

Home / Heritage / Community Languages 2

May 2022 on Zoom

Composite presentations



Department
for Education

Out-of-school settings (OOSS)

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Department
for Education

Background

What is an out-of-school setting?

“Any institution providing tuition, training, instruction or activities to children in England, without their parents’ or carers’ supervision, that is not:

- *a school*
- *a college*
- *16-19 academy*
- *a provider caring for children under 8 years old, which is registered with Ofsted or a childminder agency”*

Examples include:

- Supplementary schools
- Tuition centres
- Extra-curricular clubs, e.g. dance classes, football clubs
- Uniformed youth organisations, e.g. scouts, brownies
- Religious settings offering education e.g. Yeshivas, Madrassahs, Sunday Schools.

Key considerations:

- **No dedicated legal framework governing these settings / unregulated under education and childcare law.**
- **Concerns about the vulnerability of these settings to safeguarding harms, and lack of powers to take action.**
- **The sector is large, broad and diverse – no setting is the same; difficult to design a flexible but effective system of oversight.**

Previous work:

- In 2015, we consulted on proposals to **introduce a new regulatory system to enable intervention when safeguarding concerns arise in these settings.**
- **The consultation gave rise to a large volume of wide-ranging views and representations.**
- **Participation:** 3,082 online responses, with 15,000 by other methods; 54.7% faith groups and 19.6% parents.
- **Key concerns:**
 - **Burdens** and associated costs for smaller, voluntary run settings
 - Effect on **religious and other freedoms**
 - Fears that the state would become a **‘regulator’ of religious teaching**
 - **Definitions imprecise** around fundamental British values, extremism and undesirable teaching.
 - Argument **that existing safeguarding legislation is sufficient.**

Multi-agency working

£3 million of DfE funding to help local authorities (LAs) enhance their identification and intervention/engagement in settings of concern.

16 Local Authorities are: Brent, Bradford, Birmingham, Ealing, Luton, Hammersmith and Fulham, Redbridge, Barking and Dagenham, Havering, Hackney, Tower Hamlets, Westminster, Kensington and Chelsea, Waltham Forest, Manchester and Newham

Aims

- Support LAs to **map, identify, and intervene/engage in OOSS**.
- **Improve understanding** of risks and intervention/engagement approaches in OOSS.
- Consider **how existing legal powers can be best utilised**, and **identify any gaps** in the current legislative framework.
- Build the evidence base **to inform further action**.

Expected outputs

- LAs have **identified settings of most concern / risk**, including through sharing of intelligence across relevant agencies.
- LAs have worked with partners to take action in settings of concern as appropriate, and have demonstrated how existing **legislative powers or levers**, work most effectively together and in which circumstances; **and any gaps**.
- Enhance our collective **understanding of which safeguarding concerns are most prevalent**; and across which types of setting.



Government ambition and activity

Ambition:

Improve oversight of, and safeguarding in, out-of-school settings (OOSS), by:

- Strengthening our understanding of these settings, and the associated risks / threats.
- Identifying and sharing best practice on identification and intervention / engagement in settings of concern.
- Identifying how to maximise existing powers, and any gaps, to further develop the evidence base to inform a national approach.
- Supporting providers to do safeguarding well; and giving parents the tools to identify and raise concerns.

“We want to ensure any future system of regulation that we may introduce appropriately targets the small minority of settings which may be exposing children to harmful practices, without causing undue burdens on the sector as a whole.”

DfE, Out-of-school education settings: Report on the Call for evidence, April 2018 p.18

Government Activity

Multi-agency Pilots

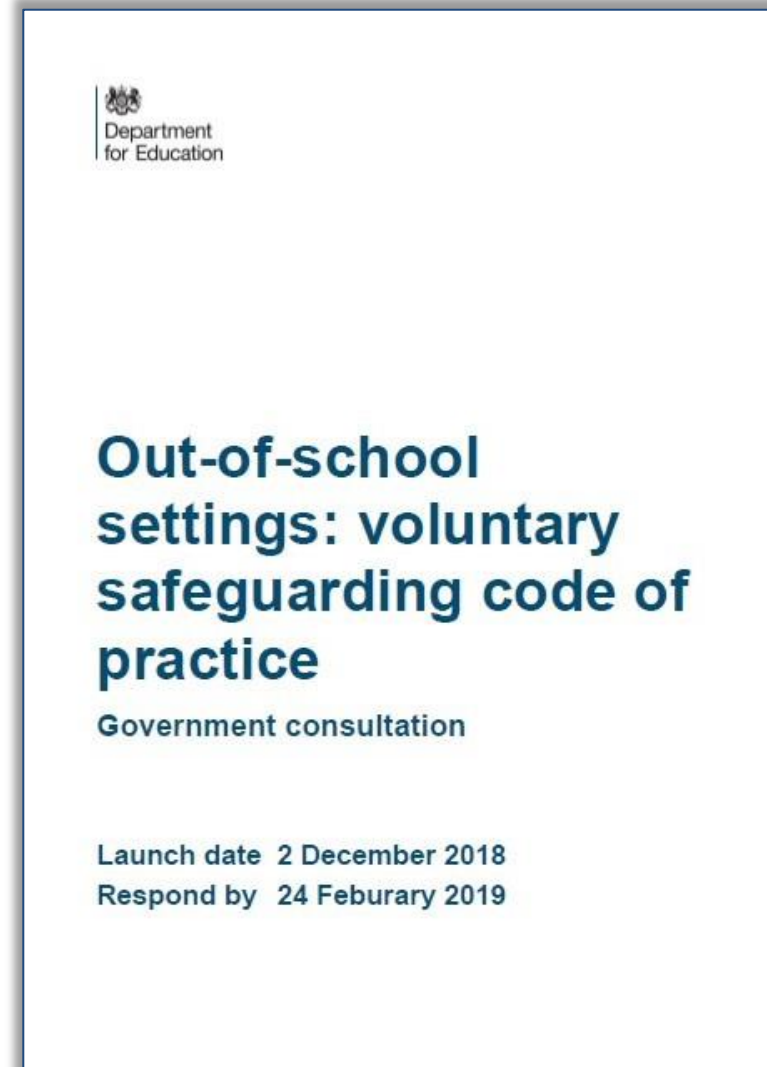
**Voluntary Code of Practice
(Published October 2020)**

**Parental guidance and
engagement (Published October
2020)**



Voluntary Code of Practice / Parental guidance

- Consultation ran from **2 December 2018 – 24 February 2019**.
- The **key aims** of the Code of Practice for providers and parental guidance were:
 - To create a voluntary resource, bringing together existing legal requirements and best practice for providers.
 - To be accessible and valuable guidance for the wide range of diverse settings.
 - To give providers and parents more confidence that children are in safe learning environments.
- Alongside the consultation, **focus groups have been run with parents** to understand:
 - Considerations involved in selection of settings
 - Levels of concern about perceived risks in the settings.
 - Receptiveness to, and accessibility of, the guidance.
- The voluntary code of practice for providers and accompanying guidance for parents and carers was published in October 2020.



SUPPORTING COMMUNITY SCHOOLS WITH SAFEGUARDING

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Umbrella group for local community schools for bilingual children

- **Training for teachers and managers**
- **Networking meetings**
- **1:1 support for new and existing schools**
- **Website, facebook page**

**What does
Cambridge
Bilingual
Groups do?**



- **Annual training sessions for teachers and managers**
- **Resources on website**
- **1:1 conversations**
- **WhatsApp group for Safeguarding Leads**

**Support
regarding
Safeguarding**



Keep the message positive: you can do it and you want to do it

- **It is all about the children**
- **Overcome concerns regarding close relationships within communities and cultural differences**
- **Safeguarding is not negotiable**

**General
points**



The singular role that community schools can play in safeguarding is easily demonstrated on the example of a child who does not speak English well enough to be able to express things that happen to her or him but would be able to say it in their home language.

General points



- **Suitable instructor**
 - **Language: speed and technical terms**
 - **Understanding the community school situation**
- **Training is for both, teachers and managers**
- **Accessibility (costs, time and venue)**

Safeguarding training Preparation



Some participants will have very weak English knowledge. Let them sit next to one of their peers

Instructors with no background in community schools: invite them to one or two settings and let them observe and talk to teachers, managers and parents

Get in as many teachers and managers as possible: keep the training cheap (but not free for all), on a weekend, in a neutral venue

Safeguarding training Preparation



- **Positive message: buy participants into safeguarding and create sense of responsibility**
- **Make training relevant**
 - **scenarios**
 - **participants understanding the children's point of view**
- **Easy and clear take-home messages**

**Safeguarding
training:
Creating a
workshop
specific for
community
schools**



Scenario 1

You have heard from another volunteer that a volunteer has met with children in small groups in Cambridge outside of normal school sessions, this was once held at the volunteer's home. This volunteer has been working at your school for over 10 years and is well known and liked by the organisation. You are aware of a report 8 years ago where a child made an allegation of sexual abuse against this volunteer but it was dropped by the young person.

Scenario 2

Staff member receives a direct disclosure from a young adult aged 18 whilst in a school session of historic physical abuse by her step Dad 5 years ago who she says is no longer living in the home.

Scenario 3

A male parent runs a sport session at your school. The parent is not vetted through DBS and a child in the group reports to their own parent (who reports to you) that they find the other parent 'creepy' and seems to have favouritism for certain female young people. The parent knows the other parent in the community as is a friend and is unsure what to do and doesn't want the other parent to be informed.

Scenario 4

You have been contacted by a parent who says he has seen online photos of children from the school who appear to be sat on a school volunteer's knee in Facebook photos, and that the volunteer is really enjoying it.

Child's point of view



- **it was nobody else's business'**
- **'didn't think it was serious or wrong'**
- **'didn't want parents to find out'**
- **'didn't want friends to find out'**
- **'didn't want the authorities to find out'**
- **'was frightened' (24%)**
- **'didn't think I would be believed' (13%)**
- **'threats from abuser' (7%)**
- **'it was my fault'**

(National College for School Leadership)

**Factors which
prevent children
reporting abuse**



Key qualities that children and young people want in professionals

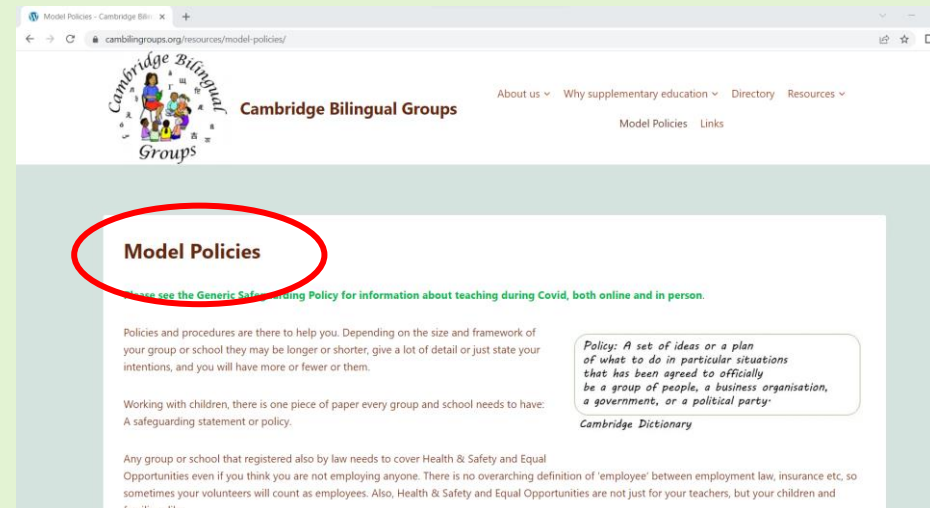
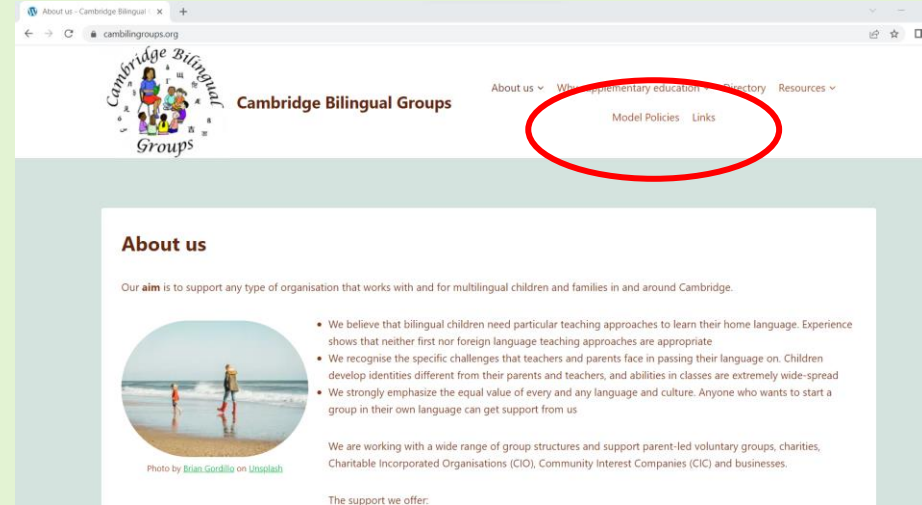
- Open, honest, trustworthy, approachable
- Listening, Involving, enthusiastic, consistent, hearing
- Reliable, continuity, accessible
- Relationships, empathetic, respectful, kind, helpful,
- Supportive, rights, protection
- Informed, knowledgeable, experienced, dedicated

(The Munro Review of Child Protection – final report)

Qualities



Policy resources on the website





Policy resources on the website

Policies can be particularly difficult for managers of community schools because of the concept as such and language

I advise community schools to have their official policies in English and perhaps a secondary translated document in their own language.

Policies are not only an internal document, but also an external one. Especially when the school is dependent on grants, but also towards landlords, insurance and banks.



A general word about policies

Policy: A set of ideas or a plan of what to do in particular situations that has been agreed to officially be a group of people, a business organisation, a government, or a political party.

Cambridge Dictionary

A screenshot of a website displaying a list of policy examples. The 'Writing Policies and Procedures' section is circled in red. Below it, there are sections for 'Safeguarding' and 'Health & Safety', each with several 'Download' buttons. To the right of the list is a circular image of a young boy with tape on his mouth.

Writing Policies and Procedures
[Writing-Policies-and-Procedures-1](#) Download

Safeguarding
[Generic-Safeguarding-policy-w-Covid-addendum](#) Download
[Safeguarding-policy-Example-1](#) Download
[Safeguarding-policy-Example-2](#) Download
[Safeguarding-policy-Example-3](#) Download
[Safeguarding-policy-Example-4](#) Download
[Safeguarding-policy-Example-5](#) Download
[Intimate-Care-Policy-Example](#) Download

Health & Safety
[Generic-Health-Safety-policy1](#) Download

Photo by Jackson Simmer on Unsplash



- **Recruitment (DBS)**
- **Teaching /classroom**
- **Administration: access to data**
- **Communication/social media/use of images**
- **Recording concerns: local safeguarding contacts, national support organisations**
- **Responding to allegations**
- **Interaction with other policies**

Safeguarding policy Points to cover



The 'model policy'

Writing Policies and Procedures:

Policy is a set of ideas or a plan of what to do in particular situations that has been agreed to officially by a group of people, a business organisation, a government, or a political party.

Cambridge Dictionary

A policy is a deliberate system of principles to guide decisions and achieve rational outcomes. A policy is a statement of intent, and is implemented as a procedure or protocol. Policies are generally adopted by a governing body within an organisation. Policies can exist in both subjective and objective decision making.

Wikipedia

Why having a policy?

It's a policy you will know how you run your organisation or business in important areas of its operation and why. One of the most useful is if you need to address a situation which will need to be handled consistently in certain situations. A policy gives a clear basis for expectations, helps with accountability and demonstrates if the law and regulations put on your organisation by other parties.

For whom do you write a policy?

Policies are procedures for the:

- yourself, i.e. the manager, trustee, director,
- people who work for you, both paid and voluntary, and potential applicants
- your families, i.e. parents and children, especially for the wider community and
- other interested parties such as regulatory bodies, landlords, banks, insurers and sponsors.

Possible structure of a policy

Title of policy and procedure, Name of organisation

Body/person responsible for policy (Date of approval/review date for policy)

- Introduction
- Reference to relevant legislation etc.
- Other policies and documents that this policy interacts with
- Aims and Objectives
- Procedures / Rules and Responsibilities
- Values of Organisation
- Rules for review

1

Avoid passive language as it is wordy and is should do something is imperative.

Which policies should you hold and how do they work together?

There are some policies that you have to have working with children involving people (even if only volunteers), which are:

- Safeguarding policy
- Health & Safety policy
- Equal Opportunities policy
- Data Protection policy

I also strongly recommend having a Complaints & Grievance policy.

There are other policies, procedures and documents that you will find useful to have, and the bigger your school, the more areas you will need to have given by thought through and regulated:

- Behaviour policy for students / Code of conduct for adults
- Personal care and / or Application Forms
- Reporting, safeguarding, consent form / Health and Safety Incident report form
- Health/First Aid/Infection policy
- Admissions policy
- Finance policy
- Homework policy
- Curriculum plan policy

You will find that some **policy/procedure/protocol** overlap safeguarding and Health & Safety, Equal Opportunities, Behaviour and Health & Safety. It is important to make appropriate links between policies and to make sure they do not contradict each other.

Something else to think about is that there are some **documents**, especially in a school/safeguarding and Health & Safety **guidance**, which should be **read** by all staff. It is also useful to do health & safety policy needs to be read regularly, especially if it contains detailed procedures for incidents as well as the general ones. Every time there is an event or a new document, i.e. the policy itself and the detailed procedures.

Finally, you can add **guidance** for special circumstances (e.g. child protection training) so you don't have to rewrite and approve the whole policy outside its normal cycle.

How to use your policies?

You may wonder why you have the **policy/procedure/protocol** for policies in an appendix – just says the most important – they are using them show your knowledge through your organisation or business, and because clear is your heads about a most aspects of daily operation or what if situation.

The next thing is **implementation**, which is making people aware of your policies. Generally, it is not enough to have all policies stored in a folder and available on a website. For example through your website. Also your regulatory body (Ofsted, Commission on Complaints) should be able to verify that you read the central policies. This is why your policies should be in English with all necessary – refer to your own language where available.

2

Depending on the nature of each policy you need to make sure that certain groups are aware of it, and that they follow the policies, i.e. **implementation**. One obvious group would be your teachers and classroom assistants who need to know about the safeguarding policy, for instance. You can make sure people know about a policy by organising induction and regular reviews to staff/parents/meetings, or by making it by holding it as a copy to them and four things later that they have read and understood it, and will follow it.

Finally, policies need regular **updates** to make sure they are still fit for purpose. These reviews can be annual/semi-annual/2 years once or triggered by certain events. Check them to ask questions:

- Have there been changes in legislation/regulations that you need to take into account? (Just think code of conduct...)
- Have we found weaknesses in our operation? Could we do things better?
- Have we received any complaints/feedback relevant to this area of our operation?
- What should we learn from this policy?
- Has this policy and procedure become outdated and needs some re-writing or substitution?
- Have we approved new policies or documents that interact with this policy? Please write them in the policy and make sure they don't contradict each other.

I hope if anyone has chosen you that policies and procedures are a boring thing that you just have to write and get out of the way, but you need to write, think back with your discussion and writing of policies.

3

- Not a copy-paste document, rather a framework
- Encourages setting specific policy development
- Encourages ongoing engagement with policy
- Points to national and local resources



The 'model policy'

policy'

Writing Policies and Procedures

Policy is a set of ideas or a plan of what to do in particular situations that has been agreed to officially by a group of people, a business organisation, a government, or a political party.

Cambridge Dictionary

A policy is a deliberate system of principles to guide decisions and achieve rational outcomes. A policy is a statement of intent, and is implemented as a procedure or protocol. Policies are generally adopted by a governing body within an organisation. Policies can exist in both subjective and objective decision making.

Wikipedia

Why having a policy?

It's a policy you will know how you run your organisation or business in important areas of your operation and why. One of the most useful is to you need to do it, then follow what it will mean and how to conduct themselves in certain situations. A policy gives a clear basis for expectations, helps with accountability and avoidance of the law and regulations put on your organisation by other parties.

For whom do you write a policy?

Policies are procedures for the

- yourself, i.e. the manager, trustee, director,
- people who work for you, both paid and voluntary, and potential applicants
- your families, i.e. parents and children, especially on the wider community and
- others in similar jobs such as regulatory bodies, landlords, banks, insurers and sponsors.

Possible structure of a policy

Title of policy and procedure, Name of organisation

Body/person responsible for policy (Date of approval/review date for policy)

- Introduction
- Reference to relevant legislation/policies
- Other policies and documents that your policy interacts with
- Aims/Objectives
- Procedures / Rules and responsibilities
- Codes of Conduct
- Rules for review

1

Avoid passive language as it is wordy and is difficult to understand. It is imperative.

Which policies should you hold and how do they work together?

There are some policies that you have to have working with children and young people (even if only voluntarily), which are

- Safeguarding policy
- Health & Safety policy
- Equal Opportunities policy
- Data Protection policy

I also strongly recommend having a Complaints & Grievance policy.

There are other policies, procedures and documents that you will find useful to have, and the bigger your school, the more areas you will need to have prepared by thought through and regulated

- Behaviour policy for students / Code of conduct for adults
- Personal Care and / Application Forms
- Reporting, safeguarding, consent forms / Health and Safety Incident Report Form
- Health/First Aid/Infection Policy
- Admissions policy
- Finance policy
- Homework policy
- Transition/ETP policy

You will find that some **public bodies and settings**, such as safeguarding and health & safety, Equal Opportunities, have advice and model policy. It is important to make appropriate links between policies and to make sure they do not contradict each other.

Something else to think about is that there are some **regulations**, especially in areas of safeguarding and health & safety, that **public bodies and settings will refer to**. It is also worth to do health & safety policy needs to be written up, especially if it contains detailed procedures for business as usual and in emergencies. Every time there is an event or a new document, i.e. the policy itself and the detailed procedures.

Finally, you can add **links** for special circumstances (extended / think outside the box) so you don't have to rewrite and approve the whole policy outside its normal cycle.

How to use your policies?

You may wonder really how that **document will be used**. The policies is an important – part says the most important – step in making sure you know what is going through your organisation or business, and because clear is your heads about a range of aspects of daily operations or what if situation.

The next thing is **implementation**, which is making people aware of your policies. Generally, it will require all members of policies should be **updated** and available to everyone, for example through your website. Also your regulatory body (if any), Commission or Companies' House should be able to verify that you have the correct policies. This is why your policies should have English with – of necessity – copies in your own language also available.

2

Depending on the nature of each policy you need to make sure that certain groups are aware of it, and that you follow the correct, i.e. **appropriate**. One obvious group would be your teachers and classroom assistants who need to know about the safeguarding policy, for instance. You can make sure people know about a policy by organising induction and regular refresher training (annual meetings, or for example by having it a copy to them and four things they have that they have read and underlined it), and will follow it.

Finally, policies need regular **updates** to make sure they are still fit for purpose. This someone can be a good idea to have a review of it regularly, unless more to the children to look yourselves.

- Have there been changes in legislation/regulations that you think could be teaching?
- Have you found weaknesses in your operation? Could you do things better?
- Have you received any complaints/feedback relevant to this area of your operation?
- What should you consider about this policy?
- Has this policy and procedure become outdated and needs some re-writing or updating?
- Have you approved new policies or documents that interact with this policy? Please write them in the policy and make sure they don't contradict each other.

I hope if it doesn't have clear you that policies and procedures are not living things that you just write down and to get out of the way, but are used and working. Good luck with your discussion and writing of policies!

3

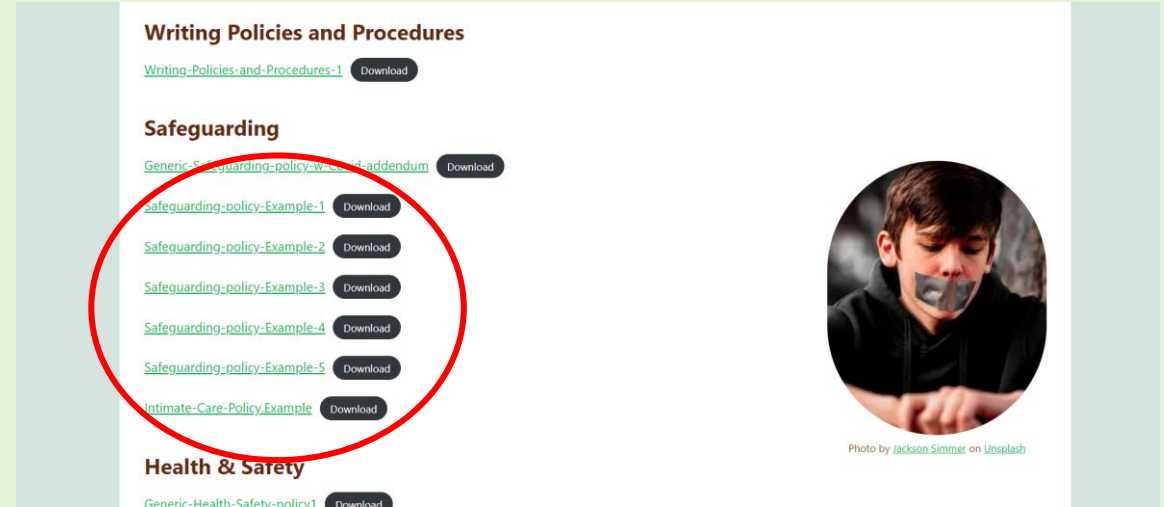
Framework and leading questions guide through the process of developing and writing the policy (in green)

Plenty of pointers to online resources, national and local organisations, and the actual legislation (in blue)

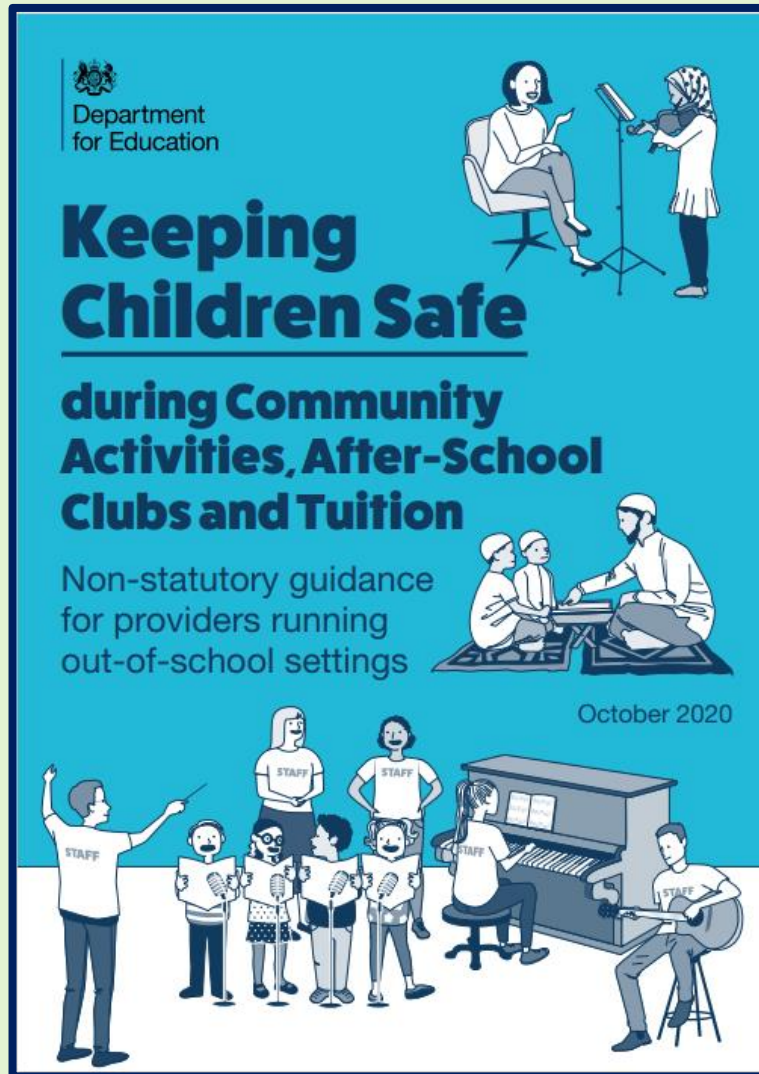
Points to consider and some clear rules that should be incorporated as appropriate (in black)



Example policies



- Policies were donated by local schools and 'anonymised'
- To illustrate the variety of policies in different settings



My top
reading tip

<https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice>

CAMBRIDGE BILINGUAL GROUPS

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<http://cambilingroups.org>





RUSTAM COMPLEMENTARY SCHOOL

SAFEGUARDING POLICIES AND PROCEDURES

OUR SCHOOL'S SAFEGUARDING POLICY



Child Protection and Safeguarding Children

Rustam School

(A community based complementary school)

This policy is reviewed annually by the Designated Safeguarding Leads and ratified by the Management Committee. All staff read and agree to the policy during their induction at this time and when updates occur. Families are encouraged to be familiar with this policy via the school website. Copies of this policy and its associated documents are available from the school office.

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OUR STAFF TRAINING



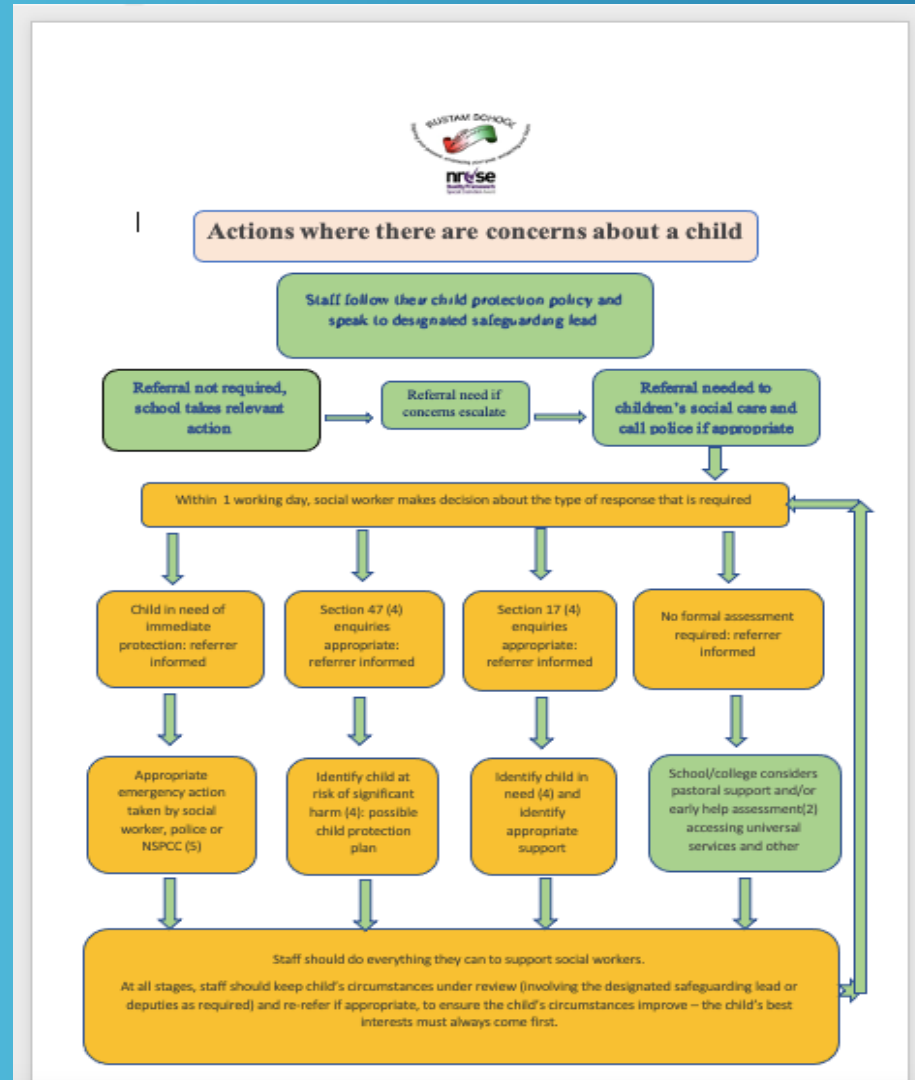
Safeguarding and child protection in Rustam School Staff training – September 2021



OUR REGULAR ASSEMBLIES

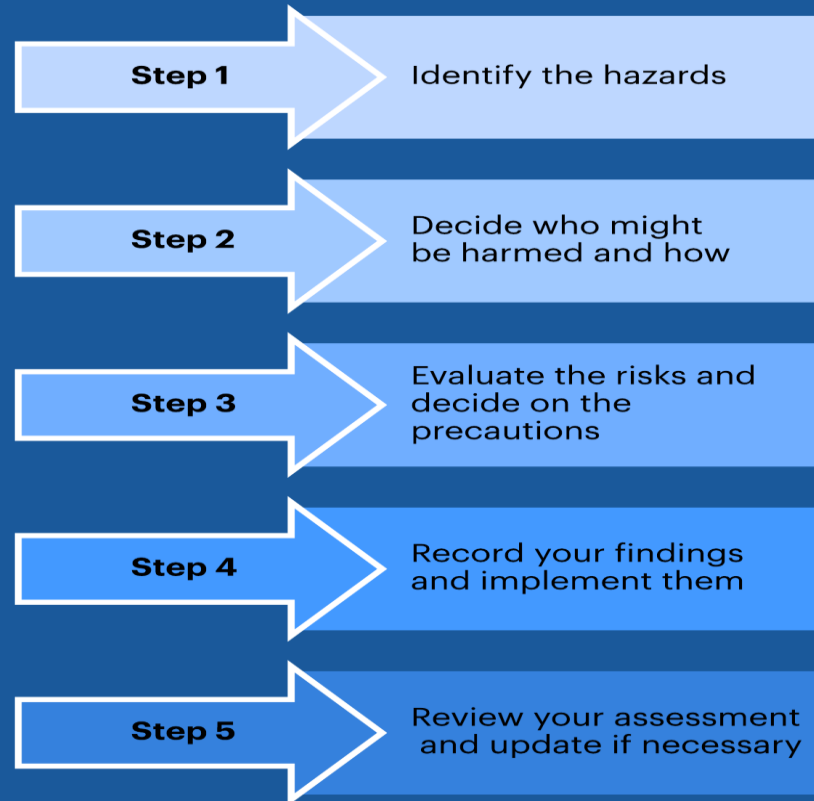


ACTIONS WHERE THERE ARE CONCERNS ABOUT A CHILD



RISK ASSESSMENT

Risk Assessment Steps



WHERE CAN WE GET HELP?

- Local Council
- National Society for the Prevention of Cruelty to Children (NSPCC)
- National Resource Centre for Supplementary Education (NRCSE)
- Child Line
- Barnardo's
- Child Exploitation and Online Protection (CEOP)
- Safeguarding Children – Detailed Information – GOV.UK

USEFUL LINKS AND WEBSITES

Appendix 6: Useful Links and websites

Action for Children <https://www.actionforchildren.org.uk/>

ADCS <http://adcs.org.uk>

Barnardo's www.barnardos.org.uk

BBC Own It - <https://www.bbc.com/ownit>

Care network hub Blackburn <https://www.carenetwork.org.uk/>

Children's Safeguarding Assurance Partnership <http://www.lscb.org.uk/>

Childline <https://www.childline.org.uk>

Child Action Northwest <http://canw.org.uk/>

Child Exploitation and Online Protection Centre
(CEOP) <https://www.ceop.police.uk/safety-centre/>

Department of Education
(DfE) <https://www.gov.uk/government/organisations/department-for-education>

Diocese of Blackburn
Safeguarding <https://www.blackburn.anglican.org/safeguarding>

East Lancashire Hospitals NHS Trust – Child and Adolescent Service (ELCAS)
– Community Services - <https://www.elht.nhs.uk/services/east-lancashire-child-and-adolescent-services>

iPrevent Blackburn <http://ipreventblackburn.org.uk/>

Knife Crime - <https://www.lancashire.police.uk/help-advice/safer-communities/knife-crime/>

Lancashire Online Safeguarding Children Website
<http://www.lancshiresafeguarding.org.uk>

LSAB website - <http://www.lsab.org.uk/>

Modern Slavery - <https://www.antislavery.org/slavery-today/slavery-uk/>

National Network for Children in Employment & Entertainment
<http://www.nncee.org.uk>

NSPCC - <https://www.nspcc.org.uk>

Prevention of Young Suicide - <https://www.papyrus-uk.org/>

SCIE - <https://www.scie.org.uk>

Stop Hate UK <https://www.stophateuk.org/what-is-hate-crime/>

The WISH Centre – <http://www.bddwa.org>

Women's Aid- <https://www.womensaid.org.uk/>

Any questions?

