

Parent and Carer's Guide to Out-of-School Settings (Check List)

The DFE have updated the guidance on using after-school clubs, tuition, and community activities to align with the 'After-school clubs, community activities and tuition: safeguarding guidance for providers', and in response to findings from the out-of-school settings multi-agency pilot scheme. This affects Maktabas and Madressahs.

Choosing a Safe Provider

- Ask questions and check policies/insurance
- Meet staff, visit setting, ask how they keep kids safe
- Request policies and procedures in writing
- Verify insurance coverage
- Look for warning signs
- Lack of safety policies and procedures
- Unclean, unsafe environment
- Insufficient supervision of children
- Lack of staff training and vetting

Questions to ask providers.

- Complaints policy and designated safeguarding lead
- How to file a complaint and who handles them
- Name and contact info for safeguarding lead
- Safeguarding lead's training and qualifications
- Staff training and checks like DBS
- What training is required and provided
- Are background checks done on staff/volunteers
- Frequency of refresher training
- Parental consent forms and data protection
- Do they collect emergency contact info
- How is child data stored securely
- Will data be shared with any third parties

Policy providers should have.

- Safeguarding and child protection
- Details on keeping children safe

- Procedures for handling abuse/neglect
- Local authority and police contact info
- Suitability of staff and volunteers
- Hiring practices, background checks
- Allegations against staff procedures
- Health and safety
- Risk assessments
- First aid, medical needs procedures

Staff and Volunteers

- Relevant training and qualifications
- Child protection, first aid
- Coaching/teaching credentials
- Regular refresher training
- Clear roles and responsibilities -Defined positions and job duties
- DBS checks
- All staff and volunteers checked
- Regular re-checks done

Special Considerations

- Positions of trust rules
- No sexual relationships with U18s
- Needs of children with SEN/disabilities
- Accommodations and inclusivity
- Adequate staff training and support