

<b>Management File</b>
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### School Details

<b>Full name of Complementary School:</b>
<b>Name of main organisation:</b>
<b>Registered Charity Number (if applicable)</b>
<b>Full name of main contact person :      Position:</b>
<b>Full postal address for contact:</b>
<b>Post code:</b>
<b>Telephone number:</b>
<b>Mobile:</b>
<b>E.mail address:</b>
<b>Local Authority area:</b>

### School Activities

Where the school takes place	
Days and times school is open	
Average number of children and young people attending weekly	
Ethnic, religious and linguistic communities served	
National Curriculum subjects taught (if applicable)	
Community language(s) taught (if applicable)	

Other activities (dance, arts, sports, outings etc).	
<b>STATEMENT OF AIMS</b>	

**Adopted on the       day of Tuesday**

**A. Name**

The name of the school/association is [ name of school]

(Hereinafter called “the School”)

**B. Administration**

Subject to the matters set out below, the school and its property shall be administered and managed in accordance with this constitution by the members of the Management Committee, constituted according to Section E below (“the Management Committee”).

**C. Statement of Principles**

- The School recognises that Leicester and its surrounding area contains a diverse community and that this diversity enriches all communities positively.
- The School will seek to maximise representation of the communities that it serves in all their social, ethnic and economic diversity.
- Members of the School declare their intention to work with the School and other groups to eliminate all forms of disadvantage.
- Members of the School are committed to practice which protects children/young people from harm.
- Members of the School undertake to develop policies and procedures for the promotion of the objects of the School [see below].

Therefore, [name of school] aims to:

- Develop the cultural identity, self-esteem and confidence of children/young people from communities residing in Leicester and the surrounding area.
- Promote the achievement of children/young people in their mainstream school by offering targeted lessons in English, maths and other subjects as a complement to their mainstream school work.
- Encourage the involvement of parents in the education of their children.
- Foster means of co-operation with mainstream schools and other educational providers.
- Provide cultural, social, health and artistic opportunities to children/young people and families from the communities residing in Leicester and the surrounding area.

**D. Objectives**

- To promote the well-being of the communities in Leicester and in the surrounding area in a common effort to:
  - a. advance education,

- b. improve the physical and economic conditions and quality of life in the Leicester and the surrounding area,
- c. provide facilities for recreation and leisure time occupation in the interests of social welfare.

- To promote such other purposes as may, from time to time, be determined by a general meeting.

**E. Management Committee**

- The Management Committee shall consist of not less than 3 members and not more than 10 members, to include:
  1. the officers – Chairperson, Secretary, Treasurer;
  2. not less than 3 and not more than 7 members elected at the annual general meeting who shall hold office from the conclusion of that meeting.
- The Management Committee may, in addition, appoint up to 3 co-opted members but no more than one third of the members of the Management Committee may be co-opted members.

**F. Meetings and proceedings of the Management Committee**

- The Management Committee shall hold at least two ordinary meetings each year.
- The Chair shall act as Chair at meetings of the Management Committee.
- The quorum shall be 3 members of the management committee.

**G. Receipts and expenditure**

- The funds of the school, including all donations, contributions, bequests, shall be paid into an account operated by the Management Committee in the name of the school, at such bank as the Management Committee shall from time to time decide.
- All cheques drawn on the account must be signed by at least two members of the Management Committee.
- The funds belonging to the school shall be applied only in furthering its objectives.

**H. Adoption and Amendments**

This constitution was adopted on the date mentioned above by the persons whose signatures appear at the bottom of this document.

This constitution was adopted on

Signed .....

.....

.....

## EQUAL OPPORTUNITIES STATEMENT

### **Statement**

The Management Committee, staff/volunteers and students of the [Name of school .....] are committed to equality of opportunity in all aspects of their work. They will not accept practices which intentionally or unintentionally discriminate against anyone on the grounds of colour, race, religion, nationality, marital status, gender, sexual orientation, disability, age or language. They recognise that personal relations of respect, trust, honesty and openness underpin equality of opportunity.

### **Guidelines**

The following guidelines for positive action are recommended to provide a framework for the effective monitoring of the policy's implementation.

### **Student Recruitment**

The [Name of school] is open to all children and families who want to join our classes. In publicity for our school, language and visual material will be monitored for possible offence to, and stereotyping of, people on the grounds of religion, nationality, marital status, disability, sexual orientation and age.

### **Staff/volunteers and volunteer recruitment**

There will be clear job descriptions and person specifications for each paid post and a clear role description for each volunteer placement. The management committee will interview for all posts. The co-ordinator may interview and place volunteers.

Application and registration forms will require only information which is relevant for the course or post, although other information may be requested for monitoring purposes.

**LIST OF MANAGEMENT COMMITTEE MEMBERS**

<b>Name</b>	<b>Address</b>	<b>Date elected or co-opted</b>	<b>CRB check number</b>	<b>Date of CRB check</b>
		May 2004		
<b>EXAMPLE</b>				

**List of staff/volunteers and volunteers**

<b>NAME</b>				
<b>JOB TITLE</b>				
<b>EMPLOYEE/VOLUNTEER</b>				
<b>Qualifications and experience</b>				
<b>Who collected Right to Work, Referees and NI details</b>				
<b>Who carried out Induction - including Health and Safety and Child Protection?</b>				
<b>Classes taken and other duties</b>				
<b>Line Manager</b>				
<b>Hours per week and rate of pay</b>				

[Name of school]

## JOB DESCRIPTIONS

### **The co-ordinator will:**

- take accurate registers at each session
- keep a register of details about each child/young person (home phone, emergency contact, medical information)
- decide which class each child/young person will be in
- get in touch with mainstream schools if a child/young person progress is causing concern
- organise end of year prize giving and certification presentation
- keep records of the hours staff/volunteers work
- collect fees and donations and record all payments
- phone parents to check on absences
- tell parents about the dates of school terms, special events, outings
- organise outings and special events
- act as Health and Safety Officer for the school
- run fire drills and make safety checks
- act as keyholder and make sure children/young people are collected safely and premises are secure.

### **The lead teacher will:**

- learn about the culture, language, and learning backgrounds of pupils
- find out what the children/young people need to learn
- plan a programme of work for them
- be able to tell the children/young people, their parents, and the complementary / supplementary school co-ordinator what each child/young person has achieved
- set tests to assess and record children/young people's progress
- where necessary, plan lessons with staff/volunteers to match the needs of the children/young people
- make sure that the work is marked by staff/volunteers and check that they show children/young people how to improve
- make sure that children/young people and staff/volunteers are keeping a record of the work they have done
- make sure that children/young people and staff/volunteers have the books and equipment they need
- help staff/volunteers to manage children/young people behaviour effectively.

### **All complementary/supplementary school staff/volunteers must:**

- help children/young people with their work in a way that suits their age and grouping
- keep a record of what they do
- tell them what they have done well and what to improve (talk to them or mark their work)
- tell their parents how they are progressing
- manage their behaviour positively

- make sure they are safe
- follow the school's policies on Child Protection, Health and Safety and Equal Opportunities.

**[Name of school]**

## **STAFF/VOLUNTEERS POLICY**

### **Introduction**

In line with its aims, the [Name of school] seeks to employ suitable, well-qualified and experienced staff/volunteers to lead classes.

It seeks to involve volunteers to give children/young people additional individual and small group support and to ensure that there are always enough adults to supervise the children/young people and keep them safe.

Parents/carers are encouraged to volunteer as members of the management committee and as assistant tutors.

In recruiting and appointing staff/volunteers, we shall follow our Equal Opportunities Policy, Health and Safety Policy and Child Protection Policy.

**We will aim to ensure, as far as is possible, that anyone, paid or voluntary, who seeks to work with children/young people at the school and who gains substantial access to them is as safe to do so in child protection terms as can be guaranteed.**

- All staff/volunteers will be appointed by at least two staff/volunteers or management committee members.
- Staff/volunteers will not work alone with children/young people until they have completed a satisfactory probationary period.
- Volunteers will work in teams, or in open environments where they are not alone with children.
- All staff/volunteers will:
  - be supervised by a named manager
  - be given a clear job description or role description setting out expectations for their work and conduct
  - show that they meet a person specification for the post or role
  - fill in a form on first appointment and annually at the start of each school year to update their personal details, previous and current work/volunteering experience and qualifications
  - supply the names of two referees who will be contacted personally
  - complete an Enhanced Criminal Records Bureau check on appointment and every three years thereafter
  - be given an induction into the school and their own area of work, covering:



- Health and Safety and Child Protection policies and procedures
- the role of volunteers
- a list of all staff/volunteers
- a list of Management Committee members
- copies of all relevant policies
- essential procedures i.e. timekeeping, rota etc.
- schemes of work, lesson materials, positive management of behaviour
- training and staff/volunteers development
- information about the Quality Framework and Code of Practice
- other information as appropriate.

There will be a trial period of 4 weeks to give the organisation and new member of staff/volunteer time to discover whether they are suited to each other. A review will be made midway through the trial period and also at the end.

### **Supervision, support and training**

We at [Name of school] are committed to the provision of training for all members of staff/volunteers.

Guidance, schemes of work and lesson materials will be provided by the co-ordinator. Staff/volunteers will be observed at work and will meet their line manager for feedback on their performance, where they can raise any issues or problems and discuss training needs.

We shall hold a staff/volunteers meeting every ..... to discuss general support and supervision needs and give information about training opportunities. We shall hold updates on training in behaviour management, health and safety procedures and child protection each year.

### **Insurance**

All staff/volunteers are covered by the school's insurance policy while they are on the premises or engaged in work on the school's behalf.

### **Health and Safety**

All staff/volunteers are covered by, and must implement, the school's Health and Safety Policy. All adults have a duty of care towards the children/young people of the school and must have concern for their safety at all times. Further guidance can be found in the Health and Safety and Child Protection Policies.

### **Confidentiality.**

Staff/volunteers and volunteers, including Management Committee members, are required to observe confidentiality at all times.

### **Problem solving**

If we feel that there is a concern about the work of a staff/volunteers member or volunteer, we shall attempt to resolve it by:

- asking the person to explain their dissatisfaction to any other staff/volunteers members or volunteers concerned
- if that does not resolve the concern, meeting with the line manager
- if that does not resolve the issue, meeting formally with the Chair of the Management Committee.

For staff members, we shall follow current employment law.

For volunteers, we shall sever the school's formal links with the person if the issue cannot be resolved.

At all times, staff/volunteers and volunteers will be freely able to state their case and can have a friend to accompany them.

Signed:	Dated:	Date for revision:
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**Date adopted:**

**Date for review:**

**Signed:**

The following designated person has been nominated by this complementary/supplementary school to refer allegations or suspicions of neglect or abuse to the statutory authorities.

**The DESIGNATED PERSON is**

In the absence of the designated person, the matter should be brought to the attention of the **SECOND DESIGNATED PERSON** who is:

The **Social Services number** for the area is:

The **emergency** number is:

[Name of school]

## CHILD PROTECTION POLICY

### Objective

To contribute to the personal safety of all children/young people attending [Name of school .....] by promoting child protection awareness, good practice and sound procedures.

### Policy Statement

We at [Name of school] believe that children/young people have the right to be treated equally and to learn in a safe and friendly environment.

### This policy is based on the following principles:

- the welfare of the child/young person is paramount
- all children/young people, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and/or sexual identity have the right to protection from abuse
- all suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately
- staff/volunteers are trained to understand the nature of abuse and to be alert to matters of concern
- all staff/volunteers working in this complementary/supplementary school have a responsibility to report concerns to the Designated Person with responsibility for child protection at the school, and/or to the school's co-ordinator.

### We aim to safeguard children/young people by:

- adopting child protection guidelines through procedures and a code of conduct for staff/volunteers
- sharing information about child protection and good practice with children/young people, parents and carers, staff/volunteers
- sharing information about concerns with agencies who need to know, and involving parents and children/young people appropriately

- following carefully the procedures for recruitment and selection of staff/volunteers
- providing effective management for staff/volunteers through support, supervision and training
- reviewing our policy and good practice regularly.

### **Named person's role**

Every complementary/supplementary school or place of worship should have a designated child protection person who must undergo child protection training. It is the responsibility of this person to make themselves available for consultation by staff, volunteers, visitors, children/young people and their families.

The name of the Designated Person and their duties should be displayed in the complementary/supplementary school or place of worship so that everyone (including parents/carers) is aware of who to talk to if they have concerns.

In the absence of the designated child protection person, a deputy must be identified.

The named person's role includes:

- ensuring that this policy is implemented throughout the school
- ensuring all necessary child protection-related enquiries, procedures and investigations are carried out
- reporting results of screening enquiries and preserving 'need to know' levels of confidentiality and access to secure records
- ensuring that all confidential records relating to child protection matters are kept secure
- liaising with social services at a formal and informal level on child protection matters, likewise with the police
- reporting allegations and suspicion of abuse to the appropriate authorities
- ensuring there is adequate induction and training relating to child protection matters
- ensuring that each activity carried out by the school is sound in terms of child protection as regards personnel, practices and premises
- checking all incident reports made by staff/volunteers, countersigning them and making such reference to the appropriate authority as is appropriate.

### **Good Practice**

Before any activity starts, the Designated Person shall ensure that adequate child protection procedures are in place.

- Each parent must fill out a consent/members form for each child/young person attending the school.

- A register must be kept of all children/young people attending our activities, including arrival and departure times.
- A daily diary or signing in book must be kept for all adults on the premises (staff members, volunteers, parents and visitors).
- Team members will record any unusual events on the accident/incident form or in the daily diary if not confidential.
- Where possible, staff/volunteers should not be alone with a child/young person, although we recognise that there may be times when this may be necessary or helpful.
- We recognise that physical touch between adults and children/young people can be healthy and acceptable in public places. However, staff/volunteers will be discouraged from this in circumstances where an adult and child/young person are alone together.
- All team members should treat all children/young people with dignity and respect in their attitude, language and actions.

### **Outings and trips**

- All vehicles hired for outings must be insured, roadworthy and fitted with seatbelts.
- All drivers should travel with at least one escort. Drivers and escorts should have up-to-date CRB checks and have been subject to appropriate recruitment procedures. All drivers and escorts should agree to abide by these guidelines.
- Roll call will be taken at the start of a journey and again before commencing the return journey; if travelling in more than one vehicle, children/young people will be encouraged to travel in the same vehicle there and back.
- Staff/volunteers accompanying trips will carry the contact numbers for the home organisation and emergency services in the event of an alert being necessary.
- If a child/young person goes missing while on a trip, staff/volunteers should instigate an immediate search. If the child/young person cannot be found within half an hour, the appropriate security staff/volunteers and the police should be notified.
- If, having notified security staff/volunteers and the police, the child/young person cannot be found, the parents/carers of the child/young person must be notified immediately.
- The care of the remaining children/young people is paramount. It is imperative that they return to the home site as quickly as possible, while a senior staff/volunteers member remains at the visit site to coordinate contact between security staff/volunteers and the child/young person's parents/carers.

### **Use of premises by other organisations**

- In the event that a room or rooms on the premises are used by other organisations, the letting agreement should ensure that the hiring organisation works to approved child protection procedures and/or that they read and agree to abide by these guidelines.

### **Safe recruitment**

- All staff/volunteers will be appointed by at least two Management Committee members.

- Most staff and all volunteers will work in teams or in open environments where they are not alone with children. Where necessary, staff members (but not volunteers) may work alone with children/young people but only if they have completed a satisfactory probationary period.
- All staff/volunteers will:
  - be given a clear job description or role description setting out expectations for their work and conduct
  - show that they meet the person specification for the post or role
  - fill in a form on first appointment and annually at the start of each school year, to update their personal details, previous and current work/volunteering experience and qualifications
  - supply the names of two referees who will be contacted personally
  - be required to complete an Enhanced Criminal Records bureau check on appointment and every three years thereafter, giving photographic and other evidence of identity and including a formal declaration of any criminal convictions
  - be taken through child protection policy and procedure on induction followed by annual training to remind them of procedures and important concepts
  - be supervised by a named manager
  - be observed at work by the school's co-ordinator.

## Responding to allegations of abuse

### **Allegations against a member of staff/volunteer**

We shall fully support and protect anyone who, in good faith, reports his or her concern that a colleague is, or may be, abusing a child/young person. Where there is a complaint against a member of staff/volunteer, there may be three types of investigation: criminal investigation, child protection investigation or disciplinary/misconduct investigation. The results of the police and child protection investigation may well influence the disciplinary investigation but not necessarily.

### **Concerns about poor practice**

- If, following consideration, the allegation is clearly about poor practice, this will be dealt with as a misconduct issue.
- If the allegation is about poor practice by the school Designated Person or if the matter has been handled inadequately and concerns remain, it should be reported to the Chair, who will advise how to deal with the allegation and whether or not the school should initiate disciplinary proceedings.

### **Internal Enquiries and Suspension**

- The Designated Person will make an immediate decision about whether any individual accused of abuse should be temporarily suspended, pending further police and social services inquiries.
- Irrespective of the findings of the Social Services or police inquiries, the school will assess all individual cases to decide whether a member of staff or volunteer can be reinstated and how this

can be handled sensitively. This may be a difficult decision, particularly where there is insufficient evidence to uphold any action by the police. In such cases, the school must reach a decision based upon the available information. This might suggest that, on a balance of probability, it is more likely than not that the allegation is true. The welfare of the child/young person must remain of paramount importance throughout.

## **What to do if you suspect that abuse may have occurred**

### **1. You must report your concerns immediately to the Designated Person at your school.**

The card **What to do if you are worried that a child is being abused**, is guidance produced by the Department of Health and endorsed by the Local Authority. It gives staff/volunteers step by step guidance for dealing with their earliest concerns. Copies must be available to every member of staff and volunteer.

The Designated Person will:

- obtain information from staff/volunteers, children/young people or parents/carers who have child protection concerns and record this information;
- assess the information quickly and carefully and ask for further information as appropriate;
- consult with a statutory child protection agency such as the local Social Services Department or the NSPCC to clarify any doubts or worries;
- the parents/carers of the child/young person will be contacted as soon as possible, following advice from the Social Services Department;
- make a referral to a statutory child protection agency or the police without delay;
- if the school's Designated Person is the subject of the suspicion/allegation, the report must be made to the Chair, who will refer the allegation to Social Services.

### **2. Suspicions will not be discussed with anyone other than those named above.**

**3. It is the right of any individual to make direct referrals to the child protection agencies.** If, for any reason, you believe that the nominated persons have not responded appropriately to your concerns, then it is up to you to contact the child protection agencies directly.

### **4. If a child makes a disclosure of abuse:**

- make notes as soon as possible (ideally within 1 hour of being told);
- write down exactly what the child/young person has said and what you said in reply and what was happening immediately before being told (i.e. the activity being delivered);
- record dates, times and when you made the record;
- keep secure all handwritten notes;
- report your discussion to the Designated Person as soon as possible;

- if the Designated Person is implicated, you need to report to the Second Designated Person;
- if both are implicated, report to Social Services;
- do not discuss your suspicions or allegations with anyone other than those nominated above;
- the Designated Person must consider carefully whether or not it is safe for a child/young person to return home to a potentially abusive situation and if necessary take immediate action to contact Social Services to discuss putting safety measures into effect.

### **ALLEGATIONS OF PHYSICAL INJURY OR NEGLECT**

**If a child/young person has a symptom of physical injury or neglect, the Designated Person will:**

- contact Social Services for advice in cases of deliberate injury or concerns about the safety of the child/young person but must not inform the parents/carers;
- seek emergency medical attention if necessary;
- inform the child/young person's doctor of any suspicions of abuse;
- in other circumstances, speak with the parent/carer and suggest that medical help/attention is sought for the child/young person;
- if appropriate, encourage the parent/carer to seek help from Social Services;
- if the parent/carer fails to act, seek advice from the Area Child Protection Committee;
- in case of real concern, contact Social Services for advice.

### **ALLEGATIONS OF SEXUAL ABUSE**

**In the event of allegations or suspicions of sexual abuse, the Designated Person will:**

- contact the Social Service duty social worker for children and families directly but must not speak to the parent or anyone else;
- seek advice from the Safeguarding Children Committee;
- collect and clarify the precise details of the allegation or suspicion and provide this information to Social Services but not attempt to carry out any investigation into the allegation or suspicion of sexual abuse;
- while allegations or suspicions of sexual abuse should normally be reported to the Designated Person, their absence should not delay referral to Social Services.

### **RESPONDING TO A CHILD MAKING AN ALLEGATION OF ABUSE**



- It is important NOT to make promises that you may not be able to keep. Do NOT say that you will keep confidential what a child/young person is about to tell you as you may have a duty to share it with others.
- Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others.
- Stay calm and listen carefully to what is being said.
- Allow the child/young person to continue at his/her own pace.
- Ask questions for clarification only and at all times avoid asking questions that suggest a particular answer.
- Reassure the child/young person that they have done the right thing in telling you.
- Tell them what you will do next and with whom the information will be shared.
- As soon as possible, record in writing what was said, using the child/young person's own words.
- Note the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated.

### **Helpful statements to make**

- I believe you (showing acceptance of what the child/young person says).
- Thank you for telling me.
- It's not your fault.
- I will help you.

### **Do not say**

- Why didn't you tell anyone before?
- I can't believe it!
- Are you sure that this is true?
- Why? Who? When? Where?
- Never make false promises.

### **Support to deal with the aftermath of abuse**

Consideration should be given to the kind of support that children/young people, parents/carers and members of staff/volunteers may need. Use of helplines, support groups and open meetings will maintain an open culture and help the healing process. The British Association for Counselling

Directory is available from The British Association for Counselling, 1 Regent Place, Rugby CV21 2PJ, Tel: 01788 550 899, Fax: 01788 562189.

## **APPENDIX 1**

### **DEFINITIONS OF ABUSE**

These definitions are based on those from *Working Together to Safeguard Children* (Department of Health, Home Office, Department for Education and Employment, 1999)

#### **Physical abuse**

- Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing harm to a child/young person.
- Physical harm may also be caused when a parent/carer feigns the symptoms of, or deliberately causes, ill health to a child/young person whom they are looking after. This situation is commonly described as factitious, fabricated or induced illness in children/young people or “Munchausen Syndrome by proxy”.
- A person might do this because they enjoy or need the attention they get through having a sick child/young person.
- Physical abuse, as well as being the result of a deliberate act, can also be caused through omission or the failure to act to protect.

#### **Emotional abuse**

- Emotional abuse is the persistent emotional ill treatment of a child/young person such as to cause severe and persistent adverse effects on the child/young person’s emotional development. It may involve making a child/young person feel or believe they are worthless, unloved, inadequate or valued only insofar as they meet the needs of the other person.
- It may feature age or developmentally inappropriate expectations being imposed on children/young people.. It may also involve causing children/young people to feel frequently frightened or in danger, or the exploitation or corruption of a child/young person.

Some level of emotional abuse is involved in all types of ill treatment of a child/young person, though it may occur alone.

#### **Sexual abuse**

- Sexual abuse involves forcing or enticing a child/young person to take part in sexual activities, whether or not the child/young person is aware of, or consents to, what is happening. The activities may involve physical contact, including penetrative acts such as rape, buggery or oral sex, or non-penetrative acts such as fondling.
- Sexual abuse may also include non-contact activities, such as involving children/young people in looking at, or the production of, pornographic material or watching sexual activities, or encouraging children/young people to behave in sexually inappropriate ways.

- Boys and girls can be sexually abused by both males and females, whether adults or other children/young people.

### **Neglect**

- Neglect is the persistent failure to meet a child/young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child/young person's health or development. It may involve a parent or a carer failing to provide adequate food, shelter and clothing, leaving a child/young person at home alone or the failure to ensure that a child/young person gets appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child/young person's basic emotional needs.
- It is accepted that, in all forms of abuse, there are elements of emotional abuse and that some children/young people are subjected to more than one form of abuse at any time.

**These four definitions do not minimise other forms of maltreatment.**

### **Note**

Recent guidance identifies other sources of stress for children/young people and families, such as social exclusion, domestic violence, the mental illness of a parent/carer or drug and alcohol misuse. These may have a negative impact on a child/young person's health and development and may be noticed by an organisation caring for a child/young person. If it is felt that a child/young person's well-being is adversely affected by any of these areas, the same procedures should be followed.

## **RECOGNISING AND RESPONDING TO ABUSE**

**The following signs may or may not be indicators that abuse has taken place but the possibility should be considered.**

### **Physical signs of abuse**

#### **Physical signs of abuse may include:**

- any injuries not consistent with the explanation given for them
- injuries which occur to the body in places which are not normally exposed to falls or games
- unexplained bruising, marks or injuries on any part of the body
- bruises which reflect hand marks or fingertips (from slapping or pinching)
- cigarette burns
- bite marks
- broken bones
- scalds
- injuries which have not received medical attention
- neglect, under-nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care

- repeated urinary infections or unexplained stomach pains.

**Changes in behaviour which can also indicate physical abuse:**

- fear of parents/carers being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed; for example, wearing long sleeves in hot weather
- depression
- withdrawn behaviour
- running away from home.

### **Emotional signs of abuse**

**Emotional signs of emotional abuse may include:**

- a failure to thrive or grow, particularly if a child/young person puts on weight in other circumstances e.g. in hospital or away from their parents/carers
- sudden speech disorders
- persistent tiredness
- development delay, either in terms of physical or emotional progress.

**Changes in behaviour which can also indicate emotional abuse include:**

- obsessions or phobias
- sudden under-achievement or lack of concentration
- inappropriate relationships with peers and/or adults
- being unable to play
- attention-seeking behaviour
- fear of making mistakes
- self-harm
- fear of parent /carer being approached regarding their behaviour.

### **Sexual abuse**

**Physical signs of sexual abuse may include:**

- pain or itching in the genital/anal area

- bruising or bleeding near genital/anal areas
- sexually transmitted disease
- vaginal discharge or infection
- stomach pains
- discomfort when walking or sitting down
- pregnancy.

**Changes in behaviour which can also indicate sexual abuse include:**

- sudden or unexplained changes in behaviour e.g. becoming withdrawn or aggressive
- fear of being left with a specific person or group of people
- having nightmares
- running away from home
- sexual knowledge which is beyond their age or developmental level
- sexual drawings or language
- bedwetting
- eating problems such as over-eating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempt
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money
- not allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way with adults.

## **Neglect**

**Physical signs of neglect may include:**

- constant hunger, sometimes stealing food from other children/young people
- being constantly dirty or smelly
- loss of weight or being constantly underweight
- inappropriate dress for the conditions.

**Changes in behaviour which can also indicate neglect include:**

- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised.

## **APPENDIX 2**

<b>GOOD PRACTICE GUIDELINES</b>
---------------------------------

All personnel should be encouraged to demonstrate exemplary behaviour in order to protect themselves from false allegations. The following are commonsense examples of how to create a positive culture and climate.

### **Good practice means:**

- Always working in an open environment (e.g. avoiding private or unobserved situations and encouraging open communication with no secrets).
- Treating all children/young people equally, and with respect and dignity.
- Always putting the welfare of each child/young person first.
- Maintaining a safe and appropriate distance with children/young people (e.g. it is not appropriate for staff/volunteers to have an intimate relationship with a child/young person or to share a room with them).
- Building balanced relationships based on mutual trust, empowering children/young people to share in the decision-making process.
- Making school activities and other off-site activities, fun, enjoyable and safe.
- Keeping up to date with technical skills, qualifications and insurance.
- Involving parents/carers wherever possible; for example, encouraging them to take responsibility for children/young people in changing rooms.
- Ensuring parents/carers, staff/volunteers, coaches or officials work in pairs if groups have to be supervised in changing rooms.
- Ensuring that if mixed groups are taken away, they are always accompanied by a male and female member of staff/volunteer. (But remember that same gender abuse can also occur).
- Ensuring that at tournaments or residential events, adults should not enter children/young people's rooms or invite children/young people into their rooms.
- Being an excellent role model, including not smoking or drinking alcohol in the company of children/young people.
- Giving enthusiastic and constructive feedback rather than negative criticism.

- Recognising the developmental needs and capacity of children/young people and not pushing them against their will.
- Securing parental/carer consent in writing to act *in loco parentis*, if the need arises to administer emergency first aid and/or other medical treatment.
- Keeping a written record of any injury that occurs, along with the details of any treatment given.
- Requesting written parental/carer consent if staff/volunteers have to transport children/young people in their cars.

### **Practices to be avoided**

The following should be avoided except in emergencies. If cases arise where these situations are unavoidable, it should be with the full knowledge and consent of someone in charge in the club or the child/young person's parents; for example, a child/young person sustaining an injury and needing to go to hospital or a parent/carer failing to arrive to pick up a child/young person at the end of a session.

- Avoid spending excessive amounts of time alone with children/young people away from others.
- Avoid taking or dropping off a child/young person to an event.

### **Practices never to be sanctioned**

The following should **never** be sanctioned. **You should never:**

- Engage in rough, physical or sexually provocative games, including horseplay.
- Share a room with a child/young person.
- Allow or engage in any form of inappropriate touching.
- Allow children/young people to use inappropriate language unchallenged.
- Make sexually suggestive comments to a child/young person, even in fun.
- Reduce a child/young person to tears as a form of control.
- Allow allegations made by a child/young person to go unchallenged, unrecorded or not acted upon.
- Do things of a personal nature for children/young people or disabled adults that they can do for themselves.
- Invite or allow children/young people to stay with you at your home unsupervised.

### **N.B.**

It may sometimes be necessary for staff/volunteers to do things of a personal nature for children/young people, particularly if they are young or are disabled. These tasks should be carried out only with the full understanding and consent of parents/carers and the child/young person involved. There is a need to be responsive to a person's reactions. If a person is fully dependent on

you, talk with him/her about what you are doing and give choices where possible. This is particularly so if you are involved in any dressing or undressing of outer clothing or where there is physical contact; for example, lifting or assisting a child/young person to carry out particular activities. Avoid taking on the responsibility for tasks for which you are not appropriately trained.

### **APPENDIX 3**

<b>REPORTING ALLEGATIONS OR SUSPICIONS OF ABUSE</b>
---

**If you have any concerns about a child/young person being abused, you should inform the Designated Person detailed below.**

---

Organisation:

---

Name:

---

Job/Role:

---

Address:

### **Important contacts outside the organisation:**

Area Child Protection Committee

---

Social Services Office

Emergency number

---

Police station



Telephone:

---

NSPCC Child Protection Helpline:

<b>REPORTING SUSPECTED ABUSE</b>
----------------------------------

**Confidential Recording Sheet**

Organisation

---

Name of person reporting

---

Name of child/young person

---

Age and date of birth

---

Ethnicity

---

Religion

---

First language

---

Disability

---

Parent's/Carer's name (s)

---

Home address/Tel. No.

---

---

Are you reporting your concerns or reporting someone else's? Please give details.

---

---

---

Brief description of what has prompted the concerns: include date, time, specific incidents.

---

---

---

Any physical signs? Behaviour signs? Indirect signs?

---

Have you spoken to the child/young person? If so, what was said?

---

Have you spoken to the parent(s)/carer(s)? If so, what was said?

---

Has anybody been alleged to be the abuser? If so, please give details.

---

Have you consulted anybody else? Please give details.

---

Person reported to and date of reporting.

---

Signature of person reporting

---

Today's date

---

Action taken

---

Notes

[Name of school]

## HEALTH AND SAFETY POLICY STATEMENT

### Objectives

- To provide adequate control of the health and safety risks arising from our work activities.
- To consult with our employees on matters affecting their health and safety.
- To provide and maintain safe premises and equipment.
- To ensure safe handling and use of substances.
- To provide information, instruction and supervision for employees.
- To ensure that all employees and volunteers are competent to do their tasks and to give them adequate training.
- To prevent accidents and cases of work-related ill health.
- To maintain safe and healthy working conditions.
- To review this policy as necessary at regular intervals.

Signed: (Chair)

Dated:

Review date:

Responsibilities;

[Name] has overall and final responsibility for Health and Safety in the school and is responsible for this policy being carried out at the premises at [School name]

[Name] will be responsible as the deputy.

The following tutors will be responsible for safety in particular areas:

Safe electrical equipment [Name]

Safety of children/young people in classrooms [Name]

All employees have the responsibility to co-operate with supervisors and managers to achieve a healthy and safe workplace and to take reasonable care of themselves and others.

Whenever an employee, supervisor or manager notices a health or safety problem that they are not able to put right, they must straightaway tell the appropriate person named above.

Consultation between management and employees is provided by termly staff/volunteers meetings.

Other people responsible for Health and Safety are:

[Name] and [Name]

### **Accidents**

The First Aid Box is located in [Location]

[Name] is responsible for the box.

Trained and qualified First Aiders are [Name/s]

The person responsible for reporting incidents and recording them in the accident book is [Name]

A list of the children/young people's emergency contact numbers is in the school filing cabinet.

### **General Fire Safety**

Checks are made as follows:

Escape routes - on every day the school meets.

Fire extinguishers, alarms and other equipment – [state intervals .....]

### **Training**

The person responsible for training in Health and Safety matters is [Name]

All tutors and volunteers need to know:

- what to check before starting work in a new classroom
- what to do if the fire alarm sounds
- what to do if someone is hurt
- how to register new pupils/students
- how to supervise breaktimes.

For further information, please see **Safety Advice for staff/volunteers**.

[Name of school]

## SAFETY ADVICE FOR STAFF/VOLUNTEERS

### First lessons with a new class

- Fill out the register and make sure you know any special arrangements (e.g. about children/young people who need special help or whose parents/carers want them to leave early or collect a younger child/young person).
- Show learners the toilets and any other facilities.
- Tell the learners what to do if the fire alarm rings and walk the class through evacuation routes to their assembly point. Explain that when they assemble, you will take the register again to check that everyone is out of the building.
- Explain what to do if one of the learners falls ill or is injured in the lesson.
- Explain what you expect them to bring to each lesson and what they should do if they are absent.
- Establish a set of agreed rules for safe and considerate behaviour (your school co-ordinator will give you the school's behaviour policy and safety policy as guidance but you need to establish your own routines, so that all you need to do is remind children/young people of what you expect).

### Start of lesson checklist

- Always arrive in advance of the learners, so that you can check that your classroom is safe.
  - Check that all emergency routes are clear of obstruction.
  - Check heating, lighting and ventilation.
  - Check toilets and kitchen if applicable
  - Check for any hazards to your learners: for example, uncleared rubbish, damaged furniture.
  - Check for safety any equipment you will need to use during the lesson.
  - Arrange the furniture and check that it is safe.
  - Do not move heavy objects on your own.
  - Do not allow children/young people to move furniture.
  - If adult learners or older children help you to set up, tell them how to do so safely.
- In light of your checks, decide whether it is safe to continue the lesson and make any adjustments necessary. Adults may just need to have hazards pointed out: children/young people will need to have them blocked off. You may need to arrange alternative accommodation or cancel the lesson.

- Welcome learners and take the register. Enter late arrivals in the register as soon as they arrive.
- If children/young people who normally come to lessons on their own are unexpectedly absent, arrange for parents/carers to be telephoned to make sure they are safe.

### **Supervising breaktimes (if applicable).**

- There should always be two adults supervising children/young people at breaktimes. Watch out for slips, trips, arguments, fights, bullying and rough play.
- Check again for dangers: things that are safe when children/young people are sitting down might not be safe if you let them move about.
- Make sure children/young people are sitting down whenever eating.
- Clear away bags so that children/young people do not trip.
- Do not let children/young people run about indoors: take them to an outside area and supervise them or clear a space and organise some games.

### **End of lesson checklist**

- Supervise children/young people while they pack away lesson materials and store them.
- Clear any litter and clean the floor and tables if necessary. Empty bins and put food refuse in closed plastic sacks in the correct place.
- Check that toilets are clean and kitchen area, if applicable.
- Put back any furniture that you have moved.
- Clean whiteboards and clear flipcharts.
- Report any damage, hazards or maintenance required (e.g. dead lightbulbs).
- Check that all your learners have safely left the premises.
- Lock up and use any security measures.
- Return equipment and keys if necessary.
- If children/young people are not collected on time, a responsible person must wait with them until a parent/carer comes. Phone the emergency contact number and tell parents/carers who are often late that their children/young people cannot attend classes unless they are collected on time.

### **What to do if someone is injured or ill**

- Clear all the other learners out of the way.
- If you are working with children/young people, you need one adult for the injured child/young person and one to look after the rest of the children/young people. You may need to send a responsible child/young person to get a second adult.

- Talk to the injured person to find out what is wrong. Usually, it is safer not to touch them if they seem badly hurt.
- Check medical records to see if there is a pre-existing medical condition and check instructions on medication. Do not administer medication unless the learner or her/his parents/carers have given permission and clear instructions in writing, in advance.
- Decide whether you need a qualified First Aider.
- When the injured learner is being cared for, tell the co-ordinator what has happened.
- Contact emergency services if necessary.
- Contact the learner's family to tell them what has happened and what will happen next.
- Fill in an accident/incident report as soon as practicable.

An adult should always be with a child/young person who is hurt. If a child/young person is taken to hospital by ambulance and the family is going to meet him/her there, someone from the school should go in the ambulance with the child/young person and stay until another responsible adult arrives to look after them.

#### **What to do if there is a fire**

- Check fire instructions in your classroom.
- If they are not on display, ask the co-ordinator.
- Point out the fire exits each time there is a new learner in the class.
- Practise a fire drill at least once a year. Each group should walk through a fire practice on their own with their teacher before the whole school tries it together.
- Landlords may run a practice fire alarm at any time. If your group is not ready, they may refuse to rent to you in future.

#### **What to do when the fire alarm sounds**

- Call the learners to silence and tell them to stand.
- Tell them they must leave their coats, bags and work on the desks and leave the building by the safest route.
- Tell them to walk quite quickly but not to run. When you practise, decide who is going to lead the group: an adult or two responsible children/young people.
- Pick up the register and a pen and follow the learners out of the building.
- Take the children/young people to line up, and tell adult learners to assemble (where this is applicable), in the designated place. This will usually be one that has been set by the owners of the building you are using.
- Take the register again.

- If any children/young people are missing, tell the co-ordinator or lead tutor, who will tell the fire brigade.
- Keep children/young people quiet, safe and lined up until you are told it is safe to return to the building. Do not let any child/young person go home alone.

**[Name of school]**

### **Procedures for Offsite Visits**

- All offsite visits must have a clear objective and the learning outcomes should be clearly stated. Talk to the co-ordinator if you want to arrange a visit. She/he may contact the Local Authority for support and guidance about safety.
- All visits must have a Plan B if the main objectives cannot be achieved. Your back up plan might be running activities indoors if it rains, making a shorter visit if there are transport problems or cancelling a trip entirely and informing parents/carers that they need to collect their children/young people early. You must plan this as carefully as you plan your main visit.
- All visits must have a leader who has had suitable training and experience. Talk to the co-ordinator about who will be a suitable leader. There must be enough adults to supervise the children/young people effectively. The number will depend on the kind of activities and the length of the trip. There must be a qualified First Aider on all visits and any adventurous or high risk activities must be supervised by specialist leaders whose qualifications you have checked.
- Write a risk assessment for every visit. The risk assessment should cover:
  - the main activity
  - plan B
  - free time (if you decide to allow any)
  - travel arrangements
  - emergency procedures
  - staff/volunteers numbers, including gender and skill mixes
  - arrangements for supervision
  - site-specific hazards and risks (such as needing to have a trained person in charge of a sporting activity)
  - variable hazards (such as the weather, children/young people who cannot manage to complete activities, behaviour issues).
- Write a clear information sheet about the visit, including its purpose, what everyone will do, times and places where everyone should meet and be collected afterwards, the people supervising the visit and any other details you think families might need. Give this to children/young people and to parents/carers.
- Discuss the visit with the children/young people who are going and agree a Code of Conduct with them, making sure that they help to establish the rules that are made to ensure their safety and know why they have to follow them.




- Get written consent from parents/carers for children/young people to go on the visit and take part in the activities. You need to get additional specific consent if any of the activities involve going near water. You may also need to collect medical information and information about special learning, dietary or cultural needs from parents/carers, so that you can care safely and sensitively for children/young people. You should also get a written agreement about whether each child/young person will be collected after the visit or is allowed to make their way home independently.
- Give parents/carers an opportunity to ask questions before the visit. This could be an informal invitation to speak to you at the end of classes or a full parents'/carers' meeting, depending on the nature of the visit.
- Take a list of children/young people with medical details and emergency contact numbers on the visit and leave another identical list with a trusted adult, who will arrange to be contactable by phone for the whole time of the visit. If there is an accident or emergency or even if you are just going to be late arriving back, that person will phone the contact numbers to make sure parents/carers are informed.
- Find out as much as you can about the place you are going to visit. Plan any emergency procedures and pack a First Aid kit. Find a safe meeting place for any child/young person who gets lost. Tell the children/young people what to do if they should get lost.
- Call registers and check regularly that everyone is there. Put a system in place so that children/young people do not get lost or wander off alone. Give each child/young person a buddy and put them in small groups to be supervised by a named adult. Get them to form a circle at the start of the visit so that each child/young person has a left side buddy and a right side buddy. Give children/young people something to wear or a badge or head covering so that you can pick them out in a crowd. Badges must not have the child/young person's name but might have the name of the complementary/supplementary school and a phone number.
- After the visit, spend time with the co-ordinator, children/young people and other adults reviewing the visit, how it went and how it might have been improved. Make a note of any special safety measures you need to adopt for the future.



**[Name of school]  
Registration form**

**Data Protection Act:**

- This information is being collected so that we put your daughter/son in the right class her/his age group and so that we can track attendance and progress.
- It also helps us to keep your daughter/son safe – to contact you if they are ill or hurt, for example.
- We shall not contact your daughter/son's mainstream school without your permission in writing.
- We give the information above the line  to our funders so that they can check our work. We do not give information to any other organisation.

Daughter/son's name \_\_\_\_\_

Weekday (mainstream) School attended \_\_\_\_\_

Year Group \_\_\_\_\_ Date of Birth \_\_\_\_\_

Girl / Boy \_\_\_\_\_ Ethnic Origin \_\_\_\_\_

Parent's/carer's name \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_

Postcode \_\_\_\_\_

Telephone number: \_\_\_\_\_

**2 emergency names and telephone numbers**

\_\_\_\_\_ Tel: \_\_\_\_\_

\_\_\_\_\_ Tel: \_\_\_\_\_

Other information we should know (e.g. medical condition, dietary requirements etc)

Signed ..... Dated .....

**EXAMPLE REGISTER**

Register for [Name of class]

<b>Name of Class teacher</b>	<b>Family Name</b>	<b>Mainstream school</b>	<b>Date of birth</b>	<b>Gender</b>	<b>Ethnic Origin</b>													<b>TOTAL</b>

[Name of school]

## Financial Rules

### Receipts and expenditure

The funds of the school, including all donations, contributions and bequests, shall be paid into an account operated by the Management Committee in the name of the school at such bank as the Management Committee shall decide.

All cheques drawn on the account must be signed by at least two members of the Management Committee.

The registered signatories are:

..... (Chair)  
..... (Treasurer)  
..... (Committee member)

The funds belonging to the charity shall be applied only in furthering the objects of the organisation.

The Management Committee shall comply with their obligations under the Charities Act with regard to:

- keep accounting records
- prepare an annual statements of accounts
- ensure the auditing or independent examination of accounts
- transmit the statements of account

### Budget

The Management Committee will draw up a yearly budget prior to each year. This will be both clear and realistic.

### Role of the Treasurer

The named treasurer is [Name]

He/she will take responsibility for the following:

- ensuring all funds are spent on the objectives of the school
- ensuring all donations, contributions and bequests are paid directly into the school account
- ensuring all cheques on the account are signed by two Management Committee members
- ensuring accounting records for the school are clear, accurate and up to date
- ensuring annual statements of account are prepared
- ensuring the accounts are independently audited

- ensuring statements of accounts are available
- informing the Management Committee of all funding/spending procedures.

**Petty cash rules**

The named treasurer is in charge of the petty cash system. Funds are kept in a locked box which is the treasurer's responsibility. The named treasurer must ensure that:-

- a float of ..... is issued at the beginning of each school year
- funds are spent only on small items furthering the objectives of the school
- receipts are retained for all expenditure
- records of expenditure are made in the petty cash book
- the total of cash plus receipts always equals the amount of the float
- records of expenditure are updated in relation to the main account of the school.

[Name of school]

## REPORT ON VISIT TO SCHOOL

### When and where did you visit?

Give dates, times and venues and say which classes were running and who was present.

Date of visit: .....

Time of visit: .....

Classes/visit focus: .....

Present during visit: .....

### How did you gather evidence?

Who did you talk to? (e.g. Co-ordinator, children/young people, parents/carers and volunteers).

.....

Which classes did you observe?

.....

### Describe the overall learning environment

(Include physical environment, relationships, expectations and behaviour and use of language)

### Describe what you saw of teaching, learning and resources

(This is likely to be based on classroom visit/s and lesson observation/s)

### What did you learn about planning, evaluation (including consultation with parents/carers and children/young people) and community engagement?

(You will need to ask questions of different people to find out about this)

### Policies and procedures

(You might find out about these by watching what people do – eg are they behaving safely? – and by asking questions – e.g. what would you do if you thought a child/young person was being neglected? What are the rules about payment of volunteers?)

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