you make sure your staff and volunteers have the qualities that people who buy you service want? For example, patience or compassion? ![pencil-silhouette[1]]() ![camera compact[1]]()

Look at this [toolkit about value based recruitment](https://www.nsasocialcare.co.uk/values-based-recruitment-toolkit) to give you some ideas! Or the [Volunteer Centre](http://greaterlondonvolunteering.org.uk/volunteer-centres-2/#organisations) can help you find the right people.

**Q12** How do your management and recruitment procedures make sure your staff can safely deliver the service? ![pencil-silhouette[1]]() ![camera compact[1]]()

We are looking for reference to:

* Induction, supervision, appraisal and training of staff and volunteers.
* How you will manage staff to deal with things such as misconduct
* Management structure.
* Recruitment Procedures (which check identity, references, employment status and DBS if appropriate)

**Q13** How do you make sure that you (and your staff) continue to develop the knowledge and skills to deliver this service? ![pencil-silhouette[1]]() ![camera compact[1]]()

**EVIDENCE 5 Staff training records/plan**

 A good way of showing that you are working towards this is to include a [Social Care Commitment](https://www.thesocialcarecommitment.org.uk/) action plan.

****1 A systematic induction using the [Care Certificate](http://www.skillsforcare.org.uk/Standards/Care-Certificate/Care-Certificate.aspx) (or similar) is needed to meet these standards. The national [Care Certificate](http://www.skillsforcare.org.uk/Standards/Care-Certificate/Care-Certificate.aspx) is supported by lots of free resources and are a useful way of ensuring your staff have met all the basic standards.

2 Your staff training records/plan should show us how you make sure your staff continue to develop the knowledge and skills to work effectively within the standards. For example, how do you make sure your staff understand: personalisation and person centred planning; needs and risk assessment; equality and diversity; communication; health and safety; safeguarding and protection from abuse including professional boundaries?

3 You should also show us the specific training courses necessary to the needs of your marketed client group. See additional guidance.

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| STANDARD 8 The organisation has everything in place to work safely |

**Q14** What do you do to make sure everyone who works at and uses your service is safe? ![pencil-silhouette[1]]() ![camera compact[1]]()

****If you have responsibility for a building we would expect reference to:

* H&S risk assessment procedure
* H&S inspections have been done and written down, including findings and action taken
* Fire safety procedures to be in place
* H&S risk assessments and management plans have been done and reviewed every year or if something happens
* Incidents/accidents are reported to Care Manager and appropriate action taken
* Lone working risk assessment/policy if appropriate

**Q15**Do you know what your legal health and safety requirements are and do you commit to meeting them?

Yes [ ]

No [ ]

****For more information read the [health and safety note](#Appendix3)!

**Q16** Do you commit to keeping the people who buy your service safe by:

* If the law says you need to, checking the criminal records of you and your staff. (Check  [here](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/249326/DBS_guide_to_eligibility_v2.1.pdf) or [here](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/253559/Adult_Workforce_v3.1.pdf) to find out if you need one)
* Refusing to employ anyone who has committed a crime that is violent, fraudulent or sexual.
* Getting the consent of the people who work with you to a) do these checks, b) record the results and c) share this information with us should we ask for it
* Showing the people who buy your services that you follow the DBS guidance?

Yes [ ]

No [ ]

**NB if any of your activities are regulated you also need to be aware of your legal** [**duty to refer**](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/281247/Referral_guide_for_Employers_and_Volunteer_Managers_v3_0.pdf)**.**

**Q17** How do you make sure that you (and your staff/volunteers) understand what abuse is, how to stop it happening within your service and what to do if they find out abuse is happening both within and outside of the service?![pencil-silhouette[1]]() ![camera compact[1]]()

Some organisations ask staff to formally commit to preventing abuse using a [signed statement](#CommitPreventAbuse).

**EVIDENCE 6 Confirmation that your organisational lead for Safeguarding has attended borough safeguarding training. NB you must demonstrate in Q13 that all your staff has undertaken some sort of safeguarding training.**

****What should the Safeguarding Policy contain?

* Statement of zero tolerance of abuse
* Definition of abuse
* Procedure or flowchart which states what you and your staff will do in any situation of abuse, neglect or harassment
* Code of conduct including professional boundaries
* Whistle blowing Procedures
* Money handling procedures
* Recruitment checks, including references, employment status, identity and DBS checks if appropriate
* Recording Templates/mechanisms for information sharing

**EVIDENCE 7 Safeguarding Policy**

**Q18** Do you understand and work to the London Multi Agency Safeguarding Policy and Procedures, your host borough’s safeguarding guidelines and agree to cooperate fully with any borough investigations?

Yes [ ]  No [ ]

See [what do to do report possible abuse in…](#ReportAbuse)

**Q19** Do you commit to using our [Professional Boundaries Guidance](#ProfBoundGuide)?

Yes [ ]

No we already have a policy of our own [ ]

**Q20** Please provide a copy of your relevant insurance documents.

**EVIDENCE 8: Insurance documents**

* **5 million minimum for public liability**
* **5 million for employers liability if appropriate**

**Q21** Have you or your company been convicted of a criminal offence, or committed an act of grave misconduct relating to the conduct of your service?

Yes [ ]  No [ ]

**Q22** Have you or your company fulfilled your obligations relating to the payment of taxes and social security?

 Yes [ ]  No [ ]

Look at this information commission guidance about the Act for [charities](http://ico.org.uk/for_organisations/sector_guides/charity) and [small businesses](http://ico.org.uk/for_organisations/sector_guides/business)

**Q23** Do any of the matters included in [Regulation 23 of the Public Contracts Regulations 2006](http://www.legislation.gov.uk/uksi/2006/5/regulation/23/made) apply to you?

Yes [ ]  No [ ]

**Q24** Please declare any potential conflicts of interest and how you have dealt with them? For example, are you or anyone connected to your organisation an employee/ex-employee/elected member of one of the ELS boroughs?

If this applies we would expect a statement or evidence from yourself (for example, an email from former manager and/or Social Worker) that the situation has been appropriately managed in relation to borough policies.

**Q25** Is your organisation ready for when things go wrong which means you might struggle to deliver the service? ![pencil-silhouette[1]]() ![camera compact[1]]()

**EVIDENCE 9 business continuity plan**

**Q26** Do you commit to meeting your obligations under the Data Protection Act 1998?

Yes [ ]

No [ ]

**Q27** Do you commit to working within [good practice standards of financial management](#FinancialManagement)?

Yes [ ]  No [ ]

**Q28** Do you commit to following guidance from the [Charity Commission](http://www.charitycommission.gov.uk/running-a-charity/money-and-accounts/handling-money-safely/) and/or [Companies House](http://www.companieshouse.gov.uk/about/gbhtml/gp2.shtml#ch6) as relevant to your organisation? If applicable, by what date each year will your submitted accounts be available for viewing?

Yes [ ]  Date: /

No [ ]

 N/A [ ]

**Q29** Has your service been decommissioned for reasons of quality in the past three years or have any of your directors been involved with a service which has been decommissioned for reasons of quality in the past three years?

Yes [ ]  No [ ]

If yes please explain what happened and what you have done to make sure that this does not happen again?

**Q30** How do you check quality within your organisation? How do you make sure your support plans are delivered, policies are followed, contracts are kept to and the person who comes to your service is happy**?** ![pencil-silhouette[1]]() ![camera compact[1]]()

**5**



Best practice would include evidence such as:

* A template of a questionnaire that is regularly circulated to stakeholders (e.g. person who comes to your services, family and friends)
* Reports drawn up analysing feedback to the organisation
* Quality checking plans for management to assess how the service is performing

**Q31** Is there anything else you would like to share with us that you think we should know?

# Legal Appendix

In applying to have your service placed on the Ensuring Quality Framework, you agree that if you cease to meet the standards or concerns arise in respect of any risk you or your staff may pose to vulnerable adults or children, Ensuring Quality or any individual Council which is a member of Ensuring Quality may share this information with the other boroughs and any service users currently buying your service.

Where possible we will give you an opportunity to respond to any concerns raised, but if those concerns are sufficiently serious, that notice may be given immediately, due to our safeguarding responsibilities. You will then be given an opportunity to respond or appeal the decision, and this will be adjudicated on.

Until you have received confirmation that you have met our standards, or if you are subsequently removed from the Ensuring Quality Framework, you cannot use the Ensuring Quality mark, or make any statements which could be taken directly or indirectly to imply that you have achieved our standards. We will take legal action for any misleading use of the Ensuring Quality mark.

In the event that your organisation has not complied with questions 21, 22 and 23, the Council reserves the right to disqualify your organisation from the Ensuring Quality Framework.

The Council reserves the right to make amendments to the questions contained in this Ensuring Quality Questionnaire without notice and in the event you cannot comply with any such additional questions the Council reserves the right to disqualify you from the Ensuring Qualities Framework.

For the avoidance of doubt, by your organisation completing the Ensuring Quality Questionnaire the Council will not be entering into any contract with your organisation.

For the avoidance of doubt, by your organisation completing the Ensuring Quality Questionnaire the Council will not guarantee any work to your organisation.

It is your organisation’s responsibility to ensure that any material changes to your organisation which impact upon the accuracy of the questions answered in this Ensuring Quality Questionnaire (or subsequent questions from time to time) are relayed to the Council as soon as possible and in the event that as a result of such changes your organisation becomes non-compliant then the Council reserves the right to disqualify you from the Ensuring Quality Framework.

If you are successful in your application to the Ensuring Quality Framework then you agree to abide by any further conditions in respect of using any websites or other materials or devices in connection with the Ensuring Quality Framework.

I confirm that I agree to these terms

Yes [ ]  No [ ]

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| Day Opportunities Evidence Checklist |

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| --- |
| 1. Confirmation that you have attended borough Safeguarding training
 |
| 1. Business Continuity Plan
 |
| 1. Complaints Policy
 |
| 1. Anonymised Person Centred Support Plan (if relevant)
 |
| 1. DBS reference numbers and date of issue for each employee.
 |
| 1. Employer Liability Insurance
 |
| 1. Public Liability Insurance
 |
| 1. Anonymised Risk Assessment
 |
| 1. Safeguarding Policy/Statement
 |
| 1. Staff training record plan
 |
| 1. Risk Assessment Policy
 |

# Appendix 1 Micro-Provider: Activity Support Plan Template and Example (NB this was created for a very small, weekly activity and would not be suitable for a large day centre)

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| **This plan is about:** |
| Me_man5 | Me: [your name]You: [name of person running the activity]**What will I be doing?**Activity:Cost: What time does it start and finish: Where it is: |
| **What you need to know about me** |
| **Do you have a one page profile? If so, share it with the organisation if you would like to!** |
| Friends7-2Winner3 | What outcome do I want from this service?What support do you need to give me so I can get the most out of my time with you?Access_RampThese are my access needs:Easy_ReadHow should you communicate with me?If you have a communication passport, attach it here.SafetyHow can you support me to be safe? |
| **What do I need to know?** |
| No_AccessCoins_hand1List**Rules** | Are there any rules about this activity?What is included and not included in the price I pay?Are there any access issues?Speakup4If I’m not happy, how can I complain? What will you do about it? |
| **Contacts** |
| Name5Telephone2Kenny_Alice-1 | My contact details:Organisation’s contact details:SafetyEmergency contacts:YouMy social worker: |

|  |
| --- |
| **This plan is about:** |
| Me_man5 | Me: Caroline ValentineYou: Nita Needles**What will I be doing?**Activity: Knitting with Nita Cost:£10 for 2 hours What day(s) and time does it start and finish: Monday 10am to 12pm Where it is: Creative Café, The Needles, Woolwich  |
| **What Knitting Nita needs to know about me** |
| Do you have a one page profile? If so, share it with the organisation if you would like to! |
| Friends7-2Winner3 | What outcome do I want from this service?I want to make friends and get out of my house into the community. I want to make a Harry Potter scarf before Christmas.   What support do you need to give me so I can get the most out of my time with you?I do not like the colour yellow and will become distressed if it is offered to me although I am happy if other people knit with it. If I become distressed talking to me slowly and calmly will reassure me. Ask me if I want to call my Mum.  I should be waited with until my Mum collects me.Access_RampThese are my access needs:I need to sit by the window or a light to help me see my knitting. I need extra-large knitting needles.Easy_ReadHow should you communicate with me?If you have a communication passport, attach it here.I understand Pictures and short sentences How to help me to understand Short, clear sentencesShow me by pointing and demonstrating. Check I have understood. I often nod even if I don’t quite understand. I express Using pictures.How to help me to express myself I have a communication book that I will use to make answer questions |
| **What do I need to know?** |
| List**Rules** | Are there any rules about this activity?If there is a fire in the Café I should leave my bag and my knitting and go with Nita and wait outside the garden entrance. If Nita is helping someone else I should go and wait for her. Once the class has finished the café gets very busy. Unless I buy a drink or some food I cannot stay there all day.  The rules of the class are to respect everyone. If I cannot respect other people in what I say and what I do then I cannot come to the class. If I am already in the class I will be asked to leave.Coins_hand1 What is included and not included in the price I pay?I need to bring my own needles and wool or money to buy some. If I don’t let Nita know I cannot come 24 hours before I have to pay anyway. Speakup4If I’m not happy, how can I complain? What will you do about it?If I am unhappy with something in the class I should tell Nita. She will talk to the rest of the class to decide whether to change this and we will all decide together. If I don’t want to talk to her I can write her a letter and she will write back within a week.  |
| **Contacts** |
| YouName5Telephone2Kenny_Alice-1Safety | My contact details:Caroline -  07120 345 678Organisation’s contact details:Nita  07898 123 456Emergency contacts:Mum - 020 1234 5678My social worker:Eileen – 020 9874 5612 |

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| Appendix 2 Day Opportunities: Support Planning and Risk Assessment Policy Example  |

Duck Soup knows that every person who comes here is different. We want to know about what is important to you, what your dreams and ambitions are, what you like and dislike and how to keep you safe.

When you first come to Duck Soup you will meet your link worker who will be your number one contact whilst you are here. Your Link worker will look at the Support Plan that your Social Worker has written. You and your link worker and anyone else you want to be there such as your family or anyone else who works with you will all work together to make a plan.

1 Your plan will put you in the middle of it. It will look at what you like, what you don’t like, what you need us to do to support you, what you can do on your own, what things are working in your life right now and what could be better.

2 Your plan will look at your dreams and ambitions and how we can make them happen! We will make them SMART which means that they are

* Specific – we have to know what your ambitions are
* Measurable – how can we measure them?
* Attainable – we have to make sure we can do it – no flying to the moon!
* Relevant – we want to know about the ambitions you have that will help you be a more independent person who has more skills and is part of the community
* Time Bound – how long will we give ourselves to do it?

3 Your plan will include everything you tell us and the other information you give us such as your communication plan or behaviour management plan or information from your old day service.

4 Your plan will think of ways to keep you safe by looking at risk to yourself, to other people and from other people. Together we will come up with lots of good ideas to help you achieve what you want to do in a safe way. We will never say no to supporting you with an idea without really thinking about it with you, But we have to keep yourself and other people and the community as safe as is reasonably expected.

5 Your plan can be reviewed whenever you want it to but we should review it at least once a year or if something has happened.

6 your plan will be kept in a filing cabinet in the office. We will give you a copy of it. We will only share it with people we are allowed to such as your social worker.

7 When we make your plan we will remember the Mental Capacity Act which means that we will start off by thinking you can make your own decisions and we will support you as much as we can to make them. We will not stop you from making a decision just because we think it is bad or wrong. At the same time everyone has to follow the rules of Duck Soup which keep you, and your staff and the other people who come here safe.

8 Nick the manager will quality check your Plan every 6 months to make sure everyone is doing what they said they would and that you are still happy with it.

9This document will be reviewed in 3 years on the 1st of April 2016.

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| Appendix 3 Health and Safety Briefing note |

In order to be approved by the Ensuring Quality framework you must meet Health and Safety legislation. Nothing in this guidance replaces your legal duty as a business to comply with Health and Safety legislation. This guidance is just to give you a starting place and it is your responsibility to find out how these effect your own organisation. The Health and Safety Executive is a good place to start. They have put together very useful information for [Small/Medium Businesses](http://www.hse.gov.uk/leadership/smallbusinesses.htm) and [very small businesses](http://www.hse.gov.uk/simple-health-safety/index.htm)

Your requirements will vary depending on if you work

* In the community
* In your own building
* In someone’s home

Health and Safety legisaltion applies to all businesses no matter how small. As a self-employed person or an employer you are responsible for reducing the risk of danger where you work and making it a safe place. If you do not feel you have the necessary skills, knowledge and experience to manage health and safety you should appoint a competent person. The HSE has the following advice on how to do this:

* [www.hse.gov.uk/business/competent-advice.htm](http://www.hse.gov.uk/business/competent-advice.htm)
* [HSE leaflet Getting specialist help with health and safety](http://www.hse.gov.uk/pubns/indg420.pdf)

The consequences of failing to meet your responsibilities could be a prison sentence, a big fine and/or a financial pay out in the form of compensation.

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| **Health and Safety Policy** |

If you have five or more workers (including volunteers) you must have a writen health and safety policy. If you have less than this we recommend that you have one anyway as it will help you meet your health and safety requirements.

It is not hard to do and the HSE has provided a template that you can simply complete with your details: [www.hse.gov.uk/risk/risk-assessment-and-policy-template.doc](http://www.hse.gov.uk/risk/risk-assessment-and-policy-template.doc)

The HSE have also provided an example of a completed policy:

[www.hse.gov.uk/risk/health-and-safety-policy-example.doc](http://www.hse.gov.uk/risk/health-and-safety-policy-example.doc).

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| **Risk assessments** |

Once a health and safety policy has been adopted, the day to day management of health and safety should be based on undertaking risk assessments of all potential hazards within an organisation.

The HSE has provided a template risk assessment procedure which follows the template health and safety policy: [www.hse.gov.uk/risk/risk-assessment-and-policy-template.doc](http://www.hse.gov.uk/risk/risk-assessment-and-policy-template.doc)

There is an example of a risk assessment for a maintainance company which may be helpful: <http://www.hse.gov.uk/risk/casestudies/pdf/flats.pdf>

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| **Reporting Accidents** |

Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR) requires the reporting of certain types of injury, some occupational diseases and dangerous occurrences that ‘arise out of or in connection with work’.

Here is further guidance:

<http://www.hse.gov.uk/pubns/hsis1.pdf>

**It is your responsibility to find out about Health and Safety legislation but here is a starting point:**

*21: Under the Health and Safety at Work etc Act 1974 (HSW Act) employers must, so far as is reasonably practicable, provide:*

* *Safe equipment*
* *Safe substances*
* *Necessary information, instruction, supervision and training*
* *A safe and healthy workplace*
* *A safe and healthy working environment.*

*25: The HSW Act is supported by many regulations setting out more detailed legal duties...... In summary, they require employers to:*

* *Carry out risk assessments of their work activities and workplaces......*
* *Follow the “prevention principles” for removing or controlling risks*
* *Have effective health and safety arrangements in place for managing health and safety (including emergency arrangements) and access to competent health and safety advice*
* *Take a worker’s capabilities into account when assigning jobs*
* *Co-operate and co-ordinate health and safety with other employers, eg on shared premises.*

*30: Employers are required to display the poster “Health and safety law: What you should know” in the workplace and bring it to employees’ attention..... If you do not want to display the poster, you may give each of your employees an individual leaflet* (available from HSE) *that contains the same information.*

*34: Employers are required to consult with their employees on health and safety matters.*

*40: The regulations require employers to provide first-aid kits, other equipment and trained first aiders or appointed people for employees at work”.*

This is only a sample of Health and Safety law and it is your responsibility to find out how it will apply to your business, for example, issues of food preparatation, transportation, responsibilities as a landlord, may all effect your busuiness.

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| **Community Based Services** |

The owner of the building should be making all the necessary Health and Safety arrangements e.g. for fire, etc. The things you need to plan for are the risks directly linked to your activity. You need to think about the risk to people who buy your service and other people near where you are.

If, for example, you have a reading support group to vulnerable adults in a library then they would not be making any new risks (libraries are for reading). You just need to find out the library’s plans for fire evacuation, for example, and use them to make sure your group would be safe. You must also inform the library staff if any of your group will require assistance in the event of an emergency evacuation. Make sure your group stay during an evacuation.

If, on the other hand, you are providing a flower arranging class in a café you would need to consider the impact your materials might have on the café users, e.g. keeping oasis away from food to prevent someone eating it, making sure spilt water is cleaned up immediately, making sure leaves or flowers do not create a slip/trip hazard, etc.

It does not have to be complicated. A simple form should be enough. I have included an example below.

Task: Flower arranging in café

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Hazard** | **Who may be harmed and how** | **How likely** | **Severity of injury** | **Control measures** |
| Wet leaves | Café customers, staff, person who comes to your service slipping  | Possible | Minor/Major injury | Regularly clean up all leaves on the floor |

Even if you do not introduce new hazards to where you are running your service you will need to

* Find out all about where you are, for example, where the toilets and fire assembly points are in the building
* Find out about any hazards and communicate them, for example, if you meet at an outdoor venue and part of the path is slippery after the rain
* Think about whether the location is the right one for your group. For example, is a very noisy, busy café with no space to move about and lots of people carrying hot drinks backwards and forwards the best place for all groups?

**Person who comes to your service Home**

You are legally responsible for putting systems in place to protect your staff when going into people’s homes for example:

* Risk assessments, for example:
	+ Traveling to and from the home of the person who buys the service, for example, at night/in isolated areas/on foot
	+ Lone working
	+ Manual handling – including guidance about what to do and not to do as a non-registered service
	+ Medication – guidance about what to do and not to do as a non-registered service
	+ Control of hazardous substances – using bleach safely etc
	+ Violent/Challenging behaviour
	+ Pets
	+ Money handling
	+ Accidents, new risks and how to deal with them
* Health and Safety training/induction, it might include as relevant to the situation:
	+ Manual Handling
	+ Use of Work Equipment
	+ Working with chemicals ie cleaning products,
	+ Fire prevention
	+ First Aid
	+ Basic Hygiene
	+ Food hygiene
	+ Infection control
	+ Emergency situations
	+ Protective clothing
* Reporting systems for incidents and accidents including threat of violence
* Checking regularly that these systems work

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| **Building Based** |

The landlord will need to be aware that the building will be subject to a range of private sector housing legislation and other regulations. These include but are not limited to:

* The Housing Health and Safety Rating System standards
* Fire Safety standards
* Standards concerned with the servicing of gas appliances
* Legislation and standards related to Houses in Multiple Occupation (HMOs) in the case of shared accommodation occupied by more than two people or more than one household
* The Landlord and Tenant Act 1985 which sets out the responsibilities of the landlord to his tenant and covers areas like tenancy agreements and notice periods.

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| Appendix 5: Community Based Micro Provider Example Risk Assessment |

# (NB this was created for a very small, community based activity and would not be sufficient for a day centre)

![MC900434816[1]]()![MC900434816[1]]()

**KNITTING NITA’S**

**Fire Risk Assessment**

Knitting Nita’s is currently held at: **Dot’s Café**

![MC900290918[1]]()It’s very unlikely that a fire will happen at Dot’s Café. However if it does, it’s important that everyone gets out safely.

If a fire does happen, we will know because the fire alarm will go off.

Then we all need to:

![MC900432558[1]]()

* **Exit the café immediately**

![MC900237673[1]]()

* ![MC900286558[1]]()**Leave our things behind**
* **Meet together next to the post box over the road**

It is Nita’s job to make sure we all leave safely.

The following risks are things that might go wrong during a fire – we need to think about these and what we can do to make these risks less likely to happen.

|  |  |  |
| --- | --- | --- |
| What do we need to do? | What could go wrong? | How can we help? |
| MC900290918[1]Listen out for the fire alarm | Sally has a hearing impairment | Make sure Sally is wearing her hearing aid |
| Nita to learn the sign for fire to make sure Sally understands what is happening |
| Leave our things behind | John is very attached to his West Ham MC900237673[1]jumper  | Support John to hang his jumper on the back of his chair, rather than the coat hooks at the back of the café |
| MC900432558[1]Exit the café  | Jenny has poor mobility | Assist Jenny into her wheelchair before exiting the café |
| MC900286558[1]Meet at the post box | Steve often tries to run away when startled | Show Steve the post box and explain how everyone will need to meet there |
| Ask Dot to let Steve help test the fire alarm so he knows what to expect |
| Lydia gets distressed if outside for a long period of time | Lydia is reassured if someone talks to her calmly and asks questions about her favourite TV shows |
| Nita to have Lydia’s mum’s number on her mobile so she can ask for Lydia to be collected if things take too long |

Who has written this risk assessment? Nita

When was it written? 25th June 2013

Who had read it? John Jenny Sally Lydia Steve

When will it be reviewed? 25th June 2014

# Appendix 6: Supported Living Example Fire Risk Assessment

|  |  |
| --- | --- |
| **Activity** | **Risk Management**  |
| Helping Person who comes to your services Evacuate in a Fire | A fire safety policy is in place which contains a procedure to follow in case of a fire. All Staff understand the procedure and know what to do.There is information about fire safety which people who buy our services can understand. Everyone is given this at induction when they move in. Team leader makes sure fire safety is on the house meeting agenda every 6 months. There is a quiz to make sure everyone knows what to do and where the emergency assembly point is.Everyone who lives and works in the house practices what to do in a fire every 6 monthsStaff are fire safety trained during first week induction and every year after that. Staff and Person who comes to your services do daily/Weekly/monthly fire safety checks around the house including checking smoke alarms, clear exits and fire extinguishersManager ensures Landlord does the annual gas safety and Portable Appliance Testing.People are supported to check electrical appliances like the iron or hair straighteners are turned off after use. |

Detailed information and guidance on Fire Risk Assessment is available <https://www.gov.uk/government/organisations/department-for-communities-and-local-government/series/fire-safety-law-and-guidance-documents-for-business>

To assess risk multiply the Severity by the Likelihood

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| --- | --- | --- | --- | --- |
| **Severity** 1-Trivial (eg discomfort, scratch, slight bruising)2-Minor (eg small cut, abrasion, basic first aid sufficient)3-Moderate (eg Strain, incapacitation for more than three days)4-Serious (e.g. fracture, amputation, hospitalisation for more than 24 hours) | **Likelihood**1-Remote (almost never)2-Unlikely (occurs rarely)3-Possible (could occur, but uncommon)4-Likely (recurrent but not frequent)5-Very likely (occurs frequently) | (1-8)**LOW RISK**Continue but review within the year to ensure remains low risk |  (9-12)**MEDIUM RISK**Continue but review within year with aim of making it safer |  (15-25)**HIGH RISK STOP**Activity should stop until new ways of managing the risk are identified. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Hazard(s) identified**Physical harm, death by smoke inhalation****Slip, trips & falls**  | People effected**Staff****Person who comes to your service****General public** | Severity **4** | Likelihood **3** | Severity X Likelihood **12** | Date complied**June 2012** | Date reviewed**June 2013** | Assessors signature |

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| Appendix 7: Template For Incident/Safeguarding /Complaint |

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| --- | --- | --- | --- | --- | --- |
| **Details: what happened, when did it happen, who was involved?** | **What we did about it and how long it took us?** | **When we got back to everyone involved and how we supported them?** | **Who we told about it? Do we have to tell people at the Council? Referral of staff to appropriate body?** | **What was the outcome?** | **What did we change in the long term, for example, policies or plans or the way we do things?** |
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| Appendix 8: Volunteer/Staff Commitment to Preventing Abuse |

I will never abuse anyone. I understand it is everyone’s responsibility to prevent abuse happening. If I suspect any type of abuse is happening I will immediately tell my manager or ……. who is in charge of Safeguarding for the organisation.

I understand abuse can be:

Physical

Such as hitting, slapping, pushing, kicking, pinching, misusing medication and restraining someone.

Sexual

Such as rape or any sexual behaviour, assault, or act to which the vulnerable adult has not consented, couldn’t consent to or was pressured into consenting to.

Psychological or emotional

Such as threats to harm or abandon someone or depriving, blaming, humiliating, manipulating, harassing someone or preventing someone from being in contact with other people.

Financial

Such as stealing from someone, exploiting and putting pressure on someone to change their will, sell their property or doing something with their finances they might not want to.

Neglect

When someone’s medical or physical care needs are being ignored and when a vulnerable adult is prevented from accessing medical, social care or educational services. It is also when necessary things like food, drinks and heating are being withheld from them.

Discriminatory

This happens when someone suffers in any way because of their disability, sexuality, race or religion. This also includes forms of slurs and harassment being used towards the vulnerable adult.

Institutional

When someone is being mistreated or not properly cared of in a residential or nursing home, or in any kind of care setting for example hostels or supportive living places as well as in hospitals. Remember, abuse often happens in people's own homes.

Abduction

This is a crime and the Police should be informed. Victims of abduction may be forced to work in the sex industry or marry against their will.

**Signed ………………**

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| Appendix 9: How to report possible abuse in… |

**NB If someone is at risk of immediate harm, or requires medical treatment, call the police or ambulance service on 999.**

**Barking and Dagenham**

In Barking and Dagenham a safeguarding adults referral is called a safeguarding adults **alert.**

If you are concerned that an adult at risk is being abused or neglected you should complete a safeguarding adults [alert form](http://www.lbbd.gov.uk/AdultSocialCare/SafeguardingAdults/Documents/ADULT%20SAFEGUARDING%20ALERT%20FORM%20New%20Version%206V3.docx).

If you require support in completing an alert form, please contact the Intake team on:

Telephone: 020 8227 2915
Email: safeguardingadults@lbbd.gov.uk
Secure email: safeguardingadults@lbbd.gcsx.gov.uk

Available office hours are 9am to 5pm. For any emergencies out of these hours, please contact the **Emergency Duty Service** on 020 8594 8356.

**Havering**

Safeguarding Adults team
01708 433550
safeguarding\_adults@havering.gov.uk

Customer Services Adult Social Care
01708 432000
adultsocialcare@havering.gov.uk

Council's Community Safety team
01708 779110

**Newham**

Phone London Borough of Newham 24 hour Safeguarding helpline on **020 3373 0440** to speak to a specially trained member of staff.

You can also send a message via the [**Contact Me**](http://adultsocialcare.newham.gov.uk/Pages/Contact-Me.aspx) link and someone will call you back.

You can also report the abuse of a vulnerable adult by completing our

[**Safeguarding Adults Alert Form**](https://aforms.newham.gov.uk/default.aspx/RenderForm/?F.Name=rJ467xxrpuA)

 **Redbridge**

Report concerns to Social Services on: 020 8708 7333 (Monday to Friday, from 9am to 5pm) or 020 8554 5000 (Monday to Friday from 8.30 am to 6pm)

 **Waltham Forest**

Call Waltham Forest Direct on **020 8496 3000** and tell the person that you speak to that you are worried about possible adult abuse, or ask for the Safeguarding Adults Team.

Email: safeguarding.adults@walthamforest.gov.uk

**Tower Hamlets**

Call the First Response team

Tel: 020 7364 5005

Fax: 020 7364 3860

Email: Adultcare@towerhamlets.gov.uk

Tower Hamlets out of hours team

Tel: 020 7364 4079 (after 5pm and weekends)

**Other Support Agencies**

Police control room: 020 7515 1212

[Public Concern at Work](http://pcaw.co.uk/) -  independent authority offering advice to people with whistle blowing dilemmas

[Action on Elder Abuse](http://www.elderabuse.org.uk/) - charity working to protect and prevent the abuse of vulnerable older adults and will also give you advice and support on any issues relating to the abuse of Older People.

UK Helpline on 080 8808 8141 or 020 8765 7000

**Voice**

Voice is a National Charity supporting people with learning disabilities and other vulnerable people who have experienced crime or abuse. They also support families, carers and professional workers.

Voice Helpline on 0845 122 8695

Please note: The Action on Elder Abuse or Voice UK will treat your call in the strictest confidence.

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| Appendix 10: Professional Boundaries Guidance  |

**Professional Boundaries**

Professional boundaries help you to work out the right way to work with the people who buy your service. Confusion about what behaviour is expected from yourself and from the people who buy your service can lead to things going wrong. It is much better to be clear on both sides at the beginning.

**We are all human beings with the right to friends, relationships and social networks. We do not want to put barriers in place to stop people with support needs achieving this.**

However,

**There is a power imbalance between people with support needs and the people who are paid to deliver the service.**

**Whilst people are buying your service and relying on you, you have a responsibility not to take advantage.**

**People who deliver the service need to do so professionally – it is difficult if the people who buy the service are confused about roles and expectations.**

**How?**

It is up to your organisation to think about and set your professional boundaries. It is then very important to make sure everyone understands them. They will be different depending on the type of Service and on the people who buy your service. It would be helpful if you included this in the contract with your person who comes to your services.

**Problematic Area to think about**

* Existing relationships

If you are already friends with the person who buys your service it is very important to remember (the same as everyone else) to be professional when delivering the service. Separate the service they buy from you from the personal relationship you have. Do not take advantage and turn up late, give shorter sessions etc.

* Information Sharing

You have to be very careful about chatting about people who buy your service. Even if you just mention in passing that they attend your service you could be identifying them as vulnerable and putting them in an unsafe position. You should be very clear in your own mind and to the people who buy your service who you can share personal information with. In terms of abuse you need to be clear from the start with people who buy your service that you cannot keep this information to yourself but need to share it with the right people such as the borough Safeguarding Team.

* Gifts

People find it helpful to have made a decision which they share in the beginning with everyone never to accept gifts or to only accept very small gifts on special occasions. You do not want to put yourself in a tricky situation. People who buy your service should never feel like they have to buy you a Christmas present for example because everyone else is.

* Sexual Relationships

If you are developing a personal or sexual relationship with someone you provide a service for you need to consider if it is still the right thing for them to be buying your service. In large organisations you would be fired for having an intimate relationship with someone who comes to the service.

Any organisation which found themselves in this situation (for example a partner working in a day centre or a partner attending a club their girlfriend was running) would have to use appropriate safeguards to manage such things as potential abuse of system, how other people who buy the service feel, conflict of interest for example by moving staff around or involving an independent third party involved in payroll and time slips etc. You will need to check your insurance documents too.

* Physical Contact

Be very careful about how any physical contact might be understood. For example, a hug might mean different things to different people and you do not want to confuse people’s feelings or make yourself open to allegations. Violent or aggressive behaviour would never be acceptable in any circumstance.

* Money

You should never borrow money off people who buy your services. If you already have personal relationships outside of the service make sure to keep this very separate. You should be very careful not to take advantage. Think very carefully about this. For example, if you sell someone a TV are they getting a worse deal than they might on ebay? Are they only buying it because they trust you through your relationship? Do they feel obliged?

* Overstepping your role

You will be working with vulnerable people who may ask for your help beyond the role of your organisation. It is helpful to think of one of the aims of social care - to support people to be independent and help themselves. If you are running a knitting class and have been asked for benefits advice you should not feel that you have to respond. Often the best thing to do, only if you want to help beyond your role of knitting teacher, is to help them find the right people to talk to, for example an official advice organisation that is legally allowed to talk about these things. Be prepared to say no if it is beyond your role or expertise.

* Forcing your own personal/political/religious views on other people.

It is unacceptable to use your influence as a provider of services to vulnerable people to forward your own personal convictions. Everyone, including yourself, has a right to their own beliefs.

* What people who buy your service can expect

It is important that both you and the person buying your service have the same expectations around what you are being paid to do. You should be clear on what the person buying your service may want help with, and what is off-limits from your perspective: For example, would you be happy going to a cash machine on someone’s behalf, or would you prefer not to? How far can you get involved in giving someone their medication? Are there issues you would consider off-limits (e.g. personal care, discussions around sex and relationships) that the person may ask for help with? The list is potentially endless and very much depends on the person and the type of service, but it is useful to have a conversation to figure this out.

* Ending the service

Make it very clear to people who buy your service why and how you would exclude someone from the service. Does the person buying your Service need to give notice? Do you need to give notice? Try to make this as a last resort after trying hard to sort it out. Apply this to everyone fairly and equally.

**Questions to ask yourself**

* Think about the ways in which being kind in the short term leads to harm in the long term. For example, you might think you are being kind to pick up someone’s money for them from the cash machine. This could lead to them becoming too dependent on yourself and losing confidence to do it alone. It might mean that they think it is safe to give anyone their pin number! You need to weigh up the potential good things and bad things that come out of a decision you make.
* Whose needs is this meeting – mine or the person who is buying this service? For example, it might be OK to share with someone that buys your service that you used to have a mental health problem if it is to help them know that you understand. It is not OK if it is because you need someone to talk to.
* Am I OK with doing this openly and telling people like the Social Worker about it? If not why not?
* Could whatever I am doing be confusing to the person who buys my service? For example, if I give them a hug because they are crying could they think it means something else?
* Does this look like favouritism? Apply any rules you have about professional boundaries to everyone to keep things fair. If you say yes to accepting one person onto facebook because you know them from the mosque and no to other people who buy your services it will look like favouritism.
* Is this setting a precedent that you don’t what? Be consistent with how you act if you over step the professional boundaries you have set once be careful that you are not setting the expectation that you will do this all the time.
* Do I want to share my personal information? Think about things like getting called at 3am and about confusing the person who comes to your service about what can be expected from you.
* Always remember you are providing a paid for service.

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| Appendix 11: Micro Provider: Information Template and Example |

CONTACT DETAILS

Organisation Name

Contact name

Responsible person/Chief Exec/Owner name

Address

Telephone

Email

Website

WHAT

Activity – what exactly is included – for example transport, equipment

Cost

WHY

Why choose this activity/organisation – couple sentences

(for micro – providers - Manager/director/person in charge – personal statement, for example, experience/qualifications/references/other accreditations.)

WHO

Who the Activity is aimed at if relevant, for example client group, age ranges, languages catered for, accessibility

WHEN

Time it starts and finishes

Day it takes place

If term time/short term activity what dates does it run from and til

WHERE

Location (link to a map function within website)

HOW

How to access this service

1. Initial contact?

2. What the organisation needs the customer to do to attend (ie if they need 1:1 support bringing with them or if they need to be able to swim unaided or if they need to bring their own equipment or code of conduct?)

**Information Template Example**

CONTACT DETAILS

Organisation Name:

Contact name:

Responsible person/Chief Exec/Owner name:

Address:

Telephone

Email:

Website:

WHAT

WHY

Why choose this activity/organisation – couple sentences

 (For micro – providers - Manager/director/person in charge – personal statement, for example, experience/qualifications/references/other accreditations.)

WHEN

WHO

Who the Activity is aimed at if relevant, for example client group, age ranges, languages catered for, accessibility

WHERE

Location (link to a map function within website)

HOW

How to access this service

How to feedback on the service

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|  Appendix 12: Listening Log |

It is a Framework requirement that you listen to the people who buy your services and make changes in response to what they tell you.

1. How have you found out if the people who buy your service are happy or if they want to make any changes? Please show us that you have asked these questions in a way that the people who buy your services understand.

*Good examples can include complaints records, meetings, consultation days, questionnaires in appropriate language, Person who comes to your services on Management Committees, a policy of asking individual people on a regular basis how things are etc.*

1. What changes have you made as a result of listening to the people who buy your services.

*Good examples include an annual report on consultation outcomes for larger organisations or a couple of detailed example such as changed the location of an activity for smaller providers.*

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| Appendix 12: Example Jumping Frogs Consultation Action Plan for their notice board |

**Summer 2013 You said….**

|  |  |  |  |
| --- | --- | --- | --- |
| You Said | We are going to do: | By When? | Done? |
| We don’t have healthy snacks 1/6/13 | Make sure we have a fruit selections at the snack bar | Next week – 8/6/2013 | YES – Sue picks up fruit every week from the cash and carry |
| You want to do a trip to the beach13/7/13 | Find out how much it would be to hire a mini bus Find out who else wants to go Give letters out with informationGet the money inBook the minibus for the day we agree | Next week – 20/7/13Next week 20/7/13Next week 20/7/13End of month – 31/7/13When we get the money in 31/7/13 | Yes – fun had by all in Brighton |
| You were bored of the Singstar games for Karaoke night16/08/13 | Rent some online - we will print off the selection and put it on the notice board – put a tick next to the ones you want | Print off the Singstar Games rental list – 23/8/13Order some before next Karaoke night – 1/10/13 |  |

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| Appendix 13: Example Safer Recruitment Record Sheet |



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| Appendix 14: Guiding principles for financial management systems Example |

Consistency: your financial policies and systems must remain consistent over time.

Accountability: you must be able to explain and demonstrate to all stakeholders how you have used your resources and what you have achieved.

Transparency: your organisation must be open about its work and its finances, making information available to all stakeholders.

Integrity: individuals in your organisation must operate with honesty and propriety.

Financial stewardship: your organisation must take good care of the financial resources it has been given and ensure that they are used for the purpose intended.

Accounting standards: your organisation's system for keeping financial records and documentation must observe accepted external accounting standards.

Available at:

<http://knowhownonprofit.org/organisation/operations/financial-management/management/management>