



# External Evaluation Report

**London Borough of Hammersmith & Fulham  
(LB&HF)**

**Out-of-School Settings (OOSS) Pilot Project**

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## EXECUTIVE SUMMMARY

This is an external summative evaluation, assessing activities and learning from the LBHF OOSS pilot project against its objectives. The pilot was funded by Department for Education (DfE) and was one of 15 authorities sharing a total of £3 millions of targeted funding to test different approaches of multi-agency working on how Safeguarding can be enhanced in the Out Of School Sector (OOSS). This report is preceded by an interim external evaluation report produced in January 2020.

The evaluation was largely qualitative, enabling a range of stakeholders to describe impact and learning. As a result of the COVID-19 pandemic and subsequent lockdown pilot activities were reviewed to ensure compliance with GOV.UK regulations in place and which also impacted on the OOSS sector services and the roles and responsibilities of the pilot management and staff.

The project operates in the context of a wide and diverse out of school sector. After school activities have been acknowledged to be extremely beneficial for young people, conferring physical, psychological and social advantages. However, the sector is not subject to the same Safeguarding regulations as registered schools or childcare settings. Furthermore, existing legal powers in place to protect children, such as health and safety, premises regulations, and general Safeguarding provisions, tend for the most part to be unenforceable. The project undertook the following activities:

- **A multiagency partnership:** The partnership's Terms of Reference resulted in good representation from 17 partner departments and organisations, which provided a steer to the project.
- **A database of all OOSS in the borough:** This aspiration was abandoned as both unachievable and of limited usefulness. OOSS projects and providers are not static entities; they have high turnover and information quickly becomes outdated. A more effective use of resources by accessing the expertise of umbrella bodies with a working knowledge of OOSS, such as Young Hammersmith and Fulham Foundation (YHFF) was agreed to be more likely to yield the pilot outcomes.
- **A RAG rating of OOSS:** This proved unworkable as in addition to the closure of many services in response to the pandemic OOSS projects vary hugely in respect of capacity, activities, size, human and financial resources and without enforceable powers the limitations for pilot staff and officers were judged to be insurmountable.
- **Information and training:** The provision of free support and training has been found to be by far the most successful aspect of the pilot delivery in achieving engagement and interaction with OOSS and enhancing awareness of the importance of Safeguarding in the sector. Over the course of the project, 119 settings were visited and supported and 49 workshops on areas connected to good practice in Safeguarding, Health and Safety were delivered to 127 individuals. Much of the training was delivered by High Speed Training, and was accredited at levels 1, 2 and 3 and attributable to individual's Continuous Professional Development (CPD).

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## Section 1 – Introduction

### 1.1 Aim of the evaluation

The aim of this evaluation is to report on the extent to which the LBHF OOSS project met its objectives as outlined below. It follows an interim evaluation report produced in January 2020.

The evaluation also aims to report on learning and good practice identified during the pilot.

### 1.2 The DfE OOSS Multi-agency pilot

Launched in August 2018, the Department for Education (DfE) Out-of-Schools Settings (OOSS) pilot was initially agreed for the period October 2018 – March 2020 and subsequently extended to continue to December 2020. It committed £3 millions of targeted funding to test different approaches of multi-agency working across 15 authorities.

The ultimate aim of the OOSS project is to promote the oversight and Safeguarding of children and young people in OOSS. The pilots aim to:

- Support the multi-agency working of local authorities, the police, Ofsted and other agencies, to explore how Safeguarding, and tackling the minority of out-of-school education settings that undermine British values or expose children to harmful practices, can be enhanced.
- Strengthen understanding of OOSS and Safeguarding risks
- Identify, share and spread best practice across the country about how existing legal powers (including, for example, health and safety, premises regulations, and general Safeguarding provisions) can be best utilised, alongside community engagement and outreach, to intervene where there are concerns about the welfare of children.

### 1.5 Evaluation Methodology

This is a summative evaluation, aiming primarily to identify learning and good practice. As such, it takes a largely qualitative approach and informed by desk research.

#### 1.5.1 Desk research

The evaluator's review and analysis included:

- Background documentation, including the Voluntary Safeguarding Code of Practice<sup>1</sup> and consultation responses, and a range of Safeguarding guidance from organisations such as NCVO and NSPCC. See Appendix 1 for summary of the contents.
- The project's internal records including:
  - the project application form and work plan
  - management records, including activities, outputs and post-training evaluations, where these were available

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<sup>1</sup> Draft guidance for out-of-school settings providers - subsequently finalised and produced by DfE in October 2020 – Keeping Children Safe during Community Activities, After-School Clubs and Tuition – Non-statutory guidance for providers running out-of-school settings See Appendix 2 for a summary of contents - <https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice-and-parental-guidance>.

- Project materials, including outreach and publicity.

### 1.5.2 Field research

The evaluator undertook field research with project partners and beneficiaries in order to assess their views on the impact, successes and challenges of the work. As a result of the COVID lock-down, all interviews after March 2020 were conducted by phone or Zoom.

Activities involved:

- Attendance and pre-meetings at five face to face Partnership Group meetings (7.05.19, 10.07.19, 11.09.19 , 6.11.19 and 22.01.20) and two virtual meetings (23.09.20 and 15.12.20). Meetings discussed how partners roles, responsibilities and expertise could be used to work together to help deliver the pilot aims; emerging issues and challenges as partners learned more about the OOSS sector and the challenges is faced and as a result of the ongoing CV19 pandemic.
- Attendance at two cross borough meetings with other pilot boroughs<sup>2</sup> (14.06.19 and 11.09.19). The authorities engaged in the meetings had a range of approaches with some immediately appointing specialised database / researchers companies to identify OOSS providers in their geographical location; others sought to appoint community based staff to engage known OOSS and identify needs; discussions included assessing how best to commission training and support using providers such as the National Resource Centre for Supplementary Education (NCRSE).
- Interviews with partners: four partners were interviewed by telephone for the interim report. Following lockdown and furlough, partners were generally not available for interview, and thus one further partner interview is cited in this report. These interviews were conducted by phone.
- Project staff: Project staff and management were interviewed for both evaluation reports to identify their experience of developing and delivering activity and for their perceived impact of the OOSS Pilot by Zoom.
- Out of school providers: staff from five different LB&HF OOSS providers were interviewed by phone and Zoom to establish their views of the quality and impact of the support they accessed had on their operational practices, safeguarding practices and future plans.

See Appendix 2 for interview topic guide

**Limitations of validity:** The impact of COVID-19, and the subsequent national lockdowns impacted considerably on the evaluation. As indicated above, only one additional stakeholder could be contacted for interview and some documentation in relation to pilot activity was not always available.

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<sup>2</sup> Appendix 3 Multiagency pilot authorities

## Section 2 – Context

### 2.1 National context

The DfE OOSS pilot was implemented during 2018/2020, a time of unprecedented change and challenges.

#### 2.1.1 Out of school settings (OOSS)<sup>3</sup>

The DfE defines an OOSS as *“Any institution providing tuition, training or instruction to children aged under 18 in England that is not a school, college, 16-19 academy, early years provider or registered childcare provider; and otherwise not regulated under education law”*. This includes, inter alia, supplementary schools, religious settings offering education (e.g. Yeshivas, Madrassahs, Sunday schools), arts and sports clubs, and uniformed youth organisations.

Out-of-school settings provide activities for children and young people without their parents’ supervision. They do not include schools or colleges. Examples include:

- Tuition centres and supplementary schools
- Extracurricular activities, such as dance, drama or sports
- Uniformed youth organisations, such as Scouts and Guides
- Centre-based and detached youth work
- Religious settings offering education in their own faith.

The benefits of after school activities for children are wide and varied, ranging from physical benefits due to the promotion of increased activity, to psychological and social advantages. Recent research<sup>4</sup> has demonstrated that, in addition to their important role in providing childcare, out of school clubs added value of the OOSS activity can include:

- An opportunity to complement the learning from full-time education, with enriching activities, including arts, language, music, sport and religion
- A contribution to social inclusion, improving cultural awareness, building self-esteem, and encouraging young people to become active citizens.
- Organised physical activities associated with higher attainment and better social, emotional and behavioural outcomes at age 11.

#### 2.1.2 Safeguarding

Safeguarding is defined as<sup>5</sup>

- protecting children from maltreatment
- preventing impairment of children’s health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

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<sup>3</sup> Out-of-school settings: Voluntary Safeguarding code of practice; Government consultation (2018)

<sup>4</sup> School Yard (2018) <https://blog.schoolspecialty.com/benefits-participation-school-activities/>

Safeguarding and promoting the welfare of children and young people under the age of 18 in schools and colleges is enshrined in law, and scrutinised by Ofsted.<sup>6</sup> Settings that operate as charities are bound by the Charity Commission guidance “Safeguarding and protecting people for charities and trustees.”<sup>7</sup> However, the out of school sector is not subject to the same Safeguarding regulations as registered schools or childcare settings.

The government had considered stronger oversight of out-of-school settings, but, following an earlier consultation, it announced in April 2020 that it did not intend to formally regulate them, stating that *"The approach to improving oversight of out-of-school settings must be proportionate, and avoid creating undue burdens on the sector as a whole"*<sup>8</sup>

Much of the sector is committed to creating positive and safe environments for children to flourish, engage in new activities, and interact with their peers. However, there are also examples of settings which lack sufficient Safeguards and in which children are at increased risk of exposure to practices which could harm their physical, intellectual, emotional or mental behavioural development or expose them to unsafe or hazardous environments. Many of these organisations have a genuine desire to positively enhance children and young people’s experience, but do not have a comprehensive appreciation of Safeguarding requirements in their broadest sense.

Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment and service provision to keep children safe in different environments. However, existing legal powers in place to protect children, such as health and safety, premises regulations, and general Safeguarding provisions, tend for the most part to be unenforceable. Guidance from the DoE<sup>9</sup> is non statutory, based on voluntary codes and freedoms for settings to deliver services which are not necessarily subject to external scrutiny or quality assurance standards.

### 2.1.3 Unregistered schools

An unregistered school is defined as a setting that is operating as an independent school, without registration. It is a criminal offence to operate an unregistered independent school in England. Ofsted estimates that as many as 6,000 children are being educated in the unregistered settings it has inspected to date, with almost a quarter (23%) of the settings investigated in London<sup>10</sup>. These children are potentially at risk because there is no formal external oversight of Safeguarding, Health and Safety or the quality of education provided.

### 2.1.4 Black Lives Matter

Black Lives Matter (BLM) was established in 2013 following the acquittal of Trayvon Martin’s murderer<sup>11</sup>. It is a global organisation set up to create and realise change by dismantling racism and countering acts of violence against black people.

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<sup>7</sup> <https://www.gov.uk/guidance/Safeguarding-duties-for-charity-trustees>

<sup>8</sup> Out-of-school settings: voluntary Safeguarding code of practice Government consultation Launch date 2 December 2018

<sup>10</sup> Ofsted, 2019

<sup>11</sup> George Michael Zimmerman a white American who fatally shot Trayvon Martin in Sanford, Florida, on February 26, 2012. On July 13, 2013, he was acquitted of all charges

The killing of George Floyd<sup>12</sup> in May 2020, along with the disproportionality in the coronavirus death rate among Black , Asian Minority Ethnic people (BAME), has since sparked a nationwide discussion about what it means to be black in modern Britain, and encouraged a younger generation of black teenagers to confront racism in their own lives.

The BLM movement has highlighted the systemic divisions, inequality and barriers to success faced by Black young people and communities. Particularly relevant to this project is the identified underrepresentation of BAME individuals within the charity sector, and the discrimination that many in their community face.

The movement seeks to give black communities a voice, to stop violence inflicted on black communities, end cultural imperialism and promote better outcomes for young black people experiencing marginalisation and disadvantage.

Schools have responsibilities under the Equality Act 2010 to recognise the impact of such events on pupils, students and their families, and to provide support to those most deeply affected by the initiating events and the subsequent widespread protests. BAME communities in particular are likely to be those impacted by this.

#### 2.1.5 COVID-19

A majority of OOSS activities for young people closed in April 2020, in response to COVID-19 regulations. In September 2020 OOSS providers who run community activities, holiday clubs, breakfast or after-school clubs, tuition and other out-of-school provision for children were able to open provided that they had taken the necessary precautions to offer a CV 19 secure environment.

## 2.2 Borough context

### 2.2.1 LBHF demographics<sup>13</sup>

Hammersmith and Fulham is a relatively small west London borough, with a population of approximately 190,000. Of these 19% (34,000) are aged under 16, and 14% (25,000) are aged 16 – 25.<sup>14</sup>

The borough has an ethnically diverse population. 61% of the borough's residents are from an ethnic group other than White British. Wormholt & White City and College Park & Old Oak wards have the highest proportions of Black and Minority Ethnic (BAME) population in the borough (69.1% and 68.4% respectively). The main ethnic minorities identified are Black African (5.8%), Mixed (5.5%), Other Asian (4%) and Black Caribbean (3.9%).

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<sup>12</sup> On May 25, 2020, [George Floyd](#), a 46-year-old black man, was killed in [Minneapolis, Minnesota](#) by a white police officer who knelt on Floyd's neck for [several minutes](#)

<sup>13</sup> LBNF Borough profile 2018

<sup>14</sup> ONS midyear population 2018

Among those who stated a religious affiliation, Christians remained the largest religious group in LBHF representing 54.1% of residents (63.7% in 2001); this is a higher proportion than for London as a whole at 48.8%. There has been a decline in the proportion of the Christian population within the borough (-6.0%), across London (-5.2%) and the country as a whole (-11%). 13.5% of borough residents belong to non-Christian religions, the largest being Muslim (10.0% of the overall population). Between 2001 and 2011, there was a 61% increase in the Muslim population in the borough from 11,314 to 18,242,

There are four nursery schools, 34 primary schools, one voluntary aided bilingual school, 17 academies and free schools and three secondary schools in the borough, in addition to eight special schools and pupil referral units, and one college - Ealing Hammersmith and West London College.

22% of pupils in primary schools and 20% in secondary schools are entitled to a free school meal. This is considerably above the national average of 14% and 13% respectively. 15% of pupils in primary schools and 12% of pupils in secondary schools have SEND, in line with the national figures.

75% of primary school pupils and 73% of secondary school pupils are from an ethnic minority. 49% of all first year Higher Education (HE) registered students aged 18-24 identified as non-white. This compares with 61% in London and 20% across the country. Rates for BAME groups enrolled in HE in LBHF are nearly twice as high as they are for white groups (13 per 1,000 and 7 per 1,000 respectively)<sup>15</sup>.

### 2.2.2 Out of school settings in LBHF

LBHF has a wide range of out of school settings, including dance, drama, sports, music, holiday activities, tuition centres, supplementary schools, Saturday clubs etc. Information about a number of these services is available from the Family Information Service (FIS).  
<http://search3.openobjects.com/kb5/lbhf/fis/home.page>.

Community centres, such as the Masbro Centre, dance schools and studios (such as Dance Attic Studio, Incognito Dance Company, Karen Hardy Dance Studios, Dance Azucar), football clubs (Chelsea FC, Fulham FC and Queens Park Rangers FC), libraries and arts organisations, such as the Eventim (Hammersmith) Apollo, Shepherd's Bush Empire, Bush Theatre and Lyric Hammersmith, also provide a range of activities for young people out of school hours.

There are a number of umbrella groups, including Young Hammersmith & Fulham Foundation (YHFF), the Hammersmith Volunteers Bureau (HVB), religious bodies, and local performance venues with information about the sector.

### 2.2.3 LBHF Unregistered schools

LBHF has agreed a strategy to reduce the risk of unregistered schools operating in the borough.<sup>16</sup> Currently, the LBHF Home Education Adviser will note if a family are using an unregistered provision and report to the DfE if the provision matches the unregistered school definition. No such approach has been agreed in relation to advising on out of school settings.

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<sup>15</sup> LBHF Borough Profile 2018)

<sup>16</sup> LBHF Unregistered Schools Strategy (April 2018)

### 2.2.3 Grenfell

The events and outcomes of the horrific Grenfell Tower fire in the Royal Borough of Kensington and Chelsea (RBKC), on June 14, 2017, have had a devastating impact on the local community, including on the neighbouring borough of Hammersmith and Fulham. 72 people lost their lives, and many others experienced trauma, loss and displacement.

The majority of young people living in Grenfell Tower were pupils at Kensington Aldridge Academy (KAA), located at the foot of Grenfell Tower. The building escaped serious damage but has remained out of bounds since the fire, with most pupils attending a temporary school created out of portable, prefabricated buildings in LBHF. There are two other nearby schools, and Wormwood Scrubs prison, which houses the Linford Christie outdoor sports centre and a model aircraft runway, is across the nearby park.

The past year has seen a large-scale response from a wide range of organisations: local and central government, the NHS, voluntary and community organisations, schools, and the community itself. This response has focused primarily on rehousing survivors, meeting health and wellbeing needs, and memorialisation. There has also been a focus on justice and accountability through the ongoing work of the Grenfell Tower Inquiry and criminal investigation.

## Section 3 – Findings

### 3.1 Aim of the LBHF OOSS project

The project aimed to identify learning to feed into the commitment that all OOSS are a safe place for our young people to be with its findings used to build and strengthen Government's understanding of OOSS to better inform a national approach.

The intended outcomes<sup>17</sup> of this pilot is for the local authority to

- Develop joint working with relevant agencies
- Develop processes and take forward action to effectively intervene where settings are not complying with Safeguarding standards
- Improve its understanding of the Safeguarding risks and practices across the range of out-of-school settings in the borough
- Enhance engagement from out-of-school settings providers, communities and parents on the importance of proper Safeguarding.

In support of these aims, the following activities were initially planned:

- Develop a multiagency partnership
- Develop a database of all OOSS in the borough
- Develop a RAG rating of OOSS
- Deliver information and training to OOSS and the community.

### 3.2 Activities and Learning

LBHF Education Department has led on the pilot throughout its duration and appointed a consultant as the OOSS Project Coordinator who then was joined by a Project Consultant responsible for Finance and Business Support providing Administrative and Outreach Support. The LBHF External Projects Manager also based in the Education Department was appointed to manage the OOSS Pilot. When the OOSS Project Coordinator ceased in her role the Pilot Manager brokered with YHFF to support a three day a week post through a Community Connector who started in the role in November 2019.

#### 3.2.1 Developing a multiagency partnership

LBHF recognised that work with other agencies in relation to out of school settings was in its infancy. The decision was therefore made to work with colleagues conducting pilots in other London boroughs<sup>18</sup>, so as to learn from each other and develop consistent approaches.

LBHF then participated in a number of face to face discussions and meetings with colleagues in the neighbouring boroughs of Brent, Ealing, Royal Borough of Kensington & Chelsea and Westminster to learn from each other as part of each developing and planning their pilot activities.

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<sup>17</sup> Memorandum of Understanding (MoU) provided to LBHF by DfE

<sup>18</sup> Appendix 3 – Multiagency Pilot Authorities

At the outset 34 different contacts from 24 departments and organisations across the public and community sectors were invited to engage with the project.

Initially the partnership meetings were unwieldy, lacking consistency and common agreement and understanding about the of the project aims and outcomes. Different representatives attending the initial meetings slowed down discussions and many had to be repeated. In order to increase efficiency, use of time and accelerate project activity and decision making the project manager produced Terms of Reference including the Nolan principles of Conduct for adoption.

The Terms of Reference<sup>19</sup> (ToR) set out clearly the purpose and responsibilities of the partnership, refined the membership to a workable number, and provided the option of working with specialist and skilled workers when needs were identified.

As a result of the adoption of the ToR there was more consistent representation from 17 partner departments and organisations and meetings became more focussed, informed, productive and effective.

The progress made to achieve a focussed Partnership group was thwarted when the 1<sup>st</sup> CV 19 national lockdown was implemented in March 2020. An attempt to hold a virtual meeting in March 2020 was unsuccessful. However in September 2020 a virtual meeting was set-up and attended by eight of the previous attendees followed by a final meeting in December attended by 14 participants.

### 3.2.2 Developing a database of OOSS in LBHF

Initially, it was assumed that a comprehensive database of all OOSS, identifying premises, purpose, governance, numbers, organisers and any risk factors, would enable the borough to improve its understanding of the Safeguarding risks and practices. However, it became clear that this aspiration was unachievable as OOSS projects and providers are not a static entity and experience rapid turnover; are often smaller organisations and that information quickly becomes outdated. This is compounded by the reality that many do not have organisation-specific dedicated contact details nor access to commonly used electronic platforms.

The partnership therefore made the decision to identify Safeguarding concerns by working closely with umbrella organisations, such as Young Hammersmith & Fulham Foundation (YHFF) and the Volunteer Centre (HFVC). These umbrella organisations have existing engagement with significant numbers of OOSS providers and so it was agreed that a minimum of 30 OOSS would be identified as potential project beneficiaries and of relevance to the OOSS Pilot outcomes.

Engagement with OOSS settings was through email, a dedicated OOSS website offering links to relevant information, services, advice, support and guidance as well as detailing offers for planned workshops, information sessions and one to one support. In addition pilot staff used their working knowledge of the providers to target those who could most benefit from the pilot offer.

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<sup>19</sup> Appendix 4 LBHF OOSS Partnership Terms of Reference

### 3.2.3 Develop a Kite Mark/ RAG rating for OOS settings

The project had initially planned to develop a Voluntary Kite Mark - Bronze, Silver and Gold -towards Safeguarding protocols.

However, on consultation with the sector, it became clear that this 'one size fits all' approach would not be effective or equitable, as projects varied hugely in respect of activities, size, human and financial resources, skills, staff etc, all of which limited the capacity to scrutinise delivery and to reach pre-determined standards. In particular:

- Many smaller OOSs are run by volunteers who have limited time to attend training
- Limited funding frequently leads to OOSs using premises that are not always entirely suitable for activities
- Cultural and language issues faced by minority communities does not always readily / easily enable full compliance with legal and statutory frameworks.

In addition, establishing and awarding Kite Marks brings with it a considerable administrative burden requiring ongoing interaction and up-dating which was not deemed sustainable given the limited funding envelope and timeline for the pilot project. The pilot also recognised a need to prioritise how best to maximise use of its resources and focus capacity on pilot services which could be measured, accessible and achieved during its lifetime.

As a result, this activity was reviewed and pilot activity focussed on offering accredited training supporting Continuous Professional Development (CPD) for providers - including paid staff, volunteers and trustees was considered to be a more achievable and effective approach to meeting the pilot outcomes.

### 3.2.4 Information and training

Engagement and interaction with OOSs has been achieved by offering free support and training, designed both to enhance awareness of the importance of Safeguarding in OOSs, and to support the borough's understanding of the Safeguarding risks and practices. Publicity for the support included:

- Creating an on OOSs specific webpage<sup>20</sup> on the YHFF website, with links to the LBHF OOSs webpage, up enabling OOSs to register for services
- Developing and distributing OOSs leaflets and newsletter
- Networking at events.

#### **Training needs**

In November 2019, the project undertook a need analysis with 22 OOSs and seven Supplementary Schools to establish how the project could benefit them, challenges they faced and support needed.

[https://yhff.org.uk/images/downloads/ypfWebsite/Out-of-School-Settings-Pilot-Scheme - Hammersmith-Fulham.pdf](https://yhff.org.uk/images/downloads/ypfWebsite/Out-of-School-Settings-Pilot-Scheme_-_Hammersmith-Fulham.pdf)

Responses identified the need for more training and support on:

- First Aid - 62% - 23 responses
- Mental Health – 51% - 19 responses
- Good management – 48% - 18 responses

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<sup>20</sup> <https://yhff.org.uk/free-training>

- Safeguarding - 48% - 18% responses

Subsequently, needs which emerged during the pandemic raised awareness of mental ill health and potential exploitation of isolated vulnerable young people increasingly accessing information via social media.

The pilot responded by introducing a range of pertinent sessions at high levels to support OOSS learning including Advanced Safeguarding Children – Level 3; Designated Safeguarding Officer – Level 3; Safeguarding Children: Internet Safety; Child Mental Health Training; Health and Safety in the Work Place Award Level 3 and Preventing Radicalisation and Extremism.

Managers stated that they had improved their planning and had a better understanding of students and workplace stress.

### **Information and capacity building**

At the time of the interim report 119 settings, including tuition centres, sport clubs and faith settings, to establish what Safeguarding arrangements existed and how the local authority could provide support through the pilot. These visits raised awareness of the risk posed by unregistered/out of school provision and identified existing and emerging needs.

Six projects received in-house capacity building support including website development and training.

Since lock-down, further visits have not been possible, and nor has it been possible to identify the numbers of hits on the website.

### **Workshops and Training Offer**

49 Information and training sessions on areas connected to good practice in Safeguarding, Health and Safety, were delivered, and publicised through the websites, email to OOSS. In total, 127 individuals from 39 organisations attended the training.

Much of the training was delivered by High Speed Training accredited at levels 1, 2 and 3 which can be recognised as part of an individual's Continuous Professional Development (CPD). Trainees were unanimous that the activity contributed to up-skilling their awareness and understanding of good practice. This learning was in turn expected to be reflected in working practices and quality of services and delivery.

A particular and perennial problem with free training is 'no-show', with some participants booking on a large number of different sessions, but not attending or completing. Monitoring of levels of engagement and completion rates established participants frequently not completing longer courses. Some participants also indicated that they had underestimated the time required to complete a course.

*'The course required 15 hours not the three I thought...'*

*OOSS participant*

As a result, the following actions were taken:

- Individual logins, so as to have a profile of people signing up to sessions
- Shorter courses, with sessions broken into units rather than 3 long days

- A requirement to complete session evaluations before attendance at the course was acknowledged by provision of a certificate.

This led to 96.86% of individuals who booked sessions completed them. Training delivered between May and December 2020 resulted in a total of 290<sup>21</sup> certificates and 11 Training Qualifications for 127 individuals.

At the time of this report the project had delivered 39 training courses to 127 individuals from 49 OOSS, with a completion rate of 97%.

Much of this was achieved by the OOSS Community Connector determining to optimise attendance at, and completion of, training which included:

- Run shorter courses, broken down into units
- Award certificates upon completion to indicate CPD by individuals
- Develop a profile of participants on registration.

### 3.3 COVID-19

#### 3.3.1 Impact on joint working

The CV19 Pandemic and subsequent lockdowns resulted in many changes to partners roles and responsibilities. As a result, cross-borough meetings have not been re-convened.

Staff and steering group members were also directed to shift focus and responsibilities in response to the pandemic. This resulted in a reduction in capacity to support delivery of the Pilot.

At a virtual partnership meeting held in September after the 1<sup>st</sup> national lockdown all eight attendees described how their responsibilities had been reconfigured to support services in the face of the pandemic and national lockdown.

This included:

- closing all community halls on housing estates and land with no date for re-opening at the time of the meeting. Officers raised the issue that volunteers were struggling to get sites Covid secure
- a halt to all school surveying and planned summer improvements – instead developing and identifying contractors capable of supporting sites to be CV19 secure in time for re-opening in September
- shift to identifying processes and systems to provide key worker childcare and education
- providing advice, support and guidance to volunteers and the public about interpreting and working to government guidelines and regulations
- OOSS pilot project resources and activity moved to an entirely electronic based service and offer.

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<sup>21</sup> Many of these certificates were for a single unit of a training course, so a number of participants gained several certificates

### 3.3.2 Impact on training delivery

After the 1<sup>st</sup> national lockdown, all project meetings, training and information sessions were delivered online. With a large number of staff on furlough, training sessions were well-attended, enabling participants to examine what they needed to do up drive up Safeguarding standards.

Access to adequate IT system for participation did not appear to affect many trainees. Some said that they used Smart phones to access the training using headphones whilst out exercising.

In addition, recognising that people continue to prefer human contact, there was ongoing contact with OOSS by phone as well as electronically.

## Section - 4 Impact

The project's achievements were evaluated against the following:

### 4.1 Joint working with relevant agencies

The project has developed good working relationships with colleagues from Prevent, Safeguarding, Health and safety, Estates management, YHFF as the steering group for the pilot. As information about the OOSS emerged, it was shared with the partners, leading to improved understanding of Safeguarding policies, practices and implementation.

*'I have learnt a lot from being involved with this OOSS project – especially things like teamwork and networking and good cooperation amongst separate colleagues from different groups.'*  
Partner

As a result, they have established common ground for how best to support the Pilot to deliver the aims was developed and each used their daily work to seek to address and support OOSS projects when evidence of gaps, shortcomings and became apparent.

*'I am aware there has been good dialogue with the groups in charge of unused halls in housing blocks with a view to using them for OOSS purposes. This in my opinion can only be a good thing.'*  
Partner

### 4.2 Processes for intervention

Project staff struggled to access the necessary information to assess levels of Safeguarding practices and awareness and understanding of Risk Assessments and in particular Health and Safety in settings. With no enforceable powers' officers are limited in how they can establish the baseline of any OOSS delivery. Interventions, including site visits, had to be handled with considerable sensitivity so as not to alienate settings.

Pre pandemic, visits to settings were undertaken, and these are reported in the mid-term evaluation report. Visits abruptly ended as the project and OOSS complied with the 1<sup>st</sup> National Lockdown regulations.

### 4.3 Improved understanding of Safeguarding risks and practices across out-of-school settings

By working in partnership with colleagues from Prevent, Safeguarding, Health and safety, Estates management etc, as well as by engagement with a large number of OOSS, LBHF has gone some way to improving its understanding of Safeguarding risks and practices across OOSS.

In addition, providers identified additional risks following the COVID-19 lockdown, including:

- Supporting young people coping with financial hardship and social isolation
- Young people's use of drugs and alcohol as coping mechanisms
- Dependence on using social media platforms and internet to reduce isolation increasing the potential for exploitation.

### 4.4 Enhanced engagement from out-of-school settings providers, communities and parents on the importance of proper Safeguarding

Engagement with the OOSS has largely been achieved by offering free support and training. As a result, the project – pre Covid directly engaged with 119 OOSS on the importance of proper Safeguarding, with respondents welcoming the updated information.

*'I am much more aware of what Safeguarding entails'  
Training participant*

### 4.5 Impact of the project on the OOSS

The delivery of training and advice/information had a positive impact on participating organisations.

#### 4.5.1 Updated and comprehensive Safeguarding policies, practices and frameworks

Training participants stated that they have used their learning to flesh out their implementation of Safeguarding policies and practices.

Participants were encouraged to cascade learning to colleagues including trustees and management committee members to drive up understanding, and to enable collective and individual responsibility for Safeguarding policies and practices. This was found to be successful in implementing changes:

*'Doing the same training as a colleague has made it a much richer experience ... we are working together to get clarity and introduce changes'  
OOSS provider*

*'The choices and ranges of the training on offer has improved my working relationships with stakeholders'  
OOSS provider*

From individuals attending online sessions it is clear that they gained enhanced awareness of how better to implement Safeguarding practices and undertake risk assessments – particularly valued as the CV19 pandemic and associated regulations of lockdown are applicable to their services, staff, volunteers and beneficiaries.

#### 4.5.2 Working with Vulnerable Young People

All five OOSS provider respondents stated that attending Safeguarding courses and specific sessions, such as autism, disability awareness and managing risks, has heightened their perceptions and improved their working knowledge of vulnerable young people, including those with disabilities:

*‘supporting young people with disabilities who don’t have the insight in different situations – really brought it home for me’  
OOSS provider*

*‘I am ..more understanding and more receptive to for example people with epilepsy’  
OOSS provider*

#### 4.5.3 Undertaking risks assessments

Staff from OOSS Settings interviewed indicated that they had have improved their understanding of how to conduct risk assessments, and that this was improving operational aspects of their work, quality assurance and confidence in the workplace.

Respondents indicated that this has also helped them in their own personal self-awareness and confidence to challenge environments which may not meet required standards. This added value has been recognised within a number of participating projects.

*‘we are undertaking assessments for staff now....the training was super beneficial, valid and offered constructive practice ....raising issues we might not have thought of’  
OOSS provider*

*‘manual handling is part of our daily work ...now it’s safer ‘ H&S session  
OOSS Provider*

*‘Managing risks – really helpful to me...identified a lot of things to organise and then score them’  
OOSS Provider*

#### 4.5.4 Managing Challenging behaviours

The training enabled staff interviewed from OOSS to increase their ability to manage challenging behaviours. Tools and techniques provided at online courses has resulted in these providers being better equipped to support all users and staff to feel safe and supported in their activities and day to day working.

#### 4.5.5 Empowerment of managers, volunteers, staff and users

Respondents are unambiguous about the positive impact that engagement and participation at for example Safeguarding Training up to Level 3 has empowered participating stakeholders to hold projects to account for ensuring that they actively engage in good practice with respect to Safeguarding.

*'The training takes you to another level – more aware of use of language, body language and indicators of stress'*

*OOSS Provider*

## Section - 5 Conclusions

The pilot has made considerable progress in its aim of developing effective cross-sector partnerships and improved understanding of Safeguarding risk in the OOSS.

Whilst two of the activities planned – a comprehensive database of all OOSS in the borough and a RAG rating for the sector - were abandoned, this in itself provided useful learning for the pilot.

### 5.1 Developing Joint working with relevant agencies

The project successfully achieved a partnership of internal and external partners, including 17 different representative from across the LA and VCS.

This partnership successfully steered the project at the outset however as previously described this dynamic and energy had to refocus in response to the pandemic. At the time of this report a virtual meeting was convened in September attended by eight representatives with a final meeting held on 15<sup>th</sup> December 2020 attended by 14 participants.

### 5.2 Develop processes and take forward action to effectively intervene where settings are not complying with Safeguarding standards

The project was conscious of existing legislative powers where there are concerns about settings, such as planning enforcement notices, health and safety, fire safety legislation, food safety etc. However without the necessary powers to insist on being given access to a setting to assess risks, some project activity was frustrated.

### 5.3 improved understanding of the Safeguarding risks and practices across out-of-school settings in the borough

This was largely achieved through a training needs analysis conducted with 22 OOSS providers, and by delivering free information and training sessions to over 129 individuals from OOSS.

Key Safeguarding risks and practices benefitted several projects who subsequently reviewed their practices including updating H&S policies and practices; undertaking more comprehensive risk assessments and supporting staff to increase their awareness of the needs of vulnerable users.

### 5.4 Enhanced engagement from out-of-school settings providers, communities and parents on the importance of proper Safeguarding

This pilot hugely increased OOSS to training, information and guidance previously unavailable and unaffordable.

### 5.5 Impact of COVID-19

Optimising the opportunities afforded by being on furlough OOSS staff were able to up-skill themselves especially with regard to safeguarding and supporting vulnerable young people and introducing additional systems e.g. risk assessments.

## Appendix 1 – Non-statutory guidance for providers running out-of-school settings

### Summary

This is a comprehensive guide for OOSS providing them with the legal framework where required plus checklists; practical and operational guidance informed by examples of situations and scenarios which might arise and how best to address them.

The document signposts providers to a wide range of relevant sources for information; good practice frameworks and clear interpretations of practices and operational processes which can be followed to provide a quality assured service.

Sections include Health and Safety; Safeguarding and child protection; Suitability of staff and volunteers; Governance and Other requirements. The Useful resources for providers proffers a significant number of links to specialist services and organisations for OOSS to use.

Throughout the document clear, unambiguous language makes it accessible and easy to follow.

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

## Appendix 2 – Topic guides

### OOSS Project Manager and Community Connector

Please describe for me your role and involvement in the OOSS

2. Has the activity you have engaged in met your expectations of delivering the OOSS Project? Include reference to LBH&F; other OOSS Projects and with the funder; how has it changed since you started

3. Are you confident that the project has met the agreed outcomes to meet the needs of the beneficiaries?

Is there a conflict / interface between them? In addition to positive evaluations are there specific examples to evidence that needs have been met and practice changed... potential projects for case studies?

4. How has communication across the project / partnership / funder worked for you? Are there particular partners who have continued to actively engage with the project since lockdown?

5. What aspects of the OOSS have been a success and what are the challenges?

6. What Impact do you think the project has had – locally, regionally etc? Are there specific projects which have consistently taken up and attended the training offer - are there some who have repeatedly booked and then been unable to participate?

7. What is the main learning from the project? We can reflect on the findings in your report and perhaps look at more in the next phase

8. What is the OOSS legacy and how will it continue?

Any other comments?

### Partner Topic Guide

1. Please describe your current job role and title

2. What are the main challenges you are working with at the moment?

3. Have you been able to engage with the OOSS Services and activity in recent months?

4. Have you accessed information from OOSS and used it in your work in the past few months?

5. What do you think are the services and activity which the OOSS project could add to its current programme plans for more and new training ?

6. Are you aware of any impacts the OOSS activity has contributed to and / or has achieved locally and within your work remit?
7. What has been your learning from being involved with OOSS project?
8. What would you like to be the OOSS legacy ?

**Training participant topic guide**

1. Please tell me about your job role and the services your organisation provides
2. How you found out about the OOSS Project
3. What OOSS Services you have accessed and used
4. How you experienced signing up to the project and services you wanted to use
5. If the training / services you accessed met your expectations and covered the areas you wanted to know about?
6. What you learned and what impact /changes you have made in your working practice and / or organisation as a result
7. What other support you think could be provided

Any other comments you would like to share

## Appendix 3 – Multi-agency Pilot authorities

### London Boroughs

- Ealing
- Waltham Forest
- Hammersmith & Fulham
- Barking and Dagenham
- Hackney
- Havering
- Kensington & Chelsea
- Newham
- Redbridge
- Tower Hamlets
- City of Westminster

### UK Councils

- Luton Borough
- Bradford Metropolitan District
- Manchester City
- Birmingham City

## Appendix 4 – LBHF OOSS Partnership Terms of Reference (ToR)

### Purpose

The purpose of the OOSS Partnership Group is to oversee the development and implementation of the OOSS Project and to ensure that learning from the project influences mainstream services. This feeds into the overall mission of the OOSS project which is to ensure all children and young people are safe and secure.

### Working Arrangements

The meeting will be chaired by an Education Manager

### Members:

<b>Internal Organisation Departments</b>
Children’s Services, Education
HF/RBKC- Prevent
LBHF - Health and Safety
LBHF- Family Services
LBHF Housing
LBHF Engagement Partnership and Development
LBHF Adult Learning
LBHF Adult Social Care
LBHF Safeguarding
LBHF Local Offer
LBHF Data team
<b>External Organisations</b>
YH&FF
SOBUS
Volunteer Centre
Sports Trust
Met Police
NRCSE – National Resource Centre for Supplementary Schools

1.1. Other individuals may be invited to specific meetings to provide specialist input.

- 1.2. Decisions will be agreed by consensus. Where voting is necessary, all members as outlined in 2.2 have a single vote, with the chair having the casting vote.
  - 1.3. All members should endeavour to attend all meetings. However, where this is not possible they may nominate a deputy to attend in their place.
  - 1.4. Meetings will be held every 8 weeks.
  - 1.5. A minimum number of 3 members (at least one of whom must be from LBHF and one of whom must be from the core membership) will be required for a meeting to be quorate
- Meetings minutes will be convened and taken by the Project Coordinator/ other team members

#### Key Accountabilities

The group will report to the DfE through the OOSS project Coordinator / other OOSS team members

The agreed lead partner will be responsible for those services where there has been an agreement between constituent agencies to operate a joint service.

#### Functions

The Partnership Group will agree and sign off an annual project plan and will oversee its implementation through receipt of biannual reports prepared and presented by the Project Coordinator and OOSS Team. This project plan, and biannual updates, will be passed onto the DfE and will include details relating to:

Project activities

Project finances

Learning from the project

The Partnership group will lead on ensuring learning from the project is captured in line with the nationally agreed success criteria and learning themes as outlined in the project evaluation framework.

The Partnership group will lead on ensuring that lessons from the OOSS project are taken forward and used to develop and inform future policy and strategy.

The Partnership group will ensure equality of access and outcomes for all service users.

#### Principles and Conduct

The Partnership group works to the principles agreed by LBHF and the DfE.

Partnership members also agree to act in accordance with the principles of the code of conduct introduced by the Nolan Committee on Standards in Public Life. These are set out in Appendix A.

It is each member's responsibility to declare any conflicts of interest relevant to the agenda at the start of any meetings, or immediately if an issue is raised during a meeting. Any conflicts of interest will be recorded in the minutes of the meeting.

Partnership group members should take steps to ensure that they:

Communicate any proposals to their own agency and to constituent organisations within their sector

Secure a mandate to make decisions about partnership activities on behalf of their agency and sector

Ensure that contributions agreed by individual agencies towards partnership actions are implemented.

#### Nolan Principles

The code of conduct introduced by the Nolan Committee on standards in public life sets standard to which Partners should conform. These seven principles are:

**Selflessness** – members will act and take decisions solely in terms of public interest. They should not do so to gain financial or other material benefits for themselves, their family or their friends.

**Integrity** – members should not place themselves under any financial or other obligation to outside individuals or organisations that might influence them in the performance of their role as a member of the OOSS Partnership group.

**Objectivity** – In carrying out OOSS Partnership business, members should always make choices on merit.

**Accountability** – members are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate.

**Openness** – members should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

**Honesty** – members have a duty to declare any private interests relating to their role within OOSS Partnership group and to take steps to resolve any conflicts in a way that protects the public interest.

**Leadership** – members should promote and support these principles by leadership and example.

