



**Women's Aid in Scotland  
National Service Standards  
& Assessment Criteria**

**April 2011**

# Table of Contents

<b>TABLE OF CONTENTS</b> .....	<b>2</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>4</b>
<b>INTRODUCTION TO THE SERVICE STANDARDS</b> .....	<b>5</b>
<b>OVERARCHING PRINCIPLES FOR WOMEN’S AID</b> .....	<b>5</b>
<b>NATIONAL CARE STANDARDS</b> .....	<b>5</b>
<b>PRO-FORMA FOR ASSESSMENT</b> .....	<b>6</b>
<b>STANDARD 1</b> .....	<b>7</b>
THE SERVICES WOMEN’S AID PROVIDES AND THE WAY IN WHICH WE WORK ARE INFORMED BY OUR UNDERSTANDING OF THE GENDERED ANALYSIS OF DOMESTIC ABUSE. WE PROVIDE SERVICES WHICH AIM TO ADDRESS DOMESTIC ABUSE THROUGH PREVENTION, PROTECTION, PROVISION AND PARTICIPATION. OUR SERVICES ARE STAFFED AND MANAGED BY WOMEN WITH SPECIALIST KNOWLEDGE AND TRAINING IN DOMESTIC ABUSE. ....	7
<i>Assessment Criteria A</i> .....	7
All services are provided to women, children and young people by workers, collective members, volunteers, directors and management committee members with an understanding of the impact of domestic abuse. ....	7
<i>Assessment Criteria B</i> .....	11
A training plan that includes a training needs analysis is in place to ensure that workers maintain their high level of specialist knowledge and understanding of domestic abuse and are able to access continual professional development. There are core sets of training requirements for all workers, volunteers, directors and management committee members at induction. ....	11
<i>Assessment Criteria C</i> .....	13
The group is involved in protecting women, children and young people. ....	13
<i>Assessment Criteria D</i> .....	14
Monitoring and evaluation activities are in place to ensure that service users, workers, collective members, volunteers, directors and management committee members are involved in the monitoring and evaluation processes of this standard. ....	14
<b>STANDARD 2</b> .....	<b>16</b>
IN RECOGNITION OF THE GENDERED NATURE AND COMPLEX EFFECTS OF DOMESTIC ABUSE, WOMEN’S AID PROVIDES A RANGE OF WOMEN-ONLY SERVICES THAT WORK ALONGSIDE WOMEN, CHILDREN AND YOUNG PEOPLE IN A HOLISTIC, FLEXIBLE AND PERSON-CENTRED WAY. ALL OF OUR WORK IS INFORMED BY AND PROMOTES THE VIEWS OF WOMEN CHILDREN AND YOUNG PEOPLE WHO HAVE EXPERIENCE OF DOMESTIC ABUSE. ....	16
<i>Assessment Criteria A</i> .....	16
A range of services is provided to meet the needs of women, children and young people. ....	16
<i>Assessment Criteria B</i> .....	18
Clear information on the range of services provided to women, children and young people is available. ....	18
<i>Assessment Criteria C</i> .....	19
There is a holistic support package led by the needs of individual women, children and young people. ....	19
<i>Assessment Criteria D</i> .....	22
Service user participation is fundamental to the ethos of Women’s Aid; it underpins, informs and is promoted through our service provision and in strategic planning. ....	22
<i>Assessment Criteria E</i> .....	24
Monitoring and evaluation activities are in place to ensure that service users, workers, collective members, volunteers, directors and management committee members are involved in the monitoring and evaluation processes of this standard. ....	24
<b>STANDARD 3</b> .....	<b>26</b>
WOMEN’S AID IS COMMITTED TO PROMOTING CHILDREN’S RIGHTS AND RECOGNISES THAT CHILDREN AND YOUNG PEOPLE HAVE THEIR OWN UNIQUE NEEDS. WE PROVIDE SPECIALIST SUPPORT SERVICES THAT CHILDREN AND YOUNG PEOPLE CAN ACCESS AS INDIVIDUALS OR IN PARALLEL WITH THEIR MOTHER. ....	26
<i>Assessment Criteria A</i> .....	26
The impact of domestic abuse on children and young people is part of induction training for relevant workers, collective members, volunteers, directors and management committee members. ....	26
<i>Assessment Criteria B</i> .....	28

Children's Rights training forms an integral part of the continuing professional development of children and young people's workers. ....	28
<b>Assessment Criteria C</b> .....	<b>30</b>
Children and young people's workers are skilled in using a child-centred approach so that control remains with the child if possible.....	30
<b>Assessment Criteria D</b> .....	<b>31</b>
All materials will be appropriate for children and young people and promotional materials are disseminated to target the widest relevant audience.....	31
<b>Assessment Criteria E</b> .....	<b>33</b>
Monitoring and evaluation activities are in place to ensure that service users, workers, collective members, volunteers, directors and management committee members are involved in the monitoring and evaluation processes of this standard. ....	33
<b>STANDARD 4</b> .....	<b>35</b>
THE REFUGE ACCOMMODATION WOMEN'S AID PROVIDES HAS HIGH LEVELS OF SAFETY AND SECURITY TO ENSURE APPROPRIATE, ACCESSIBLE AND SAFE ACCOMMODATION FOR WOMEN, CHILDREN AND YOUNG PEOPLE WHO HAVE EXPERIENCE OF DOMESTIC ABUSE. ....	35
<b>Assessment Criteria A</b> .....	<b>35</b>
The refuge accommodation complies with all Health and Safety requirements. ....	35
<b>Assessment Criteria B</b> .....	<b>40</b>
Women's Aid is committed to ensuring the refuge accommodation has systems in place to maximise the safety and security of service users.....	40
<b>Assessment Criteria C</b> .....	<b>43</b>
The refuge accommodation is appropriate for the needs of women, children and young people and there is a commitment towards ensuring that the accommodation is accessible. ....	43
<b>Assessment Criteria D</b> .....	<b>45</b>
Monitoring and evaluation activities are in place to ensure that service users, workers, collective members, volunteers, directors and management committee members are involved in the monitoring and evaluation processes of this standard. ....	45
<b>STANDARD 5</b> .....	<b>47</b>
WOMEN'S AID WORKS TO RAISE THE STANDARD OF ALL STATUTORY AND VOLUNTARY SERVICES, AND REPRESENTS THE VIEWS OF WOMEN, CHILDREN AND YOUNG PEOPLE WITH EXPERIENCE OF DOMESTIC ABUSE, THROUGH MULTI-AGENCY PARTNERSHIP WORKING. ....	47
<b>Assessment Criteria A</b> .....	<b>47</b>
Proactive contact is made with the relevant services to provide awareness-raising sessions on the impact of domestic abuse on women, children and young people. ....	47
<b>Assessment Criteria B</b> .....	<b>50</b>
Women's Aid works in partnership to improve services available to women, children and young people.....	50
<b>Assessment Criteria C</b> .....	<b>52</b>
There is an active role in participation at multi-agency partnerships. ....	52
<b>Assessment Criteria D</b> .....	<b>54</b>
Monitoring and evaluation activities are in place to ensure that service users, workers, collective members, volunteers, directors and management committee members are involved in the monitoring and evaluation processes of this standard. ....	54

## **Acknowledgements**

A number of groups took part (at different times) in the development and piloting of the service standards.

### **Individuals involved in developing the service standards:**

<b>Ruth Thomson</b>	Fife Women's Aid
<b>Lynda Carey</b>	Fife Women's Aid
<b>Carey Watson</b>	Women's Aid South Lanarkshire
<b>Anne Paton</b>	North Ayrshire Women's Aid
<b>Helen Aitken</b>	North Ayrshire Women's Aid
<b>Anne Brown</b>	Angus Women's Aid
<b>Carolynn Cruickshank-Gray</b>	West Lothian Women's Aid
<b>Sinead Daly</b>	Dundee Women's Aid
<b>Margaret MacNeil</b>	Inverness Women's Aid
<b>Michele Corcoran</b>	Edinburgh Women's Aid
<b>Ash Kuloo</b>	Scottish Women's Aid

**Thank you to all the workers at SWA for their contributions.**

## **Introduction to the service standards**

The service standards were developed because there has been a lack of benchmarking information for specialist domestic abuse services. They have been written to ensure that the value of specialist women's aid services is clearly defined and that the criteria are underpinned by service user feedback, monitoring and evaluation.

The concept of having standards that explore the specialist domestic abuse services provided by Women's Aid groups was introduced at the member's conference on the 03rd June 2009. Following discussion with groups, Scottish Women's Aid suggested that a short life working group be set up with representation from member groups. This working group had its first meeting on the 28th July 2009 at which point the shaping of the standards commenced.

The standards will give groups a framework that evidences the specialist work they carry out; this will highlight good practice and practice that may need to be improved. In addition there will be opportunities for groups to share resources.

Please see guidance documents for further information.

## **Overarching principles for Women's Aid**

Women's Aid groups are a co-ordinated network of feminist organisations that work to tackle the root cause of violence against women, which is gender inequality. Women's Aid is committed to a gendered analysis of domestic abuse.<sup>1</sup>

Women's Aid groups were formed by women for women, children and young people and have grown and developed to meet the local needs of communities. Groups have over 35 years experience of delivering responsive, diverse and accessible services developed through listening to women, children and young people.

Understanding the impact and dynamics of domestic abuse is central to understanding the model of support that Women's Aid has developed over the last 35 years to support women, children and young people.

Women's Aid provide specialist and unique services that work alongside women, children and young people to ensure they are able to make informed choices.

The services are needs led and use a person-centred approach; our approach is to listen to and believe women, children and young people so that support services are provided in a confidential manner and a safe environment.

Women's Aid is committed to partnership working with other services in the locality to ensure that the needs of women, children and young people are fully met.

## **National Care Standards**

The Women's Aid service standards do not replace the National Care Standards but complement them. However the Women's Aid standards are underpinned by the main principles of the National Care Standards. Those principles are dignity, privacy, choice, safety, realising potential and equality and diversity.

---

<sup>1</sup> Safer Lives: Changed Lives - 2009

# Pro-forma for Assessment

## Group being assessed

Name of group being assessed	
Name of lead worker in group co-ordinating the assessment	

## Assessor

Name of group carrying out the assessment	
Name of worker carrying out the assessment	

Date assessment started	
Date assessment finished	
Additional notes <i>(This space can be used to state how many workers you spoke to in total and if you spoke to service users or other relevant information:</i>	

# Standard 1

The services Women’s Aid provides and the way in which we work are informed by our understanding of the gendered analysis of domestic abuse. We provide services which aim to address domestic abuse through prevention, protection, provision and participation. Our services are staffed and managed by women with specialist knowledge and training in domestic abuse.

## Elements

1. All workers, collective members, volunteers, directors and management committee members have an understanding of and a commitment to a gendered analysis of domestic abuse.
2. All workers, collective members, volunteers, directors and management committee members are aware of how the elements of prevention, protection, provision and participation are delivered and embedded into services.
3. Recruitment processes and continual professional development training ensure that all workers, collective members, volunteers, directors and management committee members have specialist knowledge and understanding of the impact of domestic abuse and the broader issues of violence against women.

## Assessment Criteria A

All services are provided to women, children and young people by workers, collective members, volunteers, directors and management committee members with an understanding of the impact of domestic abuse.

Links to elements 1 & 3

Criteria	Met by	Met group	Met assessor	Examples of suitable evidence	Comments - group
1A.1 Recruitment and selection processes ensure that applicants have an understanding of the impact of domestic abuse	1.1 There are mechanisms in place to ensure that workers have an understanding of the impact of domestic abuse	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Recruitment policy and procedures</li> <li>▪ Job descriptions for each post containing a statement on the appropriate level of understanding of impact of domestic abuse</li> <li>▪ Personal specification for each post stating whether such understanding is Essential or Desirable</li> <li>▪ Application form with area for demonstrating appropriate level of</li> </ul>	

				<p>understanding.</p> <ul style="list-style-type: none"> <li>▪ Copy of interview plan and questions where the applicant has the opportunity to demonstrate their level of understanding</li> <li>▪ The interview panel ensures that through interview processes an applicant can demonstrate this understanding</li> <li>▪ Other....</li> </ul>	
<p>1A.2 Recruitment panel members have the appropriate and relevant training</p>	<p>2.1 Panel members have been trained</p>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Personal development plans</li> <li>▪ Agenda and minutes of group meetings</li> <li>▪ Director/management committee minutes</li> <li>▪ Log of training attended</li> <li>▪ Other....</li> </ul>	
<p>1A.3 Induction processes clearly define how everyone should develop their understanding of domestic abuse from a gendered perspective</p>	<p>3.1 There is a mechanism in place to ensure that Induction processes define how everyone develops their understanding of domestic abuse from a gendered perspective</p>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Example of Induction plans which include furthering understanding of the impact of domestic abuse</li> <li>▪ Relevant parts of personal specification which the induction plan addresses</li> <li>▪ Checklist of induction plans for an individual employee which is signed off</li> <li>▪ Other ....</li> </ul>	
<p>1A.4 All workers have attended training and/or refresher training in understanding the impact of domestic abuse from a gendered perspective within the last 3 years</p>	<p>4.1 All workers have attended training and/or refresher training in the understanding the impact of domestic abuse from a gendered perspective within the last 3 years</p>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Documented training strategy</li> <li>▪ Personal development plans</li> <li>▪ Support and supervision notes relating to training</li> <li>▪ Certificates of attendance</li> <li>▪ Log of training courses attended by the workers</li> <li>▪ Organisational and individual training records providing information that all workers have attended training and</li> </ul>	

				<p>refresher training</p> <ul style="list-style-type: none"> <li>▪ Group meeting with agenda demonstrating sharing of the understanding of the impact of domestic abuse</li> <li>▪ Other...</li> </ul>	
<p>1A.5 Development activities are planned to ensure reflective practice is used to explore workers' knowledge of the impact of domestic abuse from a gendered perspective</p>	<p>5.1 There is a mechanism in place to ensure that reflective practice is used to explore the knowledge of workers</p>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Support and supervision notes showing how reflective practice is used/encouraged to explore knowledge (what has worked well, what could be done differently)</li> <li>▪ Group meetings agendas with highlighted items or questions encouraging reflective practice</li> <li>▪ Away days' agendas, plans, activities relating to the criteria</li> <li>▪ Other....</li> </ul>	
<p>1A.6 All workers participate in regular support and supervision</p>	<p>6.1 Regular support and supervision takes place</p>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Documented support and supervision policy</li> <li>▪ Signed induction checklist showing that workers have been informed of the support and supervision policy</li> <li>▪ Diaries or calendars with dates for support and supervision</li> <li>▪ Agreed process of what happens before, during and after supervision</li> <li>▪ Preparatory notes</li> <li>▪ Copy of support and supervision notes signed by both participants</li> <li>▪ Action plans</li> <li>▪ Implementation plans</li> <li>▪ Peer assessments</li> <li>▪ 360</li> <li>Other.....</li> </ul>	

<p>1A.7 All workers participate in individual performance reviews and development</p>	<p>7.1 Regular performance reviews and development take place</p>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Documentation on relevant performance management policy and system is in place</li> <li>▪ Signed induction checklist showing that workers have been informed of the policy and systems</li> <li>▪ Diaries or calendars with dates for performance reviews</li> <li>▪ Agreed process of what happens before, during and after these reviews</li> <li>▪ Preparatory notes</li> <li>▪ Copy of agreed review and action plans for the future signed by both participants</li> <li>▪ Implementation plans based on the review</li> <li>▪ Support and supervision notes following on from the review</li> <li>▪ 360</li> <li>▪ Other.....</li> </ul>	
---	---	--------------------------	--------------------------	---	--

**Comments - Assessor**

## Assessment Criteria B

A training plan that includes a training needs analysis is in place to ensure that workers maintain their high level of specialist knowledge and understanding of domestic abuse and are able to access continual professional development. There are core sets of training requirements for all workers, volunteers, directors and management committee members at induction.

Links to elements 1 & 3

Criteria	Met by	Met group	Met assessor	Examples of suitable evidence	Comments - group
1B.1 The training plan reflects the specialist knowledge and training for workers and is embedded into strategic plans	1.1 There is a strategic plan that reflects the specialist nature of the service 1.2 There is a training plan that links to the strategic plan	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Written strategic plan</li> <li>▪ Written training plan</li> <li>▪ Other....</li> </ul>	
1B.2 A training needs analysis is carried out on a regular basis and is ongoing to identify gaps in specialist knowledge	2.1 The training needs analysis reflects the specialist knowledge required	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Training needs analysis report</li> <li>▪ Other....</li> </ul>	
1B.3 Individual training needs are prioritised and recorded within a 3-month period	3.1 There is a mechanism in place to prioritise individual training needs 3.2 There is a mechanism in place to source individual training needs within a 3-	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Induction record</li> <li>▪ Log of training</li> <li>▪ Support and supervision record</li> <li>▪ Diary/calendar entries</li> <li>▪ Written confirmation training has been sourced</li> <li>▪ Other....</li> </ul>	

	month period				
1B.4 Induction programmes ensure that core training subjects are covered	4.1 There is an induction programme Core Subjects 1. An awareness/understanding of the dynamics of domestic abuse (includes impact) 2. Providing sensitive and appropriate services to survivors of domestic abuse 3. Domestic abuse children and young people 4. Domestic abuse risk assessment and management	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Induction record</li> <li>▪ Log of training</li> <li>▪ Support and supervision record</li> <li>▪ Diary/calendar entries</li> <li>▪ Written confirmation training has been sourced</li> <li>▪ Other....</li> </ul>	
<b>Comments - Assessor</b>					

## Assessment Criteria C

The group is involved in protecting women, children and young people.

Links to element 2

Criteria	Met by	Met group	Met assessor	Examples of suitable evidence	Comments - group
1C.1 There are resources in place to provide information on legal rights and issues for service users	1.1 Resources exist and all workers know how to access them	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Legal leaflets</li> <li>▪ Other information on legal rights that can be given to women</li> <li>▪ Record of specialist lawyers</li> <li>▪ Other...</li> </ul>	
1C.2 Workers are skilled in providing advocacy support	2.1 Advocacy training is part of CPD for relevant workers  2.2 Workers have attended relevant training  2.3 Workers are able to apply the training to their day-to-day work	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Training records</li> <li>▪ Support and supervision notes relating to training</li> <li>▪ Certificates of attendance</li> <li>▪ Group meeting agenda and minutes where training has been shared</li> <li>▪ Workers are able to explain how they apply the training</li> <li>▪ Other...</li> </ul>	
<b>Comments - Assessor</b>					

## Assessment Criteria D

Monitoring and evaluation activities are in place to ensure that service users, workers, collective members, volunteers, directors and management committee members are involved in the monitoring and evaluation processes of this standard.

Links to elements 1, 2 & 3

Criteria	Met by	Met group	Met assessor	Examples of suitable evidence	Comments - group
<p>1D.1</p> <p>Feedback activities are routinely used to gather service users' views about:</p> <ul style="list-style-type: none"> <li>▪The understanding workers have of the impact of domestic abuse</li> <li>▪Recruitment of staff</li> <li>▪Training</li> <li>▪Protection of service users</li> </ul>	<p>1.1</p> <p>There is a process in place to receive and gather feedback</p> <p>1.2</p> <p>Views are sought about areas for improvement</p> <p>1.3</p> <p>Information is recorded and shared with the group</p> <p>1.4</p> <p>Changes are made following the feedback</p> <p>1.5</p> <p>Feedback is given to service users and other relevant people</p>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪Written statement of intent to seek the views of service users on how this criteria is fulfilled</li> <li>▪Questionnaires with relevant questions</li> <li>▪Snap shot days</li> <li>▪External regulator feedback notes</li> <li>▪Constructive feedback procedure</li> <li>▪Complaints procedure</li> <li>▪Focus group feedback</li> <li>▪Emails</li> <li>▪Group agenda and minutes</li> <li>▪Director/Management Committee minutes</li> <li>▪Updated plans</li> <li>▪Other....</li> </ul>	
<p>1D.2</p> <p>Monitoring and evaluation activities are in place to routinely assess:</p> <ul style="list-style-type: none"> <li>▪Workers' thorough or</li> </ul>	<p>2.1</p> <p>There is a process in place to monitor and evaluate activities</p> <p>2.2</p>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪Diary and calendar entries with evaluation dates</li> <li>▪Group meeting agenda and minutes</li> <li>▪Workers presenting evaluations at group meetings</li> </ul>	

<p>improved understanding of the impact of domestic abuse</p> <ul style="list-style-type: none"> <li>▪ Effective recruitment policies and procedures</li> <li>▪ Effective training relevant to specialist domestic abuse services</li> </ul>	<p>Information is recorded and shared with the group, service users and other relevant people (where necessary)</p> <p>2.3</p> <p>The information gathered is used to make changes</p>			<ul style="list-style-type: none"> <li>▪ Workers presenting at a focus group</li> <li>▪ Observation notes</li> <li>▪ Questionnaires</li> <li>▪ Focus groups</li> <li>▪ Support and supervision</li> <li>▪ Group meetings</li> <li>▪ meetings</li> <li>▪ Minutes from meetings</li> <li>▪ Director/Management Committee minutes</li> <li>▪ Updated policies</li> </ul>	
<b>Comments - Assessor</b>					

## Standard 2

**In recognition of the gendered nature and complex effects of domestic abuse, Women's Aid provides a range of women-only services that work alongside women, children and young people in a holistic, flexible and person-centred way. All of our work is informed by and promotes the views of women children and young people who have experience of domestic abuse.**

### Elements

1. All workers, collective members, volunteers, directors and management committee members working within the service have knowledge of the range of services that are provided.
2. All workers, collective members and volunteers working within the service work with a holistic, flexible and person-centred approach.
3. All workers, collective members, volunteers, directors and management committee members working in the service work within a framework of promoting the views of women, children and young people.

### Assessment Criteria A

A range of services is provided to meet the needs of women, children and young people.

Links to element 1

Criteria	Met by	Met group	Met assessor	Examples of suitable evidence	Comments - group
2A.1 Due to the nature of domestic abuse a range of direct support services are provided to meet the individual and diverse needs of women	1.1 Core Services ▪Telephone support ▪Email support ▪Face-to-face support ▪Accommodation ▪Follow on/resettlement ▪Social outings/events ▪Advocacy Optional /additional	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪Written strategic plan</li> <li>▪Service leaflets</li> <li>▪Written intake policy</li> <li>▪Other....</li> </ul>	

	<p>services</p> <ul style="list-style-type: none"> <li>▪ Group work</li> <li>▪ Outreach/Floating</li> <li>▪ Drop-in</li> <li>▪ 24 hour service</li> <li>▪ Different languages</li> </ul>				
<p>2A.2</p> <p>Due to the nature of domestic abuse a range of direct support services are provided to meet the individual and diverse needs of children and young people</p>	<p>2.1</p> <ul style="list-style-type: none"> <li>▪ Core Services</li> <li>▪ Telephone support</li> <li>▪ Email support</li> <li>▪ Accommodation</li> <li>▪ Follow on/resettlement</li> <li>▪ Social outings/events</li> </ul> <p>Optional/additional services</p> <ul style="list-style-type: none"> <li>▪ Group work</li> <li>▪ Outreach/Floating</li> <li>▪ Drop-in</li> <li>▪ 24 hour service</li> <li>▪ Different languages</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Written strategic plan</li> <li>▪ Age appropriate service leaflets</li> <li>▪ Written intake policy</li> <li>▪ Support surgeries in outlying areas</li> <li>▪ Other....</li> </ul>	
<b>Comments - Assessor</b>					

## Assessment Criteria B

Clear information on the range of services provided to women, children and young people is available.

Links to element 1

Criteria	Met by	Met group	Met assessor	Examples of suitable evidence	Comments - group
2B.1 Information is provided on how different services are delivered to enable women, children and young people to make informed choices about all the options available to them	1.1 There are a range of methods used to provide information to women, children and young people	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Service leaflets</li> <li>▪ Information sheets</li> <li>▪ Translated information and interpreters used</li> <li>▪ 1:1 meetings</li> <li>▪ Telephone</li> <li>▪ Email</li> <li>▪ Group website</li> <li>▪ Other....</li> </ul>	
2B.2 Information is provided on how assessments are carried out in order to offer a service to women, children and young people	2.1 There are a range of methods used to provide information on how assessments are carried out with women, children and young people	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Service leaflets</li> <li>▪ Information sheets</li> <li>▪ Translated information and interpreters used</li> <li>▪ 1:1 meetings</li> <li>▪ Examples of assessments</li> <li>▪ Other...</li> </ul>	
<b>Comments - Assessor</b>					

## Assessment Criteria C

There is a holistic support package led by the needs of individual women, children and young people.

Links to element 2

Criteria	Met by	Met group	Met assessor	Examples of suitable evidence	Comments - group
<p>2C.1.</p> <p>Women, children and young people will be given clear information on who/how to make contact for support. A key worker system is in operation</p>	<p>1.1</p> <p>There is a procedure in place on how to make contact with workers</p> <p>1.2</p> <p>There is information available for women, children and young people on who to make contact with for support</p>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Written procedure</li> <li>▪ Information is in welcome packs</li> <li>▪ 1:1 meeting notes</li> <li>▪ Other....</li> </ul>	
<p>2C.2</p> <p>Led by the needs of individual women, children and young people inclusive assessment processes, risk assessments and support planning processes are carried out</p>	<p>2.1</p> <p>There are assessment procedures in place for workers, women, children and young people</p> <p>2.2</p> <p>The assessment processes are explained to women, children and young people</p> <p>2.3</p> <p>Assessments are carried out and agreed with women, children</p>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Written procedure</li> <li>▪ Information is in welcome packs</li> <li>▪ 1:1 meeting notes</li> <li>▪ Support plans</li> <li>▪ Written assessments</li> <li>▪ Record that service user files are checked</li> <li>▪ Support and supervision record</li> <li>▪ Other....</li> </ul>	

	<p>and young people</p> <p>2.4</p> <p>There is clear monitoring to ensure that the assessment process is being followed</p>				
<p>2C.3</p> <p>Led by the needs of individual women, children and young people regular, inclusive reviews of assessments are carried out</p>	<p>3.1</p> <p>There are assessment review procedures in place for workers, women, children and young people</p> <p>3.2</p> <p>The assessment review processes are explained to women, children and young people</p> <p>3.3</p> <p>Review assessments are carried out with and agreed with women, children and young people</p>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪Written procedure</li> <li>▪Information is in welcome packs</li> <li>▪1:1 meeting notes</li> <li>▪Support plans</li> <li>▪Clear schedule for review process</li> <li>▪Group meeting minutes</li> <li>▪Case note database prompts are activated</li> <li>▪Other....</li> </ul>	
<p>2C.4</p> <p>Where the service cannot meet all the needs of individuals, partnership working is used to meet those needs with the agreement of women, children and young people</p>	<p>4.1</p> <p>The assessment identifies the need to involve partners</p> <p>4.2</p> <p>Partnership working is discussed with the women, children and young people</p>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪Written assessments</li> <li>▪Information on partners</li> <li>▪Information on referral paths</li> <li>▪1:1 meeting notes</li> <li>▪Support plan</li> <li>▪Other....</li> </ul>	

	4.3 Women, children and young people decide the organisations they wish to access support from				
<b>Comments - Assessor</b>					

## Assessment Criteria D

Service user participation is fundamental to the ethos of Women's Aid; it underpins, informs and is promoted through our service provision and in strategic planning.

Links to element 3

Criteria	Met by	Met group	Met assessor	Examples of suitable evidence	Comments - group
<p>2D.1 Women, children and young people are offered a range of opportunities to participate in the development and evaluation of services</p>	<p>1.1 There is a participation plan in place and workers are well acquainted with it</p> <p>1.2 The plan is developed by women, children and young people</p> <p>1.3 Women, children and young people are encouraged to participate in the development and evaluation of services</p> <p>1.4 Women, children and young people are offered training opportunities</p> <p>1.5 Women, children and young people participate</p>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Written participation plan</li> <li>▪ Focus group notes</li> <li>▪ 1:1 meeting notes</li> <li>▪ Development day notes</li> <li>▪ Updated strategic plan</li> <li>▪ Awareness raising sessions</li> <li>▪ Directors/management committee meeting minutes</li> <li>▪ Log of training</li> <li>▪ Other....</li> </ul>	

<p>2D. 2 Strategic planning processes show clear points of input for service user participation</p>	<p>2.1 There is a strategic plan that illustrates input from service users</p> <p>2.2 There is a process in place for women, children and young people to participate in the development of the strategic plan</p>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪Written strategic plan</li> <li>▪Written participation plan</li> <li>▪Strategic planning meeting notes</li> <li>▪Informal confirmation from women, children and young people that they have been given the opportunity to participate</li> <li>▪Other....</li> </ul>	
<b>Comments - Assessor</b>					

## Assessment Criteria E

Monitoring and evaluation activities are in place to ensure that service users, workers, collective members, volunteers, directors and management committee members are involved in the monitoring and evaluation processes of this standard.

Links to elements 1, 2 & 3

Criteria	Met by	Met group	Met assessor	Examples of suitable evidence	Comments - group
<p>2E.1</p> <p>Feedback activities are in place to routinely gather service users' views about:</p> <ul style="list-style-type: none"> <li>▪The range of services provided</li> <li>▪The quality of information provided on the range of services</li> <li>▪The effectiveness of a holistic support package</li> <li>▪Participation in service provision and strategic planning</li> </ul>	<p>1.1</p> <p>There is a process in place to receive and gather feedback</p> <p>1.2</p> <p>View are sought about areas for improvement</p> <p>1.3</p> <p>Information is recorded and shared with the group</p> <p>1.4</p> <p>Changes are made following feedback</p> <p>1.5</p> <p>Feedback is given to service users and other relevant people</p>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪Written statement of intent to seek the views of service users on how this criteria is fulfilled</li> <li>▪House meeting notes</li> <li>▪Focus group feedback</li> <li>▪Emails</li> <li>▪Comments, compliments and complaints boxes are located in a central place</li> <li>▪Questionnaires highlighting relevant questions</li> <li>▪Exit interviews</li> <li>▪Group agenda and minutes</li> <li>▪Snap shot days</li> <li>▪External regulators feedback notes</li> <li>▪Constructive feedback procedure</li> <li>▪Complaints procedure</li> <li>▪Director/management committee minutes</li> <li>▪Updated plans</li> <li>▪Other....</li> </ul>	
<p>2E.2</p> <p>Monitoring and evaluation activities are in place to routinely</p>	<p>1.1</p> <p>There is a process in place to monitor and</p>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪Diary and calendars with evaluation dates</li> <li>▪Group meeting agenda and minutes</li> <li>▪Workers presenting evaluations at a group</li> </ul>	

<p>assess:</p> <ul style="list-style-type: none"> <li>▪The degree to which the range of services meet the needs of women, children and young people</li> <li>▪Assess the clarity and availability of information</li> <li>▪Effectiveness of improvements to the holistic support package</li> <li>▪Improvements in service user participation in service provision and strategic planning</li> </ul>	<p>evaluate activities</p> <p>1.2 Information is recorded and shared with the group, service users and other relevant people (where necessary)</p> <p>1.3 The information gathered is used to makes changes</p>			<p>meeting</p> <ul style="list-style-type: none"> <li>▪Workers presenting at focus group</li> <li>▪Focus groups</li> <li>▪Observation notes</li> <li>▪1:1 meeting notes</li> <li>▪Director/management committee minutes</li> <li>▪Questionnaires</li> <li>▪Development days</li> <li>▪Updated literature/assessments if changes have been made</li> <li>▪Updated participation and strategic plan</li> </ul>	
<b>Comments - Assessor</b>					

## Standard 3

**Women's Aid is committed to promoting children's rights and recognises that children and young people have their own unique needs. We provide specialist support services that children and young people can access as individuals or in parallel with their mother.**

### Elements

1. All workers, collective members, volunteers, directors and management committee members have an underpinning knowledge of the impact of domestic abuse and relevant policies for working with children and young people.
2. We promote children's rights in recognition of the unique needs of children and young people.
3. Services are promoted and provided as holistic family support and/or as independent support for children and young people as individuals with experience of domestic abuse in their own right.

### Assessment Criteria A

The impact of domestic abuse on children and young people is part of induction training for relevant workers, collective members, volunteers, directors and management committee members.

Links to element 1

Criteria	Met by	Met group	Met assessor	Examples of suitable evidence	Comments - group
3A.1 Induction includes training on the impact of domestic abuse on children and young people	1.1 There is an induction policy in place that clearly states that domestic abuse training is part of induction 1.2 There is an induction programme in place for individual workers, collective members, volunteers, directors	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Induction policy</li> <li>▪ Statement that states that training on the impact of domestic abuse is part of the induction</li> <li>▪ Induction programme to meet the needs of workers, collective members, volunteers, directors and management committee members</li> <li>▪ Other....</li> </ul>	

	and management committee members				
3A.2 Individual training clearly identifies and acknowledges the different roles and responsibilities of those accessing the training	2.1 There are personalised induction programmes that take into account the background of individuals	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Application form</li> <li>▪ Previous training and qualifications log</li> <li>▪ Personalised written induction programme</li> <li>▪ Other....</li> </ul>	
<b>Comments - Assessor</b>					

## Assessment Criteria B

Children's Rights training forms an integral part of the continuing professional development of children and young people's workers.

Links to element 2

Criteria	Met by	Met group	Met assessor	Examples of suitable evidence	Comments - group
3B.1 Continual professional development and training on children's rights is prioritised for all children and young people's workers	1.1 There is a mechanism in place to identify continual professional development 1.2 There is a training plan in place for individual workers that is part of the training for the whole group 1.3 There is evidence to suggest that training has taken place	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Documented training strategy</li> <li>▪ Personal development plans</li> <li>▪ Support and supervision notes relating to training and CPD</li> <li>▪ Certificates of attendance</li> <li>▪ Training logs</li> <li>▪ Group agenda and minutes; where training has been shared with group</li> <li>▪ Other....</li> </ul>	
3B.2 Children's rights are promoted within Women's Aid and other agencies	2.1 There is information on children's rights for the group 2.2 There is information on children's rights for children and young people 2.3	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ There is written information that is given to the group</li> <li>▪ There is information in an appropriate format given to children and young people about their rights, for example leaflets, art, posters</li> <li>▪ Workers are able to demonstrate this understanding through information in the children and young people's records</li> <li>▪ Information to partners and agencies is disseminated proactively through mail</li> </ul>	

	<p>Workers understand how to provide information about children's rights in age and stage appropriate ways</p> <p>2.4</p> <p>The group promotes children's rights when working in partnership with other agencies</p>			<p>shots or meetings</p> <ul style="list-style-type: none"> <li>▪ There is written evidence that states that children's rights have been promoted in various settings</li> <li>▪ Other....</li> </ul>	
<b>Comments - Assessor</b>					

## Assessment Criteria C

Children and young people's workers are skilled in using a child-centred approach so that control remains with the child if possible.

Links to elements 2 & 3

Criteria	Met by	Met group	Met assessor	Examples of suitable evidence	Comments - group
3C.1 Workers are able to develop and explore a range of methods to support children and young people to make choices	1.1 There is a process in place for workers to assess current and new methods used to work with children and young people 1.2 The methods are adapted to meet the needs of children and young people	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ There is a written record of methods used</li> <li>▪ Children and young people participate in assessing the methods</li> <li>▪ Documents have been updated following the assessment of methods</li> <li>▪ Support and supervision notes</li> <li>▪ Group meeting agenda and minutes</li> <li>▪ Other....</li> </ul>	
3C.2 Workers are able to develop and explore a range of methods to support children and young people with the choices they have made	2.1 There is a process in place for workers to develop and explore a range of methods to support children and young people	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Written assessment plans</li> <li>▪ A range of tools</li> <li>▪ Feedback from children and young people</li> <li>▪ Group meeting agenda and minutes</li> <li>▪ Other....</li> </ul>	

### Comments - Assessor

--

## Assessment Criteria D

All materials will be appropriate for children and young people and promotional materials are disseminated to target the widest relevant audience.

Links to elements 2 & 3

Criteria	Met by	Met group	Met assessor	Examples of suitable evidence	Comments - group
3D.1 A range of age and stage appropriate materials are used	1.1 There are a range of age and stage appropriate materials	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ A written process</li> <li>▪ Materials</li> <li>▪ Children and young people's files</li> <li>▪ Other....</li> </ul>	
3D.2 A variety of methods are used to disseminate information materials for maximum exposure for children and young people	2.1 There are activities in place for disseminating information 2.2 Information is disseminated to children and young people 2.3 Information is disseminated to schools 2.4 Information is disseminated to other agencies 2.5 Information is disseminated at multi agency and other	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Leaflets</li> <li>▪ Information sheets</li> <li>▪ Diary/calendar entries</li> <li>▪ Mail shots</li> <li>▪ Awareness-raising sessions</li> <li>▪ Emails</li> <li>▪ Focus groups</li> <li>▪ Meeting agenda/minutes</li> <li>▪ Other....</li> </ul>	

	meetings				
<b>Comments - Assessor</b>					

## Assessment Criteria E

Monitoring and evaluation activities are in place to ensure that service users, workers, collective members, volunteers, directors and management committee members are involved in the monitoring and evaluation processes of this standard.

Links to elements 1, 2 & 3

Criteria	Met by	Met group	Met assessor	Examples of suitable evidence	Comments - group
<p>3E.1</p> <p>Feedback activities are routinely used to gather service user's views about:</p> <ul style="list-style-type: none"> <li>▪The impact of domestic abuse induction training (attended by relevant workers, collective members, volunteers, directors and management committee) for service users</li> <li>▪The impact of children's rights training (attended by CYP workers)</li> <li>▪The impact of the range of methods that are used to support children and young people</li> <li>▪The impact of the materials and</li> </ul>	<p>1.1 There is a process in place to receive and gather feedback</p> <p>1.2 View are sought about areas for improvement</p> <p>1.3 Information is recorded and shared with the group</p> <p>1.4 Changes are made following feedback</p> <p>1.5 Feedback is given to service users and other relevant people</p>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪Written statement of intent to seek the views of service users on how this criteria is fulfilled</li> <li>▪House meetings and group work are used to disseminate a log for training</li> <li>▪Comments, compliments and complaints boxes are located in a central place</li> <li>▪Questionnaires highlighting relevant questions</li> <li>▪House meetings and group work are used to collect feedback</li> <li>▪Focus groups</li> <li>▪Emails</li> <li>▪Other....</li> </ul>	

information used/given to support children and young people					
<p>3E.2 Monitoring and evaluation activities are in place to routinely assess:</p> <ul style="list-style-type: none"> <li>▪ How workers consider the impact of domestic abuse on children and young people</li> <li>▪ How workers give prominence to children's rights in their work practice</li> <li>▪ That a child-centred approach is followed</li> <li>▪ The appropriateness and dissemination of materials</li> </ul>	<p>1.1 There is a process in place to monitor and evaluate activities</p> <p>1.2 Information is recorded and shared with the group, service users and other relevant people (where necessary)</p> <p>1.3 The information gathered is used to makes changes</p>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Probationary policy</li> <li>▪ Examples of induction and probationary review meetings</li> <li>▪ Diary and calendar with evaluation dates</li> <li>▪ Support and supervision</li> <li>▪ Group agenda and minutes</li> <li>▪ Workers presenting evaluations at focus groups</li> <li>▪ Updated process</li> <li>▪ Other ....</li> </ul>	
<b>Comments - Assessor</b>					

## Standard 4

The refuge accommodation Women's Aid provides has high levels of safety and security to ensure appropriate, accessible and safe accommodation for women, children and young people who have experience of domestic abuse.

### Elements

1. Women's Aid provides services to ensure that all refuge accommodation is safe, secure and accessible to meet the individual needs of women, children and young people.
2. Women, children and young people are informed of the options for available refuge accommodation.
3. The refuge accommodation is part of the holistic support package offered to women, children and young people.

### Assessment Criteria A

The refuge accommodation complies with all Health and Safety requirements.

Links to element 1

Criteria	Met by	Met group	Met assessor	Examples of suitable evidence	Comments - group
4A.1 Health and Safety policies and procedures meet the minimum legislative requirements in place	1.1 There is a Health and Safety policy in place that includes: <ul style="list-style-type: none"> <li>▪ Fire Safety</li> <li>▪ First Aid</li> <li>▪ Office Safety</li> <li>▪ Pregnant Workers</li> <li>▪ Manual Handling</li> <li>▪ Personal Protective Equipment</li> <li>▪ Infection Control</li> <li>▪ Gas and Electricity</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Written policies</li> <li>▪ Written guidance for workers on complying with the Health and Safety policy</li> <li>▪ Other....</li> </ul>	

	<p>Safety</p> <ul style="list-style-type: none"> <li>▪Control of Substances Hazardous to Health</li> <li>▪Smoking in the Workplace</li> <li>▪Safety of Staff</li> <li>▪Food Hygiene</li> </ul> <p>1.2 The policy states the minimum legislative requirements</p> <p>1.3 There is a Lone Working policy and procedure in place</p> <p>1.4 There are Risk Assessment policies and procedures in place (service user and building)</p> <p>1.5 There is an Incident and Accident policy and procedure in place</p> <p>1.6 There is a Safe Transport policy and procedure in place</p> <p>1.7 These policies are reviewed to ensure compliance with good practice and minimum legal requirements</p>				
<p>4A.2 All workers receive initial and ongoing training about Health</p>	<p>2.1 Health and Safety training is part of the training strategy for the</p>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪Documented training strategy</li> <li>▪Personal Development plans</li> <li>▪Induction plan</li> <li>▪Support and supervision notes relating to</li> </ul>	

<p>and Safety.</p>	<p>group</p> <p>2.2 Organisational and individual training records provide information that all workers have received Health and Safety training as part of their induction</p> <p>2.3 Organisational and individual training records provide information that all workers attend ongoing training</p> <p>2.4 Training has taken place</p> <p>2.5 Board of directors/management committee members receive training on responsibilities regarding Health and Safety of the organisation and staff</p>			<p>this training</p> <ul style="list-style-type: none"> <li>▪Certificates of attendance</li> <li>▪Training logs</li> <li>▪Feedback on relevance of training</li> <li>▪Group meeting notes where learning is fed back</li> <li>▪Directors/management committee/collective minutes</li> <li>▪Other....</li> </ul>	
<p>4A.3 Information about Health and Safety procedures is regularly given to women, children and young people in refuge</p>	<p>3.1 There are procedures in place</p> <p>3.2 The procedures are explained to women, children and young</p>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪Written procedure</li> <li>▪1:1 support records</li> <li>▪Case notes</li> <li>▪House meeting notes</li> <li>▪Welcome packs have information about Health and Safety</li> </ul>	

accommodation	<p>people</p> <p>3.3</p> <p>Women, children and young people confirm the procedure has been explained and understood</p>			<ul style="list-style-type: none"> <li>▪ Evidence that we provide information in different formats, e.g. for women with learning/language barriers</li> <li>▪ Verbal confirmation from women, children and young people that they understand Health and Safety procedures</li> <li>▪ Other....</li> </ul>	
<p>4A.4</p> <p>Regular Health and Safety checks are carried out by workers</p>	<p>4.1</p> <p>There is a procedure in place</p> <p>4.2</p> <p>Workers have been given information/attended training on how to carry out the checks</p> <p>4.3</p> <p>The checks are carried out</p> <p>4.4</p> <p>The checks are recorded and passed to relevant people</p> <p>4.5</p> <p>Repairs/changes made when checks highlight concerns</p>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Written procedure</li> <li>▪ Training logs</li> <li>▪ Internal training logs</li> <li>▪ Internal information notes</li> <li>▪ Health and Safety logs/records</li> <li>▪ Directors/management committee minutes</li> <li>▪ Other....</li> </ul>	
<p>4A.5</p> <p>Individual safety planning is offered to all women, children and young people</p>	<p>5.1</p> <p>Safety planning is part of assessment processes</p> <p>5.2</p> <p>Women, children and</p>			<ul style="list-style-type: none"> <li>▪ Welcome packs have information about safety planning</li> <li>▪ 1:1 support record</li> <li>▪ Case notes</li> <li>▪ Personal safety plan</li> </ul>	

	<p>young people are given information about safety planning</p> <p>5.3 Safety plans are completed where this offer is taken up</p> <p>5.4 Safety plans are reviewed with women, children and young people</p>			<ul style="list-style-type: none"> <li>▪ Safety plans and reviews</li> <li>▪ Risk assessments and reviews</li> <li>▪ Support plans</li> <li>▪ House meeting notes</li> <li>▪ Other....</li> </ul>	
<p>4A.6 Health and Safety policies, procedures, practices and records are regularly monitored and reviewed to improve standards</p>	<p>6.1 Health and Safety policies, procedures, practices are part of the planned policy review process</p> <p>6.2 There is involvement from service users in the review of the policies, procedures and practices</p> <p>6.3 When policies, procedures and practices are updated it is easy to identify, for example by date and/or version number</p>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Written records of policies and procedures including when updated</li> <li>▪ Written policies and procedures</li> <li>▪ Diary/calendar entries</li> <li>▪ Emails</li> <li>▪ Development day record</li> <li>▪ Support and supervision records</li> <li>▪ Focus groups</li> <li>▪ 1:1 session</li> <li>▪ Group meeting agenda and minutes</li> <li>▪ Suggestion box or comments book</li> <li>▪ Evaluation from service users</li> <li>▪ Other....</li> </ul>	
<b>Comments - Assessor</b>					

## Assessment Criteria B

Women's Aid is committed to ensuring the refuge accommodation has systems in place to maximise the safety and security of service users.

Links to element 1

Criteria	Met by	Met group	Met assessor	Examples of suitable evidence	Comments - group
<p>4B.1</p> <p>Appropriate policies, procedures and review processes are in place to maximise safety and security in all refuge accommodation</p>	<p>1.1 There are policies and procedures in place</p> <p>1.2 There are review processes in place</p> <p>1.3 Regular safety and security checks are carried out by workers</p> <p>1.4 The checks by workers are documented</p>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Written policies and procedures i.e. Confidentiality Policy, Adult Support and Protection Policy, Child Protection Policy, Risk Assessment and Management Policy, Visitors Policy, Incident Recording Policy, Tenancy Agreements, Fire Safety Policy, Health and Safety Policy, Accident Books</li> <li>▪ The review process is part of the planned policy review process</li> <li>▪ Risk assessment and safety and security logs/records</li> <li>▪ Notes on regular checks of accommodation and any other follow up work</li> <li>▪ Other....</li> </ul>	
<p>4B.2</p> <p>Appropriate security systems are in place</p>	<p>2.1 A risk assessment has been carried out based on the group's accommodation and the individual needs of women, children and young people</p>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Risk assessment record</li> <li>▪ Security systems</li> <li>▪ There are records of all security systems</li> <li>▪ There are records of all checks and repairs</li> <li>▪ Sign in and out sheets</li> <li>▪ Accessible telephone in accommodation for women</li> <li>▪ Smoke alarms</li> <li>▪ Using CCTV complies with good practice</li> </ul>	

				(i.e. privacy) ▪Other....	
4B.3 Confidentiality and security of refuge accommodation is managed effectively	3.1 Contractors/professionals wanting access to the accommodation must check with the group before accessing 3.2 There is a record at the accommodation of anyone that has had access 3.3 Women, children and young people are asked not to disclose the accommodation address in line with visitors policies 3.4 Women are asked for their permission for us to enter the property when they are not there (in line with occupancy agreement)	<input type="checkbox"/>	<input type="checkbox"/>	▪Written records of requests to visit/enter accommodation ▪Confidentiality policy ▪Visitors policy ▪Occupancy agreement ▪Information is in the welcome packs ▪Visitors book, sign in/out sheets ▪Case notes/support plans ▪1:1 meeting with women, children and young people ▪Other....	
4B.4 Emergency access to a telephone is available to women, children and young people	4.1 Women, children and young people have access to a telephone in the case of an emergency	<input type="checkbox"/>	<input type="checkbox"/>	▪Payphone ▪Mobile ▪Information is in the welcome pack ▪Information and access to outside programmes that provide mobiles ▪Other....	

<p>4B.5 Additional security systems are offered to women, children and young people according to individual need</p>	<p>5.1 There is a process in place for additional security systems to be made available to meet individual needs</p> <p>5.2 Women, children and young people are given information about how to access additional security systems</p>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪Written process</li> <li>▪Access to security systems</li> <li>▪Risk assessment</li> <li>▪Personal safety plans</li> <li>▪Support plans</li> <li>▪Case notes</li> <li>▪Other....</li> </ul>	
<b>Comments - Assessor</b>					

## Assessment Criteria C

The refuge accommodation is appropriate for the needs of women, children and young people and there is a commitment towards ensuring that the accommodation is accessible.

Links to element 3

Criteria	Met by	Met group	Met assessor	Examples of suitable evidence	Comments - group
<p>4C.1</p> <p>An accessibility audit has been carried out on all accommodation and a proactive approach is taken to address accessibility issues</p>	<p>1.1</p> <p>There is a process in place to carry out an accessibility audit and an action plan developed with review</p>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ There is a written process</li> <li>▪ Completed audit and recommendations made</li> <li>▪ There is a written action plan that is updated and followed up</li> <li>▪ Group meeting agenda and minutes</li> <li>▪ Other....</li> </ul>	
<p>4C.2</p> <p>Diverse needs of women, children and young people are recognised and supported</p>	<p>2.1</p> <p>There is an assessment processes that ensures diverse needs of women, children and young people are supported</p> <p>2.2</p> <p>Where the group cannot meet the diverse needs of women, children and young people, women, children and young people are given the choice to access support from other agencies</p>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Assessment records</li> <li>▪ 1:1 support/case notes</li> <li>▪ Referral to other agencies</li> <li>▪ Risk assessments</li> <li>▪ Other....</li> </ul>	

Comments - Assessor

## Assessment Criteria D

Monitoring and evaluation activities are in place to ensure that service users, workers, collective members, volunteers, directors and management committee members are involved in the monitoring and evaluation processes of this standard.

Links to elements 1, 2 & 3

Criteria	Met by	Met group	Met assessor	Examples of suitable evidence	Comments - group
<p>4D.1</p> <p>Feedback activities are routinely used to gather service users' views about:</p> <ul style="list-style-type: none"> <li>▪The impact of Health and Safety on refuge accommodation</li> <li>▪The impact of safety and security of refuge accommodation</li> <li>▪The impact of refuge accessibility and availability</li> </ul>	<p>1.1 There is a process in place to receive and gather feedback</p> <p>1.2 View are sought about areas for improvement</p> <p>1.3 Information is recorded and shared with the group</p> <p>1.4 Changes are made following feedback</p> <p>1.5 Feedback is given to service users and other relevant people</p>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪Written statement of intent to seek the views of service users on how this criteria is fulfilled</li> <li>▪Comments, compliments and complaints boxes are located in a central place</li> <li>▪Questionnaires</li> <li>▪Focus groups</li> <li>▪Director/management committee minutes</li> <li>▪Record of changes</li> <li>▪Exit interviews</li> <li>▪Other....</li> </ul>	
<p>4D.2</p> <p>Monitoring and evaluation activities are in place to routinely assess:</p>	<p>1.1 There is a process in place to monitor and evaluate activities</p>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪Diary and calendar entries</li> <li>▪Group agendas and minutes</li> <li>▪Questionnaires</li> <li>▪Focus groups</li> </ul>	

<ul style="list-style-type: none"> <li>▪ Compliance with legal Health and Safety requirements and any changes to legal requirements</li> <li>▪ Safety and security processes</li> <li>▪ The accessibility and availability of refuge accommodation</li> </ul>	<p>1.2 Information is recorded and shared with the group, service users and other relevant people (where necessary)</p> <p>1.3 The information gathered is used to makes changes</p>			<ul style="list-style-type: none"> <li>▪ Updated documents and policies</li> <li>▪ PAT testing records</li> <li>▪ Notes on regular checks of refuge accommodation and any follow-up work</li> <li>▪ Director/management committee minutes</li> <li>▪ Evaluations</li> <li>▪ Other....</li> </ul>	
<b>Comments - Assessor</b>					

## Standard 5

**Women's Aid works to raise the standard of all statutory and voluntary services, and represents the views of women, children and young people with experience of domestic abuse, through multi-agency partnership working.**

### Elements

1. All workers, collective members, volunteers, directors and management committee members are aware of and participate in the appropriate multi- agency partnerships that exist.
2. All workers, collective members, volunteers, directors and management committee members have knowledge of the relevant statutory and voluntary services at a local level.
3. Relevant workers, collective members, volunteers, directors and management committee members are aware of the content in the organisational strategy relating to this area of work.

### Assessment Criteria A

Proactive contact is made with the relevant services to provide awareness-raising sessions on the impact of domestic abuse on women, children and young people.

Links to element 1

Criteria	Met by	Met group	Met assessor	Examples of suitable evidence	Comments - group
5A.1 There is contact with a diverse range of services and local organisations to reach a wider audience to maximise awareness raising	1.1 There are activities in place is to make proactive contact to provide awareness-raising sessions 1.2 Services and organisations include voluntary groups, community groups,	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Session materials</li> <li>▪ Diaries/ calendar entries</li> <li>▪ Emails</li> <li>▪ Records of sessions that have taken place</li> <li>▪ Other...</li> </ul>	

	women's groups, local authorities and police				
5A.2 There is proactive contact made with a diverse range of women, children and young people	2.1 There are activities in place in place to make proactive contact to provide awareness-raising sessions 2.2 There are activities in place to contact women, children and young people from marginalised groups	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Session materials</li> <li>▪ Diaries/ calendar entries</li> <li>▪ Emails</li> <li>▪ Records of sessions that have taken place</li> <li>▪ Other....</li> </ul>	
5A.3 Awareness is raised in local schools through working with children, young people and workers	3.1 There are activities are in place to raise awareness in schools 3.2 Schools are contacted proactively to arrange sessions	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Session materials</li> <li>▪ Notes/minutes of meetings</li> <li>▪ Diary/calendar entries</li> <li>▪ Emails</li> <li>▪ Other...</li> </ul>	
5A.4 Awareness is raised through involvement in wider campaigns, consultations and research projects	4.1 There are activities in place to raise awareness through campaigns, consultations and research projects 4.2 Worker/group meetings identify the campaigns, consultations and research projects	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Notes/minutes of meetings</li> <li>▪ Diary/calendar entries</li> <li>▪ Project papers</li> <li>▪ Emails</li> <li>▪ Other...</li> </ul>	

	4..3 The group are actively involved in campaigns, consultations and research projects				
5A.5 A range of awareness-raising sessions have been provided over the past 12 months	6.1 There is a written record of the sessions that have been provided within the past 12 months	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪Written record</li> <li>▪Other....</li> </ul>	
<b>Comments - Assessor</b>					

## Assessment Criteria B

Women's Aid works in partnership to improve services available to women, children and young people.

Links to elements 1, 2 & 3

Criteria	Met by	Met group	Met assessor	Examples of suitable evidence	Comments - group
5B.1 Relevant agencies for local partnership working are identified and informed about Women's Aid services	1.1 There are activities in place to identify and contact local agencies	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ There is a record of those agencies contacted and those that have been identified as partners</li> <li>▪ Emails</li> <li>▪ Notes of meetings</li> <li>▪ Other....</li> </ul>	
5B.2 There is contact made to identify and feed into the relevant local strategic plans and agreements; this is underpinned by the views of the service users	2.1 There are activities in place to identify and feed into the relevant local strategic plans and agreements  2.2 Service users' views are presented at local partnerships for incorporation into the local strategic plans and agreements	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ There is a record of relevant local strategic plans and agreements</li> <li>▪ The service user participation plan clearly identifies how service users have given feedback to be incorporated into strategic plans and agreements</li> <li>▪ Other....</li> </ul>	
5B.3 Contact is made with local partners to identify and agree opportunities for joint working	3.1 There are activities in place to contact local partners for joint working  3.2	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Group meetings notes</li> <li>▪ Development meeting notes</li> <li>▪ Director/management committee minutes</li> <li>▪ Service user focus groups or 1-1 meetings</li> <li>▪ Records include who has been contacted</li> </ul>	

	Local partners are identified			and who is yet to be contacted <ul style="list-style-type: none"> <li>▪ Pre-meetings with partners diary entries</li> <li>▪ Email</li> <li>▪ Other....</li> </ul>	
5B.4 There is ongoing work with local partners to develop and improve services for women, children and young people	4.1 There are activities in place for joint working  4.2 Regular contact is kept with partners to maximise every opportunity	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Record of joint work taken and taking place</li> <li>▪ Email</li> <li>▪ Diaries/calendar entries</li> <li>▪ Meeting notes</li> <li>▪ Other....</li> </ul>	
<b>Comments - Assessor</b>					

## Assessment Criteria C

There is an active role in participation at multi-agency partnerships.

Links to element 1

Criteria	Met by	Met group	Met assessor	Examples of suitable evidence	Comments - group
5C.1 There are activities in place to maximise the effectiveness of participation in multi-agency partnerships (MAP's)	1.1 The group are involved with the relevant MAPs 1.2 The activities ensure that workers/ service users are identified for participation	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪The activities identify key areas for participation at the MAPs</li> <li>▪Group meeting notes</li> <li>▪Emails</li> <li>▪Focus group notes</li> <li>▪House meeting notes</li> <li>▪Participation plan</li> <li>▪Strategic plan</li> <li>▪Other....</li> </ul>	
5C.2 There is consistent attendance and active participation at relevant forums/meetings	2.1 The group have identified who will attend the forums/meetings 2.2 Groups have identified the activities for forum/meeting discussions 2.3 Groups feed into the forum/meeting activities for discussion	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪Group meeting minutes</li> <li>▪Emails</li> <li>▪Diary entries</li> <li>▪Forum/meeting agenda</li> <li>▪Forum/meeting minutes</li> <li>▪Other....</li> </ul>	
5C.3	3.1	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪Emails</li> </ul>	

Proactively seek membership at relevant multi-agency partnerships and working groups taking place	There are activities in place to make proactive contact			<ul style="list-style-type: none"> <li>▪Diaries/calendar entries</li> <li>▪Group meeting notes</li> <li>▪Other....</li> </ul>	
<b>Comments - Assessor</b>					

## Assessment Criteria D

Monitoring and evaluation activities are in place to ensure that service users, workers, collective members, volunteers, directors and management committee members are involved in the monitoring and evaluation processes of this standard.

Links to elements 1, 2 & 3

Criteria	Met by	Met group	Met assessor	Examples of suitable evidence	Comments - group
<p>5D.1</p> <p>Feedback activities are routinely used to gather service users' views about:</p> <ul style="list-style-type: none"> <li>▪The improvements of services for women, children and young people due to partnership working</li> </ul>	<p>1.1</p> <p>There is a process in place to receive and gather feedback</p> <p>1.2</p> <p>View are sought about areas for improvement</p> <p>1.3</p> <p>Information is recorded and shared with the group</p> <p>1.4</p> <p>Changes are made following feedback</p> <p>1.5</p> <p>Feedback is given to service users and other relevant people</p>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪Written statement of intent to seek the views of service users on how this criteria is fulfilled</li> <li>▪Questionnaires</li> <li>▪Group work notes</li> <li>▪Comments, compliments and complaints boxes are located in a central place</li> <li>▪House meeting notes</li> <li>▪Group agenda and minutes</li> <li>▪Director/management committee minutes</li> <li>▪Other....</li> </ul>	
<p>5D.2</p> <p>Monitoring and evaluation activities are in place to routinely assess:</p> <ul style="list-style-type: none"> <li>▪If contact is made with</li> </ul>	<p>1.1</p> <p>There is a process in place to monitor and evaluate activities</p> <p>1.2</p>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪Questionnaires</li> <li>▪Evaluations</li> <li>▪Focus groups</li> <li>▪Development days</li> <li>▪Updated plans</li> </ul>	

<p>women, children and young people in relevant services</p> <ul style="list-style-type: none"> <li>▪Partnership working and the improvement of services to women, children and young people</li> <li>▪Participation at multi-agency partnerships</li> </ul>	<p>Information is recorded and shared with the group, service users and other relevant people (where necessary)</p> <p>1.3</p> <p>The information gathered is used to makes changes</p>			<ul style="list-style-type: none"> <li>▪Director/management committee minutes</li> <li>▪Other....</li> </ul>	
<b>Comments - Assessor</b>					

**For more information please contact:**

Ash Kuloo – SWA Learning & Development Co-ordinator

Email: [ash.kuloo@scottishwomensaid.org.uk](mailto:ash.kuloo@scottishwomensaid.org.uk)

Tel: 0131 226 6606

Fax: 0131 226 2996

Post: Scottish Women’s Aid  
 2<sup>nd</sup> Floor  
 132 Rose Street  
 Edinburgh  
 EH2 3JD

[www.scottishwomensaid.org.uk](http://www.scottishwomensaid.org.uk)

Scottish Women’s Aid charity number SC001099.  
 Recognised as a charitable organisation by the Inland Revenue in Scotland.