

**Manchester City Council
Report for Information**

Report to: Children and Young People Scrutiny Committee – 8 January 2020

Subject: Out of School Settings

Report of: Director of Education

Summary

This report updates the Committee on the DFE (Department for Education) Pilot Project on Out of School Settings which aims to:-

- Support Local Authorities to test approaches to mapping, identifying, and intervening in out of school settings
- Improve understanding of risks and intervention approaches in out of school settings; and
- Consider how existing legal powers can be best utilised, and identify any gaps in the current legislative framework.

Recommendations

Members of the Children and Young People Scrutiny Committee are asked to review and consider the content of the report and make a contribution to the learning from this project.

Wards Affected: All

Environmental Impact Assessment - the impact of the issues addressed in this report on achieving the zero-carbon target for the city

Resources to be developed for parents, communities and out of school settings will be available and promoted online.
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Manchester Strategy outcomes	Summary of how this report aligns to the OMS
A thriving and sustainable city: supporting a diverse and distinctive economy that creates jobs and opportunities	Many out of school settings are managed and run by volunteers, who gain valuable experiences that may support them into employment.
A highly skilled city: world class and home grown talent sustaining the city's economic success	Children attending out of school settings have opportunities to develop their talents and to gain skills and accreditation which may not be available in mainstream

	<p>schools. Out of school settings include sports and arts clubs, tuition centres and supplementary schools.</p>
<p>A progressive and equitable city: making a positive contribution by unlocking the potential of our communities</p>	<p>Children attending supplementary schools and other out of school settings gain skills, knowledge and qualifications that will support their development as global citizens e.g. in sports, arts, cultural knowledge and modern languages. They also develop self-confidence which will support them when applying for further/higher education and into employment.</p> <p>The Council's recognition and support for supplementary schools is a key factor in working with Black & Minority Ethnic communities to build on their strengths and maximise their potential.</p>
<p>A liveable and low carbon city: a destination of choice to live, visit, work</p>	<p>In addition to Manchester residents, families from a wide range of neighbouring councils attend out of school settings in the city.</p> <p>Whilst children are in classes, parents may be accessing nearby facilities which is of benefit to the local economy.</p>
<p>A connected city: world class infrastructure and connectivity to drive growth</p>	<p>Supplementary schools are managed and run mainly by black and minority ethnic communities who maintain close links with their home countries, e.g. through recruiting PHD students as volunteer teachers and practical support from Governments and Embassies e.g. for resources.</p> <p>Both the University of Manchester and the Manchester Metropolitan University support Supplementary Schools through their Widening Participation programmes.</p> <p>Children who develop their talents in the Arts or Sports are more likely to be aware of international developments in their field and be more connected through international competitions etc.</p>

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Background documents (available for public inspection):
Not applicable

1.0 Introduction

- 1.1 Manchester is a young, vibrant city. Over 30% of the population is under 30, making it one of the youngest cities in Europe.
- 1.2 The City of Manchester has a long history of investing in a range of leisure activities for children and young people, to support article 31 of the United Nations Rights of the Child. We work with Arts and Sports organisations to ensure the safeguarding of children in entertainment and in sports. We promote a wider range of activities in our libraries and parks and encourage organisations to post information about opportunities for children on our website 'Help and Support Manchester'.
- 1.3 Manchester has always been committed to working collaboratively with a range of partners across the city to build on the vital and innovative work of the voluntary and community sector. The voluntary sector have successfully delivered supplementary schools, youth and play services for many years across the city.
- 1.4 'Young Manchester' is an independent charity which commissions a range of play and youth services. Their work is linked strategically to the 'Our Manchester' strategy. They have an important role to play in championing and commissioning services for Manchester's children and young people and facilitate networks for providers aimed at sharing and improving practice.
- 1.5 The Safeguarding in Education Team is exploring new ways of working with 'Young Manchester' to develop a coordinated package of support around safeguarding to ensure a consistent offer to youth and play providers across Manchester.
- 1.6 The Council works proactively to gain the trust of local communities and to build partnerships with out of school settings. It has supported supplementary schools for over 20 years through allocation of officer time and resourcing for accreditation, networks, training and events.
- 1.7 The Safeguarding in Education Team, within the Council Education Quality Assurance Team, has a remit to develop partnerships with supplementary schools and to promote good safeguarding practice in the sector. The team is pro-active at following up any information about new supplementary schools and building links with them.
- 1.8 Based on data from 112 supplementary schools which are known to the team, approximately 12,000 children, including from other LAs, participate in these learning opportunities on a weekly basis.
- 1.9 The Safeguarding in Education Team visits supplementary schools individually to provide advice/ guidance and to support organisations to gain voluntary accreditation. Additionally there is an annual celebratory event, held in conjunction with the University of Manchester and attended by the Lord Mayor. An average of 300 children, parents and volunteer teachers from a range of

cultures contribute to share their achievements with each other and with invited guests.

- 1.10 The Safeguarding in Education Team organises, facilitates and delivers a range of training which is delivered in community settings and weekends and is free to volunteer supplementary school teachers.
- 1.11 In conjunction with the Council Youth Engagement Team, the Early Years Quality Assurance Team and Young Manchester, additional safeguarding training is targeted at Youth and Play workers, providers of pre/after-school sessions, chaperones who work on child performances with Dance and Theatre Schools and other providers who may not be registered with Ofsted.
- 1.12 There have been clear benefits to settings in increased awareness of safeguarding, implementation of safeguarding policies/procedures, including recognising the need for a Designated Safeguarding Lead, and in improved recruitment processes. Settings have also become more aware of the need to develop their practice, particularly in regard to classroom/ behaviour management and training for staff.
- 1.13 As a result of the Council's good practice in this area and building on what has been learnt through this work, Manchester was invited to apply to become part of a DfE project on out of school settings. Activities as part of this project include mapping out of school settings within the City, identification of good practice, identification of any support needs, ongoing support and training. In particular, a communications campaign to raise awareness of the importance of safeguarding and to provide out of school settings, parents, partners and community groups with useful guidance.
- 1.14 The aim of the project is to improve practice and to embed learning from the pilot fully across the Council, through a multi-agency approach. Additional local authority staff have been deployed on aspects of the project which includes an analyst from the Reform and Innovation Team. Existing links between the Safeguarding in Education Team and partners have been enhanced and new working arrangements actively developed.

2.0 Supplementary Schools

- 2.1 Supplementary education is defined as formal and informal learning and developmental.
- 2.2 Supplementary education is defined as formal and informal learning and developmental enrichment opportunities provided to students outside of school and beyond the regular school day or year. This can be focussed on heritage languages, core curriculum, faith, history or culture and settings may have learners from Early Years up to adults. They are established and managed by community members, generally on a voluntary basis. Supplementary schools may be part of a larger community or religious organisation. Madrassahs may be run by mosques, or independently in private homes or online.

- 2.3 Many languages, cultures, religions & countries of origin are represented. Communities include South East Asian-Bangladeshi, Pakistani, Indian; Afro Caribbean-Nigerian, Congolese, Somali; various Arabic communities - Libyan, Iraqi, Kurdish, Sudanese, Malaysian; Chinese community; Korean community; various European communities - Polish, Czech, Russian, Hungarian, French, Ukrainian, Latvian and Bosnian.
- 2.4 Officers provide direct support for supplementary schools by promoting high quality through mentoring towards voluntary accreditation, promoting good safeguarding practice through supporting safer recruitment checks and delivery of targeted training on Safeguarding, Behaviour Support, First Aid, E-Safety and other relevant topics, facilitating the sharing of good practice through networks and the annual Achievement Event, circulating useful information e.g. about funding opportunities, building and maintaining positive relationships with the sector through one to one visits and pro-active support, reporting to senior leaders to ensure that they are informed of achievements and developments, investigating any concerns/complaints about safeguarding of children and following up with offers of support and working with partners, including the universities to bring in support, for example, from student volunteers.
- 2.5 There has been positive engagement between the Council and supplementary schools over the last 20 years. Partnerships with many schools have been consistent over the whole period and they have engaged with Council initiatives and events to share and celebrate different cultures such as the Manchester Parade.

3.0 Manchester Award for Supplementary Schools

The Council initiated an award scheme for Manchester supplementary schools in 2002 and then contributed to the development of a national scheme, working with the charity ContinU, which subsequently became the National Resource Centre for Supplementary Education (NRCSE).

For several years from 2014, the team worked with NRCSE to develop their quality framework and mentored supplementary schools to gain the award. The Safeguarding in Education team has now developed a Foundation and a Higher Level Manchester Award for out of school settings which better meets the needs of supplementary schools in the city. This builds on a previous Manchester award and the NRCSE awards which many supplementary schools have achieved over the past 10 years. Supplementary schools, including madrassahs, have been involved in pilots of the initial drafts

The Foundation Award evidences that the supplementary school has all the relevant policies and procedures in place to ensure that it is a safe environment for children to learn. The Higher Award, in addition, focusses on quality of the teaching, as well as ensuring all procedures to support a safe learning environment are embedded within the organisation as a whole. These awards ensure that supplementary schools will be able to meet the requirements of the new DfE Voluntary Code of Conduct (currently in the

process of consultation) and all schools will be encouraged to sign up to this when it is finalised.

The Council Communications Team have been commissioned to design the award proformas, guidance documents and certificates once the pilot phase is completed. Quality Assurance officers in the Safeguarding in Education Team have received appropriate training in assessing and mentoring in order to assess practice through visits, interviews and observations. Assessment proformas have been developed to identify the areas and standards that need to be met. This will include attendance of staff/volunteers at the Introduction to Safeguarding training and DBS checks.

A panel, including representatives from the Council's Elected Members, teacher training departments at the University of Manchester and Manchester Metropolitan University and from Bradford, a partner local authority, in the pilot, has been set up. The purpose of the panel is to bring a group of independent experts to review the evidence and judgements presented by the officer who has recommended that the organisations have met the standards to achieve the higher level Manchester Award. The panel will meet termly to assess settings which are ready.

The intention is for the Safeguarding in Education team to complete annual visits to settings which have gained the award. If any concerns are identified a more detailed assessment would be triggered. A re-assessment will be carried out every three years to ensure that the setting continues to meet the standards required.

4.0 Building on Successes through the Pilot

Existing work with supplementary schools has been enhanced through the Council's participation in the DfE pilot. For example, processes have been reviewed and developed to ensure consistency of approach with other out of school settings and the additional resource has enabled the design and production of materials, including a guidance booklet for supplementary schools.

Manchester has had the opportunity to work with partner local authorities. For example Bradford has adopted our award scheme and the two local authorities will participate in each other's panels.

Manchester is the first local authority to offer the 'Rights Respecting Schools Award' to supplementary schools. We are working with UNICEF to pilot this award. 11 organisations signed up, of which three have now gained the Bronze Award. The offer has now been extended to a new cohort, funded through the pilot. Links with mainstream schools who have completed the award will be promoted through offering a mentoring role which, in addition to helping supplementary schools to complete the award, will also develop relationships between the different types of school.

5.0 Pilot DfE Project on Out of School Settings

Manchester is one of the 10 Local Authorities that were invited by the DfE to participate in this pilot project from September 2019 to March 2020. This followed on from the outcomes of a national consultation in 2015/16 which proposed a system for registering and inspecting out of school settings.

The consultation responses highlighted concerns around the possible effect of compulsory registration on religious and other freedoms, about placing unnecessary regulatory burdens on settings and about how such a system could be regulated. Some respondents felt that existing safeguarding legislation was sufficient. Others felt strongly that there was a need for more regulation.

The DfE states in the report that "It is right that we should build on the high standards we've set in our schools so that every child receives a suitable and safe education – no matter where they are being taught – and that we can act quickly in the rare instances where this is not the case" (DfE, Report on call for evidence conducted November 2015 to January 2016, April 2019, p18).

The intention of the pilot project is to bring together local authorities, DfE and other strategic partners to identify common challenges, any barriers to effective multi-agency working, any particular approaches that are working well and any emerging thoughts on legislative gaps.

The DfE's definition of an out of school setting is 'any institution providing tuition, training or instruction to children aged under 19 in England that is not a school, college, 16-19 academy or registered childcare provider.'

The overall aims of the project are to:-

- support local authorities to test approaches to mapping, identifying, and intervening in out of school settings
- improve understanding of risks and intervention approaches in out of school settings and
- consider how existing legal powers can be best utilised, and identify any gaps in the current legislative framework.

The expected outputs are that pilot local authorities will map settings, identify concerns and apply existing legal powers to ensure disruption, where appropriate, with a view to building best practice.

The DfE will use the learning to develop a national approach, will separately publish guidance for parents on what to expect from these settings and how to raise concerns and consult on a voluntary code of practice setting out standards providers should adopt.

6.0 Legislation

Out of school settings cover a wide range of activities including supplementary schools, sports clubs, arts organisations, tuition centres, uniformed organisations, youth and play provision. Many are run by volunteers and

community groups. Others are businesses. Some are charities. They are not currently covered by any specific statutory requirements or regulatory framework such as Ofsted. However managers must ensure that they are not breaching any duties such as Health and Safety.

Local authorities and partners do have a range of statutory powers which may be utilised if there are concerns about an organisation. These include the following.

Section 11 of the Children Act 2004 requires Local Authorities to make arrangements to ensure that their functions are discharged with a view to safeguarding and promoting the welfare of children. The statutory guidance for the Director of Children's Services, re-issued in 2012, states that they should ensure that there are clear and effective arrangements to protect children and young people within their area from harm (e.g. recommending that relevant staff have DBS checks and access to Safeguarding training)

The Public Sector duty is aimed at fostering good relations between different groups under the Equality Act 2010

Planning Regulations enable a response where there is a breach of planning permission or if premises are used for a different purpose than registered for Council Tax

Health & Safety Laws enable a response if there is evidence that premises are unsafe. Inspectors have the power to enter premises, issue an improvement notice and close a setting if they believe that activities are putting individuals at risk. It is a criminal offence to breach the health and safety duty

Under Fire Safety regulations, an inspector is able to enter any premises where they believe it to be necessary. An alteration notice and an enforcement notice can be issued to ensure that the premises are made safe and a prohibition notice, which would restrict the use of the premises until changes have been made.

It is an offence to knowingly fail to register with the Charity Commission or supply false information. This offence makes the individual responsible, subject to imprisonment or a fine. The Charity Commission has the power to identify and investigate any apparent misconduct or mismanagement in the administration of charities

Organisations need to have appropriate insurance to cover the activities

Under the Prevent Duty 2015, Local Authorities 'should take steps to understand the range of activity and settings in their areas and take appropriate and proportionate steps to ensure that children attending such settings are properly safeguarded (which should include considering whether children attending such settings are at risk of being drawn into extremism or terrorism). In assessing the risks associated with such settings local authorities should have regard to whether the settings subscribe to voluntary accreditation

schemes ...Where safeguarding concerns arise, local authorities should actively consider how to make use of the full range of powers available to them to reduce the risks to children, including relevant planning and health and safety powers.'

The Local Authority Designated Officer has a statutory duty to investigate any allegations that an adult in a position of trust has harmed or may harm a child.

We will be reviewing the effectiveness of the above legislation in cases where concerns have been raised through multi-agency workshops planned for the Spring and then ensure feedback to Senior Leadership and to the DfE.

7.0 Initial Mapping of Out of School Settings

A co-ordinator within the Safeguarding in Education Team is leading on the DfE project. She has linked up with other teams in the Council and partners to gather information. The first stage of mapping has now been completed which provides an overview of the types and numbers of settings that children in Manchester attend when not in school.

The Safeguarding in Education team has maintained a database of existing organisations that the team support and advise for a number of years. The focus has been mainly on supplementary schools (which include Sunday schools and madrassahs).

Additional resource from the pilot has enabled this to be further enhanced and enabled engagement with more settings. Numbers of supplementary schools known to the team have increased from 87 in October 2018 to 112 in November 2019.

Currently 840 out of schools settings are known to the project, with new ones regularly being added. Information is also being collated on 'host' organisations including schools, housing associations and community organisations which may rent rooms out to several different groups.

OOSS Pilot Project Summary Data, November 2019	
Total OOSS known to project	840
Sports Teams registered with Council	270
Clubs in LA parks/community centres	143
Uniformed Organisations	137
Supplementary Schools which are engaged with Council	112
Youth/Play providers	70
Dance/Music/Theatre Clubs with Body of Person Approval	32
Tuition Centre & Sports Clubs on Help and Support Manchester but not linked with any Council Teams	30

In addition to basic information about location, key contacts and activities, intelligence about the specific guidance, advice and training available to the different categories of out of school settings is being collated and whether individual organisations follow it or not. This supplements the information on training attended, safeguarding processes and practices in place and accreditation already held for the majority of supplementary schools. Work is ongoing to promote good practice and to ensure that any new schools are aware of the support the team offers.

The Safeguarding in Education Team has linked in with the Council Sports Team and now holds details of 207 sports teams and 43 clubs which run in parks or community centres. The Sports Team are currently undertaking a review of the safeguarding practices of these clubs and carrying out quality assurance checks.

The Youth Engagement Team have collated the youth offer on a ward by ward basis and have information on 182 youth/play settings which has also been shared as part of the project. This includes 137 uniformed settings which are linked to national organisations, such as the Girl Guides, operating in the city. The Charity Commission also shared information on registered charities in Hulme, Moss Side and Rusholme.

As part of this mapping exercise, records for Elective Home Educated families have been reviewed for information on out of school settings that they attend. The most effective mapping has been where the Council already had links with the settings and information is held in addition to the basic contact details.

8.0 District Focus

Safeguarding arrangements in Manchester are organised on a district model, in order to ensure that the particular context of each area is taken into account and that the right interventions and support are in place for local communities. There are three districts - North, Central and South, each with their own strategic oversight and multi-agency partnerships.

The second stage of mapping started in June. This was a sample of the 78 settings known to be operating that are located in the Central District. Members of the Central Strategic District Partnership are supportive of the project and agreed to work with the team to inform our risk assessment and to intervene if any concerns are identified.

Some of these settings are already engaged with different teams in the Council and some information is held about their safeguarding practices. Others are less engaged or new to the city. Contact has been made requesting basic information and inviting organisations to get involved with the project. Where we are aware of organisations, we have been engaging with managers to arrange visits, in some cases, where appropriate, these will be unannounced.

Some settings have flagged the need for support with processes and practices in keeping children safe. They are able to access training from the Manchester

Safeguarding Partnership but, as with supplementary schools, some targeted support may be appropriate and the project has broadened the reach of the team.

Events in the Central District have been planned to raise awareness of the importance of safeguarding policies and procedures and encourage settings to access training and support from the team.

There is a joint initiative between Social Care, Greater Manchester Police and Education to raise awareness of the risks of exploitation. Primary schools have been invited to participate and workshops will begin in January, with planned events for parents and communities. Two free training sessions to raise awareness of child exploitation have been organised for school safeguarding leads across the city and there will be an additional one for the participating schools in January.

Dates have been set for out of school workshops which will focus on sharing learning from individual cases and identifying any barriers in the city to intervening where risks have been identified. Members of the Central District Partnership will be part of this.

Schools have been contacted to discuss any out of school settings that rent their premises. To date, primary schools that have responded said that their buildings are not used outside school hours. The majority of high schools however do let their premises at weekends. Some schools use companies to manage this, rather than having a direct relationship with the organisations and there is a wide variation in practice. The Safeguarding in Education Team are working with schools to ensure that the safeguarding of external events is effective.

The Safeguarding in Education team has supported some supplementary schools in arrangements to hire school premises at weekends. This has included working with the schools on Service Level Agreements which specify that the supplementary school must be working towards/have gained an award as part of their assurance that it is a safe organisation.

There are some excellent examples of where school leaders take a direct interest, for example, one primary head who is on the management committee of a supplementary school and has provided support and training for the volunteer teachers. There is a high school where there is a tight service level agreement with the letting company and security arrangements at weekends mirror those when the school is open. Information on best practice for safe lettings which has been gathered through this project will be provided to all head teachers in January 2020.

9.0 Partner Teams and Agencies

The Safeguarding in Education Team has linked with a wider range of partners to gather information about settings and to review and improve existing practice. These include charities such as the Charities Commission, UNICEF,

Strengthening Faith Institutions, City in the Community and FA Manchester. Within the council the following groups have been involved: Community Safety Team, Children's Social Care, Education, Elected Members, Neighbourhoods Teams, Sports Team, Prevent Team, Youth Engagement Team, 'Help and Support Manchester' and Young Manchester. Other partners include: Schools, Supplementary Schools, Housing Associations, Manchester Safeguarding Partnership, The Prevent Steering Group and the LA Central District Partnership which looks at particular issues and risks in the locality.

Children's Services Senior Leadership Team have oversight of the project and decisions will be taken at strategic level to improve partnership working. The out of school settings project has been discussed at a number of multi-agency forums to promote joint working including the Safeguarding Practice Improvement Group, which brought together the Council, police, schools, education, community safety, early help, housing, voluntary sector, youth justice and others to improve practice across the city. This group linked with and supported district safeguarding fora and has now been incorporated into the Learning & Development Group under the new statutory multi-agency Manchester Safeguarding Partnership.

There are positive relationships between statutory services in the city and teams have worked together on a number of individual cases that were causing concern with Police, Fire, health & safety, Prevent, designated officers and Health. These agencies will be included in the workshops. The Safeguarding in Education Team has recently started to work with 'Strengthening Faith Institutions' who are currently working with a number of madrassahs in the city. The aim of this is to complement each other's work and avoid duplication. The Manchester Safeguarding Partnership has agreed for information about the project to be included on the website and this will be used to share resources and promote events or training. Partner local authorities in the pilot have discussed and shared resources at the project workshops and a set of materials are in the design stage with the Council's Communication Team.

'Help and Support Manchester' is a website hosted by the Council with information, advice and support for Manchester residents. It includes a directory of clubs, educational organisations and activities for children. In addition to the ward focussed work, Tuition centres and sports clubs across the city listed on 'Help and Support Manchester' that are not linked with any Council team and that very little is known about will be sent targeted letters. Any settings where concerns are raised continue to be followed up through existing procedures, including the Social Care Front Door arrangements, the Local Authority Designated Officer process, Channel process and the Council Corporate Complaints. In addition they will be logged on the database to support the overall identification of risks.

Feedback is being gathered from other out of school settings to identify if they would be interested in working towards the Manchester awards and if they would need to be adapted to meet the requirements of the particular type of setting, e.g. sports. The Safeguarding Lead at City in the Community which is the charity arm of Manchester City Council Football Club who run various

education and inclusion projects in Manchester has agreed to work with the team on this.

Some out of school settings are linked with national organisations, for example, the Scouting Association and the Football Association. The setting itself and/or staff may have accreditation, but the picture is inconsistent. The Safeguarding in Education team is collating information on relevant guidance/support/possible accreditation and signposting settings as appropriate.

10.0 Training for Out of School Setting Providers

Training for supplementary schools currently in place includes Introduction to Safeguarding, training for Designated Safeguarding Leads, Behaviour Management, First Aid Training, E-Safety, UNICEF Rights Respecting Schools and Prevent Training 'Extreme Dialogue' (delivered by Foundation for Peace).

The 'Introduction to Safeguarding' training has been offered monthly for the past few years. 196 volunteers from 29 different organisations have attended since the beginning of September 2018.

Over the past 2 years the number of organisations which have attended the other training is:-

- Designated Safeguarding Leads x 136
- Behaviour Management x 24
- First Aid x 11
- E-Safety x 12
- Extreme Dialogue x 5
- Rights Respecting Schools x 11

Further engagement and marketing of training to encourage all supplementary schools to attend is ongoing. This can be difficult as most people are volunteers and already give up a day at the weekend to help with the running of the supplementary school and are reluctant to give up another day for training.

Uptake of the E-Safety training has been lower than the other areas in the pilot. Further exploration has found that supplementary schools generally do not consider E-safety to be a priority, as it is not generally part of their curriculum and they may not use IT during their sessions. Consequently, a slot on E-safety has now been included in the 'Introduction to Safeguarding' training and also the 'Designated Safeguarding Lead for Supplementary Schools' so that the message that educating the children and parents on keeping safe both in and out of the setting is reinforced during all visits. County Lines/Knife Crime and Extremism awareness training to volunteer teachers are also being explored.

The Safeguarding in Education team works with the Youth Engagement Team and with Young Manchester. Targeted Safeguarding training is offered regularly. The team also inputs to networks run by Young Manchester. Youth organisations have also been included in training on County Lines and Extremism.

From the focussed project in the Central District, a picture will be gained of the needs of the wider group of out of school settings and more support/training will be offered as appropriate.

11.0 National Concerns and Council Responses

As stated earlier, the DfE pilot seeks to build understanding of where there may be risks and of appropriate interventions if a concern is identified.

The possible risks identified in Manchester are similar to those identified in other areas participating in the pilot. These challenges are not new and there are systems in place, aiming to mitigate them.

11.1 Inconsistent guidelines and expectations

There are inconsistent guidelines and expectations for different types of settings. Some settings are run by volunteers, other as businesses. Some are able to gain national accreditation, while for others there is nothing for their field.

In Manchester, the Safeguarding in Education Team supports settings with advice about appropriate safeguarding policies/procedures and to work towards appropriate accreditation, for example, the new Manchester Award and the National Resource Centre for Supplementary Education (NRCSE) quality framework.

The Council links settings in to other sources of support, for example, the NSPCC's guidance for sports clubs and Strengthening Faith Institutions guidance for religious organisations including churches and madrassahs.

11.2 Staff mobility

There are high levels of staff mobility in some settings due to short-term funding and use of volunteers. There is a need for an ongoing programme of engagement to ensure staff training and to promote safe recruitment practices. The Council's offer includes acting as an umbrella organisation to support supplementary schools with safe recruitment and funds Disclosure and Barring Service checks for organisations that might not otherwise engage.

11.3 Safeguarding Training

There is no national standard of safeguarding training. Some settings only do online training which is less effective, especially for new staff and there is no information about local contacts or procedures. Some settings do not access any training.

The Manchester Safeguarding Partnership accept voluntary organisations and out of school settings on their free courses. Applications are checked to ensure that they work with Manchester children. Any concerns are flagged to the Safeguarding in Education Team and/or the Designated Officer.

The Safeguarding in Education Team have also provided free training for supplementary schools for more than 15 years tailored to needs of the sector, such as delivering sessions at weekends. This training highlights the Council's priorities, including safeguarding children from radicalisation, female genital mutilation, forced marriage, knife crime, exploitation, County Lines and dealing with disclosures.

11.4 Unregistered Schools

Nationally there is a concern that some organisations are running as schools but are not registered with Ofsted.

In Manchester there is good intelligence and information sharing between agencies which reduces the possibility of organisations running illegally as unregistered schools. For example, the Safeguarding in Education Team became aware of an organisation through its work with Supplementary Schools which was also being used by families who home educate. Ofsted had concerns that it may be operating as an unregistered school and linked with extremist organisations. A joint unannounced visit carried out with the Local Authority established that this was not the case. Subsequently, relationships have been developed so that there has been ongoing engagement with Safeguarding in Education Team through attendance at training and networks.

11.5 Poor Quality Premises

Some out of school settings have been using poor quality premises with attendant Health & Safety/fire risks and they may lack appropriate planning permission. This includes, for example, some madrassahs operating in All cases where concerns were raised have been followed up, sometimes with Neighbourhood Teams/Police. Specific settings where there have been safeguarding concerns are no longer operating however, the Safeguarding in Education Team do rely on intelligence from partners.

11.6 Disclosures Withdrawn

The Designated Officer has a statutory responsibility to investigate allegations that named adults have harmed a child or there is a risk of this. There have been a number of cases referred to the Designated Officer following disclosures and allegations about out of school settings over the past few years. Some of these have resulted in no further action from police or social care, either because of insufficient information, such as the full name of member of staff, because the disclosures were withdrawn, because parents did not want to pursue or because the concern did not meet the threshold.

The Safeguarding in Education Team has always followed up with offers of support and training. However the settings have not always taken up the offers.

There have been a number of cases where children have withdrawn their disclosures and/or parents have not wished to take the issues further e.g. logging with police. A key piece of work is engagement with parents and communities regarding safeguarding questions/checks they should be making

regarding any organisations their children are attending. The booklet 'Safe after School' and additional resources will be launched in 2020 and will be circulated to Early Years settings, schools, libraries, other Council teams, faith organisations and partners.

12.0 Findings to date

Phase 1 of the mapping was achieved by the deadline of 31 October 2019. Information was collated about the wide range of settings known to different teams in the Council in a consistent way. Case studies have also been produced of settings where concerns have been raised. These have been shared with the Senior Leadership Team and with the DfE and will be the basis of the planned multi-agency workshops to review practice, identify gaps and reflect on possible solutions.

The findings inform ongoing engagement with the settings to address any issues identified, for example by offering training and support with developing safeguarding policies and procedures.

The strategies that have been implemented over a number of years with supplementary schools, for example, the offer of training/support and positive recognition from the Local Authority have proved successful. Feedback from most settings that have engaged so far is that they would value support to develop safeguarding procedures and the plan is to trial similar ideas with other settings.

13.0 Strengths in Manchester

There are a number of strengths identified in Manchester in relation to this project.

There is effective multi-agency working both at strategic level and around individual cases of concern, including joint working between the project team and the Prevent Education Officer.

Safeguarding training and engagement work with communities has had a positive impact and reduced risks.

Systems are in place to ensure that any out of school settings commissioned by the Council or partners need to demonstrate that they have safeguarding policies in place through robust service level agreements.

The Council Sports Team are ensuring that any sports clubs that wish to be placed on the Manchester Active website have safeguarding policies in place. Other local authority services that let rooms risk assess any organisations that apply. The Library Service also ensure that children are safe in their premises by observing behaviour and dealing with it in line with procedure which has included speaking to young people, parents, schools and social services.

Dance/Arts organisations that apply for child performance licenses or Body of Persons Approval (required for amateur productions where children are not paid) are required to have safeguarding policies in place.

All chaperones licenses by the Council attend mandatory safeguarding training.

Local authority officers routinely request information on out of school settings attended by home educated children and share any concerns with the Safeguarding in Education Team.

14.0 Challenges in Manchester

This project has highlighted a number of issues which remain difficult to address.

There are low numbers of referrals into Early Help or Social Care from the voluntary sector, despite the promotion of free training through the Manchester Safeguarding Partnership and the Safeguarding in Education Team. Risks about some individual organisations have been discussed in a range of forums, but are difficult to follow up unless there is hard evidence of a safeguarding concern or a crime. Unless there is specific evidence of a safeguarding risk, there is currently no duty on unregistered organisations to comply with Council enquiries. The Council relies on positive engagement with communities and settings as it does not have powers to request routine information from unregistered out of school settings, for example, safeguarding policies and safer recruitment details.

Parents may be reluctant to give full information or to put in official complaints and officers have had no option but to take no further action in a number of cases.

It is difficult to collate all concerns from partners when monitoring information about out of school settings. Individual agencies have information which may support this work but there are challenges as they use different systems. Case by case joint working is in place but there is currently no routine system for collating all concerns regarding out of school settings, for example, from the Local Authority Designated officer, front door referrals, police or Fire Service. This may be improved through the new Liquid Logic database which is now live.

15.0 Conclusion

The Council's participation in the DfE Pilot Project on Out of School Settings has been extremely valuable. It has prompted a review of existing work carried out by different Council teams with a range of settings.

We now have a better understanding of current engagement with settings and the impact of existing Council strategies. We are building up an evidence base of how existing legislation and strong partnerships support the safeguarding of children in unregistered settings, as well as identifying possible gaps.

We are building evidence of the positive impact of support, training and voluntary accreditation for supplementary schools and reviewing if similar approaches could benefit other types of out of school settings.

There is a need to embed the learning and develop systems to ensure that improved information sharing and partnerships are sustainable and that all Council teams and partners which host out of school settings are aware of their responsibilities to promote good safeguarding practice on their premises.

16.0 Next Steps

- Continue to identify and engage with out of school settings which may be in need of support together with ongoing mapping and collation of concerns
- Raise awareness of parents, communities and host organisations through the 'Safe After School' campaign
- Identify and share learning from the project with the DfE and partners, through case studies and workshops
- Joint work with the Youth Engagement Team, Young Manchester and other key partners to ensure that safeguarding is part of the commissioning process