



Department  
for Education

# Keeping Children Safe

## during Tuition and Activities for Faith Groups:

Guidance for  
Providers Running  
Out-of-School  
Settings



# **What is an Out-of-School-Setting (OOSS)?**

OOSS are organisations or individuals that provide tuition, training, instruction or activities to children in England without their parents' or carers' supervision, but are not schools, colleges, 16-19 academies, or providers caring for children that are registered with Ofsted or a childminder agency.

OOSS generally provide tuition, training, instruction or activities outside normal school hours, such as in the evenings or at weekends, although some OOSS are run part-time during school hours to help meet the needs of those in-home education.

We all have a responsibility to help keep children safe. **Faith organisations and individuals working with children and young people should have safeguarding policies in place to reduce the risk of harm when they are in their care.**

Children often view places of worship as safe spaces and faith leaders as trusted adults they can talk to about issues that are worrying them. And so it is important to know what your safeguarding responsibilities are to keep children safe while they are attending your activity, tuition or class as well as what you should do if a child tells you that they are at risk of harm outside your setting.

To help you ensure you are following best practice when it comes to keeping children safe, the Government has released guidance on '**Keeping Children Safe during Community Activities, After-School Clubs and Tuition**'.

## **What is the 'Keeping Children Safe during Community Activities, After-School Clubs and Tuition' guidance?**

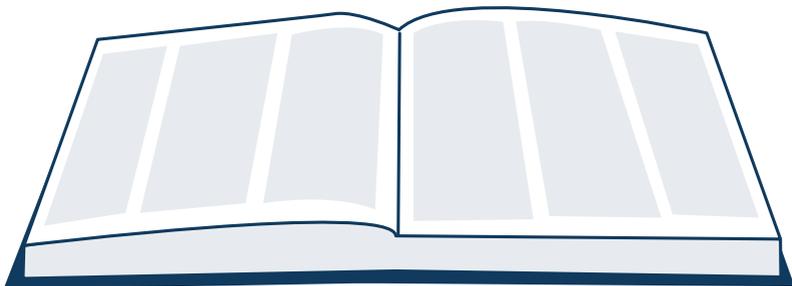
This new government guidance can help you operate a safe setting. It lays out a minimum level of practice to reduce the risk of harm to children in clubs or community-led activities, including activities or tuition led by religious groups.

The guidance can be used if you have not yet put safeguarding and child protection measures in place as well as to check that existing procedures are consistent with best practice.

The guidance is separated into four sections with basic requirements for large providers, small providers and volunteers or lone providers laid out at the beginning of each so you only need to read the subheadings relevant to your setting.

All providers, without exception, should also refer to the current **guidance on protective measures for holiday and after-school clubs, and other out-of-school settings during the coronavirus (COVID-19) outbreak**.

You can find the '**Keeping Children Safe during Community Activities, After-School Clubs and Tuition**' code of practice and parental guidance at [gov.uk](https://www.gov.uk).



## **Who is the guidance for?**

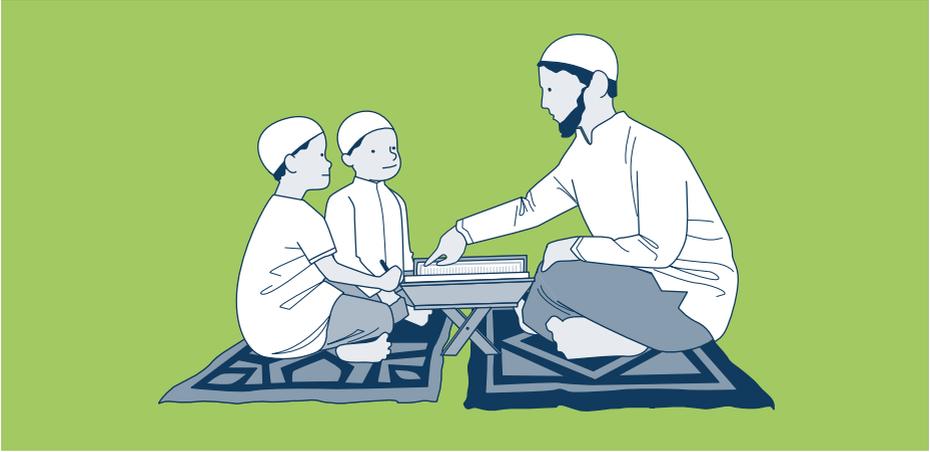
**All staff and volunteers working with children should be aware of the different risks and safeguarding issues that can exist within out-of-school-settings.**

As part of your health and safety policy, you should carry out a risk assessment of the venue of your activity or class. For instance, if you are hiring out a community hall for your Sunday school or madrassah, you will want to ensure that there is access to drinking water, fire escapes and check that there are no trip hazards, amongst other things, that could put the children who attend at risk.

You should also be aware of the various safeguarding issues that can put children at risk of harm and how to deal with them. For example, you should know the signs of abuse and neglect and the proper referral routes if you believe a child is at risk.

## **What does keeping children safe in OOSS look like?**

It's important to consider the risks and safeguarding issues and to develop policies and procedures which will help reduce the risk of harm to children in your setting. The example on the next page shows how the guidance can be used to help keep children safe while they are participating in a class or activity.



## **Example Scenario**

Ibrar volunteers to teach children at a madrassah one day a week. He has read that new guidance has been released on how to reduce the risk of harm to children when they attend out-of-school settings.

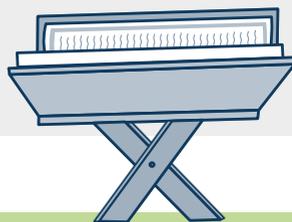
He finds the guidance document on gov.uk and sees that the beginning of each section includes basic requirements that should be fulfilled depending on the type of provider. Ibrar sees that there are specific checklists for volunteers that he can use to easily find the information within the guidance that is relevant to him.

Reading through the relevant subheadings for volunteers in Section 1-4 of the guidance, Ibrar realises that his madrassah already has many of the basic requirements in place but he can't remember receiving written instructions on what to do if he has a concern about a child. He brings this up with one of the leaders and they agree it would be a good idea to circulate a written document to all staff members to ensure they are aware of what to do if a child makes an allegation of abuse, for example, and who to contact. The leader also decides to display the document clearly in the setting so all staff members and parents can view it.

## 7 steps towards running a safe faith setting for children

Start on the path to running a safer setting by following these 7 easy steps:

- Assess health and safety risks and take steps to reduce the risks
- Have a fire safety and evacuation plan
- Have more than one emergency contact number for each child
- Be aware of specific safeguarding issues that can put children at risk of harm and undertake appropriate training
- Know referral routes for when you have a concern
- Do appropriate pre and post-employment checks on staff and volunteers
- Have a clear complaints policy



If you are reading a print version of this document, you can find the digital version which includes web links to other useful resources at <https://www.gov.uk/government/collections/keeping-children-safe-in-out-of-school-settings>

**Remember:** These basic safeguarding practices should be supported by effective leadership, training and a culture of vigilance around children’s welfare in your setting.

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Find the full guidance for OOSS providers on ‘**Keeping Children Safe during Community Activities, After-School Clubs and Tuition**’ at [gov.uk](https://www.gov.uk).



