



## Delegated Services C.I.C Spring 2020 Edition

# Support and Training Plan

### General H&S, Safeguarding, Security and Wellbeing Support

Welcome to our updated Support and Training Plan.

We now issue it twice a year in Term 5 and Term 1. You'll see it has a different feel. The training date position is so dynamic the dates of each module won't be included in the document. We will include them in the Weekly Briefings, on the public web site and the agreement customer Daedalus Labyrinth, along with the booking forms. They will link back to the S&T so you can access full course details if needed.

Alongside, we are issuing an updated Training Matrix. This is another dynamic document and will need regular updating. It complements the S&T and the Weekly Briefings. It is our best 'take' at the moment on what your various job roles are and the training/refreshing appropriate to them, both face to face and online, as part of our blended approach.

We hope you find it helpful and an aid to ensuring you have the right skills under your belt as part of your rolling CPD approach.

All the best from the DS Team.

#### DS CAN HELP WITH.....

- **3Cs (Contingency, Critical Incident and Contribution)**
    - **Fire, Asbestos and Legionella Management**
      - Coaching and stress management
      - First aid and Manual Handling
      - Preparation for RPA audits
      - Lone working risk assessment
    - Individual pupil risk assessments
  - **Mental health needs and Mindfulness**
    - COSHH assessment
  - **Fire training at your establishment**
    - Safeguarding support
    - "Safer Internet Use" sessions
    - Warning and banning service
- .....*and much, much more!*

DS promotes a 'blended' approach to training.

We recognise your budget difficulties so on-line modules are attractive.

Our fear is, that without the opportunity to do some personal face to face 'stuff' and try to win over hearts and minds, the risk is that only 'sheep dipping' is taking place because there's nothing more involved than button clicking, with no advantages to culture and performance whatsoever.

Our network partners also provide on-line modules for refresher/ follow up training.

**Please display this Support and Training Plan on the notice board and share electronically with the rest of your staff and Governors (where applicable) to ensure no-one misses out on any of these opportunities!**

This document details the special support and training offered by the Team and Network Partners over and above the service provided in an annual or 3-year agreement/SLA. Customers taking advantage of an agreement/SLA enjoy discounted rates for our directly provided or organised training.

**Can't see what you are looking for? Ask us! We have a wide network of trainers  
and skilled practitioners who can help, or know someone who can!**

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To find the latest information on the dates for our training visit: <http://delegatedservices.org/training-events/>

DS Training Matrix <http://delegatedservices.org/wp-content/uploads/2020/05/DS-Training-Matrix-May-2020.xlsx>

## WELCOME - New Members to our fabulous DS Team!



Just in case you missed this in our T4 Bulletin, here are our latest fabulous team members to join DS!

**Jo Hughes**, our Risk Management and Reassurance Advisor, has worked in educational establishments for over 25 years. Starting as a trainee laboratory technician at The University of Bristol Veterinary school at Langford, obtaining a Higher National Certificate in Applied Biology and specialising in Veterinary diagnostic microbiology.

Jo was involved with assessing materials/substances and procedures used within the lab to provide COSHH information due to new regulations. This led to a greater engagement in science. After studying for the Senior Technician Accredited Co-leaders in Science (STACS) award Jo became senior science technician in a local comprehensive school. The course dealt with how to be thrifty with resources and still maintain high standards of health and safety, and included training from CLEAPSS. Many beneficial changes were made to the running of the science department.

For the last few years Jo has been involved in assisting the school with their health and safety needs, obtaining her NEBOSH certificate, and has also gained experience at helping the school prepare for and lead on a HS&W audit carried out by Willis Tower Watson as part of the Risk Protection Arrangement. This first-hand experience following on from the huge improvements already seen within the schools Health and Safety management systems and culture enables Jo to fully understand the needs of our clients.

### **Sophie Kear**



Sophie comes to Delegated Services as Publications Editor to work on Bill's Bulletin and other professional documents.

Sophie has previously worked in FTSE 100 companies and brings more than ten years' experience with her. She has previously worked as PA to managing directors, as well as in Office Management. During her previous roles she has also been responsible for working on and issuing various publications for both internal uses, as well as clients.

Sophie has a proven track record of streamlining processes and improving working methods. Other responsibilities Sophie has undertaken include being head fire marshal, a DSE Assessor and ensuring H&S compliance within the office. She also has a strong understanding of collaboration tools and IT systems in a corporate environment.

### **Kim Harler-Elias**



Kim is excited to be a new member of the Delegated Services team. Joining in March 2019, Kim brings over 13 years administration experience to the role. Within this time, Kim spent over 4 years working as an Executive Assistant to the CEO and Senior Management team of a successful financial organisation, and more recently, over 5 years in a medical administrative environment.

Kim holds an NVQ in Business Administration and has exceptional organisational skills. Kim also has a wealth of customer service-based knowledge and is consistently thorough, efficient and conscientious in all work that she undertakes. This was also demonstrated when Kim took on the voluntary running of a local toddler group, which became hugely successful as well as being an exciting and rewarding challenge.

Since joining Delegated Services, Kim has worked effectively alongside other members of the team to improve and update the functionality and content of information databases, training systems and website content.

## Geoff Mountjoy ~ Governance Specialist



Geoff has over 15 years' experience of supporting school governance in the three strands of effective governance (1) setting strategic direction, (2) holding senior leaders to account and (3) monitoring financial efficiency/probity.

He continues to be a Member and Trustee of a successful North Somerset Stand Alone Academy. He works for the Teaching School Council (South West) as a Regional Governance Lead co-ordinating leadership governance support to schools/academies and also supports schools in a Bristol Multi Academy Trust as their governance officer.

He is currently studying for a PhD in Education, exploring how to promote effective governance relationships. Geoff strongly believes that evidence from Ofsted inspections shows that effective governance is a major determining factor of the success of a school and whether its pupils make good progress as learners.

He has designed and delivered a training programme for system leaders to undertake External Reviews of Governance (ERG). These allow schools to critically examine their strengths and weaknesses and produce an action plan for improvement.

Geoff has personally undertaken ERG's and also provides facilitation for schools to undertake annual self-reviews as recommended by Ofsted. Too often schools don't know how effective their governance really is until concerns are raised at an Ofsted inspection and the reviews Geoff offers helps them and Trusts to make improvements, or consolidate success, in advance.

In addition to governance reviews, Geoff offers support to boards for governor induction, the development of governance targets and mentoring of new Chairs.

## Anthony Hill ~ Behaviour, Anxiety & Inclusion Training



**Anthony Hill** is a Behaviour, Anxiety and Inclusion trainer/consultant. He provides high quality training for senior staff, teachers, teaching assistants and parents.

After 14 years running Outstanding and Good Pupil Referral Units he set up as a trainer/consultant to support schools with their behaviour, anxiety and inclusion needs.

**Training for:** Head teachers, teachers, teaching assistants, parents, governors and all professionals working with children

### **Behaviour Management ~ Teachers, Teaching Assistants - 1/2 day course**

This course empowers participants to learn new and reflective strategies to deal effectively with all forms of challenging behaviour. It highlights the importance of resetting expectations and boundaries as part of lesson planning. It shows how to tailor strategies to support your teaching style. The critical value of rigorous routines. How positive recognition motivates pupils, build self-esteem and develops relationships. The value of reducing friction

through diverting and de-escalating strategies. The importance of trauma-informed practice. Know the value of inclusive pedagogy. How to carry out effective teaching assistant deployment.

**Key outcomes:**

- Develop new clear strategies for dealing effectively with challenging behaviour.
- Reflect on successes in current practice and embed this in future planning
- Understand your role within the whole school behaviour framework
- Know the importance of relationships
- Be aware of how to set your expectations and boundaries
- Understand why rigorous routines are so important
- Know how positive recognition develops self esteem, motivation and builds relationships
- Have strategies to divert and deescalate challenging situations
- Have further strategies and interventions to put in place
- Able to use trauma-informed practice
- Able to use inclusive pedagogy in lessons
- Know how to effectively deploy teaching assistants

**Anxiety ~ Teachers, Teaching Assistants and Parents 1/2 day course**

This course enables staff to support their pupils with anxiety. There is a focus on the different types of anxiety and its impact at school and home. This programme shows how to recognise the signs, causes and impact of anxiety disorders. We will look at clear strategies on how to support children with these issues. Identify where to get support for schools and parents. The course also looks at certain behaviours underpinned by anxiety including school refusal and anger management.

**Key outcomes:**

- Recognise different the types of anxiety and have strategies for supporting these
- Know how to recognise the signs, causes and impact of anxiety disorder
- Know where to get support for schools and parents
- Understand how anxiety can lead to school refusal
- Know how to work with pupils with anger management issues
- Knowledge of long term effects of sustained anxiety

**Inclusion ~ 1/2 day equivalent**

A range of support packages are offered to schools. Through coaching and mentoring developing a clear action plan and interventions to prevent pupils from being excluded.

- This can include:
- Strategic advice to schools
- Pupil risk assessments
- Creative interventions
- Use of offsite provision
- Staff training
- Contact can be made for an informal discussion about potential ways forward.

**Others areas:**

- Risk assessments for individual children around safety on site
- Risk assessments for individuals who may have involvement in Knife crimes or other serious criminal issues
- Suggested interventions for hard to place challenging individual children
- Safeguarding practice within schools
- Advising on whole school culture

### Support offer: Fire Risk Assessment and Procedures



Bill says: "Our customers on an agreement/SLA get a review of existing Fire Risk Assessments as part of their agreements, but where there is new or major works needed we'd be delighted to quote. We can also assist with observing drills and feeding back, reviewing escape procedures, etc"

Our approach is to keep it as simple as possible and wherever possible the text is simplified into plain English, as you have to use the outcome as a living document.

Our document is an assessment of the fire risk at your establishment at the time of inspecting, plus it records the steps taken to fulfil the duties in the order.

Related paperwork such as the fire logbook and maintenance records are separate and need to be in place and contribute when identifying fire precautions.

**Terms on application** will depend on whether there has been a previous assessment, size and complexity of Establishment, location, etc.

Please contact [bill.crocker@delegatedservices.org](mailto:bill.crocker@delegatedservices.org)

#### **FIRE RISK ASSESSMENT and PROCEDURES**

This fire risk assessment and plan flows from the **Regulatory Reform (Fire Safety) Order 2005 plus The Fire Safety (Employees' Capabilities) (England) Regulations 2010** and ensures the order of the sections in the 2005 legislation are explicitly addressed.



Shelley says: "We have recently had confirmation of essential Fire Warden training for those of you where perhaps one or two colleagues are new and may need to attend a 'come to us' course as a booking to come to you isn't viable."

Fire Warden Training will next be available on at our associate trainers premises in Downend {BS16}.

The details of the training are as below:

#### **Fire Warden & Marshall training {2.5 to 3 Hours}**

##### **Theory Session:**

- Overview of UK Fire Law
- Fire Chemistry
- Behaviour of Fire & Fire Action Routines
- Using the Emergency Service Number
- Fire Classification
- Explanation of the Capabilities and Limitations of Extinguishers
- The different types of Extinguisher and explanation of Colour Coding
- How to correctly use an Extinguisher

##### **Practical Session:**

- Practice Fire Action Routines
- Attendees Use Water and CO2 Extinguishers on Real Fires
- Fire Blanket Demonstration
- Foam Extinguisher Demonstration

##### **Theory Session:**

- 'The Role of a Fire Warden' (DVD)
- Assessing Risks within the workplace
- Spotting and Reporting Hazards within the workplace
- The appropriate action in the event of a fire
- First aid fire fighting
- Ensuring a full and safe evacuation in your workplace
- Fire safety equipment maintenance schedules

"Paul who came and did our Fire Awareness training on Friday was superb. Absolutely brilliant training. Feedback has been all fantastic so thank you for arranging"

-Sarah MInns, BM St Peter's C of E Primary

## \*AFFORDABLE HIGH QUALITY INSET TRAINING!



Former Head **Lucy Wyatt**, turned Risk Management and Reassurance specialist and trainer, has developed INSET Day training for educational establishments.

“Almost all our training in the support and training plan can be adapted for an INSET session but below I highlight a few of our tailor-made sessions that are available, including my own H&S awareness and Risk assessment sessions.

- Training is essential for compliance with H&S and Safeguarding regs
- Schools already have INSET days and widely report dissatisfaction with current CPD
- This training is BROUGHT TO YOU and TAILOR MADE therefore time efficient
- It is extremely competitively priced
- Contact [Shelley.brown@delegatedservices.org](mailto:Shelley.brown@delegatedservices.org) to book

### Health and safety awareness

H&S law and its place in the Ofsted framework  
Safe Classrooms checklist  
How to do a suitable and sufficient risk assessment  
Other specifics on request: e.g. first aid, manual handling

### Risk assessment in the primary curriculum

Why, and what, we need to risk assess  
How to complete a risk assessment that is ‘suitable and sufficient’ for the required purpose  
  
Communicating the contents of risk assessment, and agreeing consistent practice across the school

### Half-day sessions available for a reduced price to Customers on an agreement/SLA.

Please contact Shelley for a quote. Price includes a pre-meeting with your head/business manager to establish the specific content. Please email [Shelley.brown@delegatedservices.org](mailto:Shelley.brown@delegatedservices.org) with your requests!

- Fire safety awareness
- Wellbeing session with Michael Earle, for small/large groups OR individuals
- First Aid / Administration of Medicines
- Lone working
- 3Cs and off site visits / impact from a major incident / lockdown drill
- Manual Handling, safer internet use
- Safeguarding training with Mandy Parry
- Premises management
- Pressure/stress management in the workplace
- Team teach / positive handling

### Introduction to Behaviour and Mental Health Needs in School

Rachel Briggs, behaviour management specialist with over 20 years’ experience of working with children with special needs, brings a half day module provided at your establishment (additional half day can be added to make a full day’s training).

The training focuses on factors which can impact on children’s mental health and behaviour in schools and what schools can do to promote positive mental health and desirable behaviour.



To find the latest information on the dates for our training visit: <http://delegatedservices.org/training-events/>  
DS Training Matrix <http://delegatedservices.org/wp-content/uploads/2020/05/DS-Training-Matrix-May-2020.xlsx>

## LEADING ORGANISATIONS

Recommended for Heads, Principals, Deputies and Business Managers within the first 2 terms of commencing your leadership post. (It builds on your induction from us if an agreement customer)

The training can be tailored to be focussed to managers and leaders of community organisations as well.

Outcomes are:

- \* Understanding of HS&W's position in Safeguarding
- \* Understanding of 3Cs\* position in Safeguarding
- \* Clarity on relevant law fundamentals - reality and myth
- \* Safety system building blocks brought to life
- \* Explanation of real Risk Assessments and their 'corner stone' status
- \* The DS take on today's real world resilience.

This is a training day looking in detail to provide sound underpinning knowledge, skills and competence through worked examples and practice that enable you to return to your establishment and carry out your own informed analysis of culture and system strength to determine your appropriate next steps and get that well deserved restful sleep!

Available: To customers who have entered into a one or three year agreement or a SLA at £80 plus VAT  
Non agreement/SLA leaders are welcome to join us for a fee of £100.00 plus VAT.

## Leading Organisations Refresher

Recommended every 3 years for Principals, Heads, Deputies and Business Managers. The training can be tailored to be focussed to managers and leaders of community organisations as well.

Outcomes are:

- \* HS&W is Safeguarding isn't it - a check?
- \* The 3Cs\* is Safeguarding isn't it - a check?
- \* Updated relevant law fundamentals - reality and myth for use in practice
- \* Exploring whether you've a hole in your Safety system building blocks
- \* Risk Assessments that 'do the do'
- \* The DS update and challenge on today's real world resilience.

This is a long half day training course reviewing where you are, issues that are of concern but others that can be celebrated, ensuring that changes and best practices have been assimilated over the 3-year period, and looking ahead to the challenges on the horizon.

\* *3Cs are Continuity, Critical Incident and Contribution (to an emergency)*



To find the latest information on the dates for our training visit: <http://delegatedservices.org/training-events/>  
DS Training Matrix <http://delegatedservices.org/wp-content/uploads/2020/05/DS-Training-Matrix-May-2020.xlsx>

## RISK ASSESSMENT - YOUR QUESTIONS ANSWERED

During our school visits and audits we are frequently asked the following questions:

**What risk assessments do I need?**

**How much detail do I need?**

**What form should I use?**

**How can I communicate the contents of my risk assessment to those who need to know?**

This course is designed to answer these questions (and many others) to support you in achieving both legal compliance and addressing potential hazards."

This morning session is suitable for: School Leadership Team, School Business Managers; School Premises Managers;



The session will include:

- A reminder of the legal requirements for risk assessment – what this means in practice for schools. We will consider examples of best practice and relevant prosecutions and case law to demonstrate what happens when things go wrong!
- What to include in your portfolio of premises and curriculum risk assessments.
- Communicating the contents of your risk assessment so that they are an effective tool to prevent hazards occurring and not just a paper exercise!

Follow up time can be provided by negotiation to support individual schools and settings if required.

## ESSENTIAL PREMISES MANAGEMENT



Well maintained premises are essential for effective service delivery and the safeguarding of service users. This course is designed to support those responsible for the management and maintenance of their premises achieve compliance with essential health and safety legislation, share good practice and potentially save money and generate further income through effective premises use. This course is suitable for: *School Leadership Team, School Business Managers; School Premises Managers;*

The course will include:

- Achieving compliance: essential checks and inspections; their frequency and your legal responsibilities.
- Site security and safeguarding requirements
- Sharing your premises and lettings; your responsibilities
- Dealing with emergencies

**If you fall down,  
don't ever give  
up.  
Always Take  
Your Lunch  
Break**

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## THE DELEGATED SERVICES 3Cs

The Delegated Services Team are local specialists in this form of Risk Management. Whilst more usually categorised as emergency planning, and not usually included in health and safety organisations' remit, we feel it very firmly sits within Risk Management and Reassurance. And it is safeguarding, isn't it?

We have supported Customers with advice on off-site visits, hoax bomb threats, supported a Customer following her school being on an off-site visit on the day of a London attack and sent out ongoing advice (e.g. after the Manchester Attack). See two examples of this in the pages to follow.

The 3Cs stand for **Continuity, Critical Incident and Contribution.**

### 3Cs Training Session

***A starter 1 hour presentation and Q&A session is available from Bill on where establishments should be with the 3Cs is available for you/your SMT/Governors or other combinations.***



**In addition to top tips on implementing the policy in prioritised bite sized chunks, it will include:**

- Evacuation and lockdown procedure explained: both onsite and on visits
- Re-cap on how to handle bomb threats, and prepare for them with housekeeping and a regular checking routine
- Contingency in major and critical events; the DS weather warning system
- The establishment's role in "Contribution" to the local community

The session is available as part of an INSET day, lunch time, twilight or whenever SMT and Governors meet. It is flexible and we can fit in with you.

Please contact [shelley.brown@delegatedservices.org](mailto:shelley.brown@delegatedservices.org) to book your slot.

## LOCKDOWN DRILL

### **3Cs Policy (Continuity, Critical Incidents and Contribution to Emergencies)**

#### **Effective implementation and achieving effective procedures**

In this morning, afternoon, "inset" or twilight sessions, Bill Crocker can present to SMT through to your whole team, on the 'emergencies' side of things to include fire, lockdown and more to support wider understanding and support proper engagement. Following that he will use the remaining time available to support you in putting in place your priority concern, e.g: lockdown procedure and actions if someone has got in to the building.

He covers, for example:

- The difference between GET IN! and GET IN AND TURN OFF! - which would be appropriate for the specific situation?
- Your clear unambiguous lockdown signal, that it is loud enough but does not necessarily agitate a trespasser
- Allocated roles and responsibilities, ensuring deputies are in place
- Effective, robust and resilient communications procedures (parents/Emergency Services/DS)
- Specific procedures "in the event of a violent intruder"

Bill will then ensure staff are ready to practice lock down drills during normal working hours, and explains the importance of later on performing one with a special challenge (e.g. inclement weather/ during lunchtime / just before end of school day)

Bill will also discuss importance of aftermath, e.g. seeking appropriate expert support such as counselling, which may be needed over considerable periods of time, as well as reviewing lessons learnt.

*"Hi Bill,  
Thank you for the training yesterday, all staff were very impressed."*

**- Julie Lockyer ~ Knowle Park After School Care**

To book a place or for further information please contact [shelley.brown@delegatedservices.org](mailto:shelley.brown@delegatedservices.org)

## Audits: Are you preparing?



Are you expecting or anticipating an audit? This may be a Risk Protection Arrangements audit for those academies who are members, another insurance related audit or some other type of audit to do with risk management.

You may be confident that “any auditor can walk in the door tomorrow and we will score 100%” and if so well done. The prudent person may however read the auditor’s brief and make at least a quick check that the loose electric cable was fixed, the gas leak no longer hisses and that the loose change from the disco is properly banked.

**If you would like us to help you prepare then please let us know in plenty of time. One of us can then spend a hour or two with you, if you wish, and help you think about what is needed.**

Our tips are:

- Read the auditor’s brief and be prepared to provide evidence to support any responses you give;
- Check the dates of documents and offer the most up to date copies;
- Avoid the assumptions we all make day to day and think that the auditor will know those things that seem obvious to you; because they won’t;
- Take a walk around and personally look at things - you don’t want the auditor to be the person walking into situations that they describe to their colleagues afterwards “I could not believe what I saw...” and
- Tell all your colleagues an auditor is coming - it’s polite of course and means they can be welcoming and helpful. Remind them two days before the event.

**Please contact Bill Crocker if you would like to arrange for one of the RM&R advisors to visit to assist with preparing for your RPA audit or other external audit. Contact details at the end of the document.**

## Safe Lift Trapped Passenger Release Training



**Does your establishment have lift/s?**

**Would you know what to do if you could not get someone out and are you aware of the hefty charge made by the Emergency Services for assisting in the event of an emergency? Did you know that the British Standard requires that the competence of those trained should be assessed and documented annually?**

DS are delighted to have sourced a company who can assist with your lift safety needs.



They offer training in accordance with HSE recommendations and BS7255:2012 ‘Safe Working on Lifts’ as the Approved Code of Practice that contains the recommendations and requirements relevant to release procedures and provisions.

This British Standard requires that the competence of those trained should be assessed and documented annually. The training is fully in accordance with this Standard.

This session is for up to 6 delegates and will take place at your establishment and composes a classroom session, a practical and a post training test. It takes between half a day and a full day depending on the type and range of equipment. The training is carried out wherever the lift equipment is installed and requires access to such equipment, machine room keys, release notes and equipment, lift-out-service signs.

**Please contact Roger Smith if you would like to arrange this training at your establishment. Contact details at the end of the document.**

## ACCIDENT REPORTING AND INVESTIGATION (RIDDOR)



Unfortunately 'accidents' do happen! Thorough accident investigation is very important both to understand the cause and potentially prevent a reoccurrence.

Accurate reporting and investigation of accidents is essential both to comply with the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 and to respond to your insurers if necessary.

Recent school audits from the RPA (Risk Protection Agency) have included this essential element of health and safety management and we will share our understanding of their requirements.

This course is suitable for: *School Leadership Team, School Business Managers; School Premises Managers;*

The course will include:

- Accident investigation and reporting of accidents; immediate responses; witness statements; other evidence.
- What your insurers will expect;
- Compliance with RIDDOR Regulations (2013).

## LONE WORKING

Many school employees are required to undertake 'Lone Working'. This briefing session is designed to support you in developing your own risk assessment for relevant staff groups.

This session is suitable for: School Leadership Team, School Business Managers; School Premises Managers;

The session will include:

- Information on the legal requirements of employers and employees with respect to lone working
- Identifying the risks to delegates own health and safety and that of their colleagues posed by lone working
- Details of appropriate control measures that can be implemented to keep lone workers safe from harm
- Guidance in developing a risk assessment for lone workers.

## INDUCTION TRAINING

Recommended within a month of commencing your leadership post.

Up to 2 hours covering the basics of a robust HS&W system, site/premises/facilities compliance, cross over safeguarding issues and links to the social care service elements, emergencies and business continuity, and all in the context of business risk management.

**Available:** To customers who have entered into a one or three year agreement at **no additional cost**, on a rolling basis and on application, ideally to be held at your establishment as a small group session.

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## PLANNING AND MANAGING YOUR BUILDING PROJECT!

### GUIDANCE ON THE 2015 CONSTRUCTION (DESIGN AND MANAGEMENT) REGULATIONS (CDM 2015)

If you are using building contractors for projects in your establishment we recommend that you send a delegate so you are fully aware of your responsibilities under this new legislation.

CDM 2015 applies to all building and construction work and includes new build, demolition, refurbishment, extensions, conversions, repair and maintenance. Under the new regulations the role of the client (you or the local authority) has changed, placing greater onus on the client taking responsibility for their site.

This briefing session is suitable for: *School Leadership Team, School Business Managers; School Premises Managers;*

At this briefing session we will explain **your responsibilities** under this legislation including:

- The role(s) of CDM duty holders
- Your responsibilities as 'the client'
- Preparation of a client brief
- The provision of pre-construction information
- Notification arrangements to HSE (where applicable)
- The Construction Phase Plan – what you should expect to receive
- Making arrangements for managing your project
- The Health and Safety File.

**\*Bespoke CDM Training is also available on site\***  
please contact [shelley.brown@delegatedservices.org](mailto:shelley.brown@delegatedservices.org)

## LEGIONELLA TRAINING

Legionella control in hot & cold water systems is for Heads, Business Managers, Site Managers and those responsible for H&S in establishments.

The training run by **Mark Peters**, Legionella Compliance Services will cover:

- \*Biology of the bacteria
- \*Symptoms of the disease
- \*History
- \*Notable outbreaks & consequences
- \*Role of the duty holder, responsible person & appointed deputies
- \*Control Measures and
- \*Legislation & Guidelines



### COSHH\* Training

is now available on your site or for individual delegates.

please contact [shelley.b](mailto:shelley.brown@delegatedservices.org)  
for details and how to b

\*Control of Substances  
Hazardous to Health

g

To find the latest information on the dates for our training visit: <http://delegatedservices.org/training-events/>  
DS Training Matrix <http://delegatedservices.org/wp-content/uploads/2020/05/DS-Training-Matrix-May-2020.xlsx>



compliant



Approved  
training  
provider



iAM Compliant is an easy to use, cost-effective safety management software designed to keep your school compliant and efficient.

### **iAM Compliant: Premises Management and Training Software.**

Roger says: *“iAM compliant are releasing an update to their already successful Compliance software. Please contact me on [roger.smith@delegatedservices.org](mailto:roger.smith@delegatedservices.org) to organise a demonstration and preferential rates. We have heard that they are making exciting developments to their training software too and we will update you on this as soon as possible!”*

The Safety Management Tool For Your School

1. **Cut your paperwork and data entry**
2. **Time saving for your team**
3. **Centralise your data and get realtime insights**
4. **FREE access to our how to guides & eLearning library**

Get access to both our iAM Compliant Safety Management Tool and our eLearning Training Library **from as little as £599! (£399 if you come through Delegated Services!)** Micro-learning covering stuff like **Health & Safety training, Safeguarding, Mental Health, how-to guides** and more...

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*The update features*

- A new, easy to use dashboard
- New incident and accident reporting tools
- Specifically designed for both mobile and desktop
- Now automatically track your safety bulletins
- Record confirmed appointments with contractors to keep planned maintenance tasks up-to-date



Our Business Development Manager **Roger Smith** {Pictured Left}  
A proven business leader with a track record for exceeding customer expectations. He creates long lasting and strong relationships with business teams & key stakeholders. He has brought a special deal on iAM Compliant Software to DS.

## iAM Compliant: Premises Management and Training Software

Roger says: "iAM compliant are releasing an update to their already successful Compliance software. Please contact me on [roger.smith@delegatedservices.org](mailto:roger.smith@delegatedservices.org) to organise a demonstration and preferential rates. We have heard that they are making exciting developments to their training software too and we will update you on this as soon as possible!"

### **FREE** Mental Health & Productivity Training for Remote Workers



To support you in these difficult times, we put together a **free eLearning course** that covers things like personal productivity, dealing with stress, time management and managing anxiety. This training will help with your wellbeing, not just work.

The course is available to all - you can find it in [your learning library](#). If you haven't opened your **free iAM Compliant account** yet, join us today to access the complimentary remote working course, compliance toolkit and more!

#### What does the course cover?

- Computer Workstation [DSE]
- Personal Productivity
- Lone Working
- Time Management
- Collaborative Problem Solving
- Mental Health Warning Signs
- Communication Skills
- Dealing With Stress
- Understanding Anxiety
- Depression & Low Mood

Remote Working 101 is **completely free** and available to all iAM Compliant customers, whether you're on a free or paid subscription.

## CLOUD BASED TRAINING – Act now!!

DS and our selected partner iAM Compliant can help in keeping staff compliant and focused. During this exceptional time the value of cloud based training services have become self-evident for things like introductory or refresher training. As well as staying compliant establishment staff need to be equipped with the skills they need to be successful. DS, with iAM, have taken care of this for you. As part of your subscription to iAM you have access to the ever-expanding library of training content (over 90 modules) covering health and safety, compliance, mental health and more (quite a lot more actually).

You can make a 50% saving on the annual subscription by coming via Delegated Services.

Please contact [roger.smith@delegatedservices.org](mailto:roger.smith@delegatedservices.org) or ring 07849 700043 for more information or a demonstration, remotely of course for now!

## Triangle Networks

Message from Paul Anslow, Managing Director of Triangle Networks Ltd

There is no doubt that our digitally oriented future will drive a requirement for significantly greater levels of bandwidth and service, to ensure reliable, safe and futureproofed networks for our schools and higher education establishments.

Triangle Networks is an experienced connectivity provider and one of the UK's most prominent advocates of the *alternative network*, providing an unmatched service in terms of speed of internet and quality of customer service and support.

Triangle provides fibre internet services, voice over IP and Wi-Fi connectivity to organisations across the UK, offering choice for the most cost-effective options available.

Working alongside a number of IT professionals and internal support staff to collaboratively manage solutions, Triangle Networks ensure that future innovation is not only possible, but positively and actively supported.

They can be contacted through Roger on [roger.smith@delegatedservices.org](mailto:roger.smith@delegatedservices.org).



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DS Training Matrix <http://delegatedservices.org/wp-content/uploads/2020/05/DS-Training-Matrix-May-2020.xlsx>

## GB Sport & Leisure UK Limited- Grounds maintenance and playground inspection

GB Sport and Leisure are DS' reliable partner in all things sport and play. Working closely with Delegated Services, they supply a comprehensive range of sports and playground equipment, outdoor gym equipment, line markings, furniture, artificial grass and safety surfacing, and the Daily Mile Track which is becoming increasingly more popular.

Their specialist services include inspections, repairs and maintenance, and they stock an extensive range of spare parts for next day delivery, to help you keep your play area in a safe working condition.

GB Sport and Leisure provide playground inspection training and can assist with grounds maintenance tasks. Their half-day playground inspection course is suitable for any school personnel who carry out a normal routine check over of the play area on a daily or weekly basis\*

They can be contacted through Roger on [roger.smith@delegatedservices.org](mailto:roger.smith@delegatedservices.org).



*\*Full-day RPII (Register of Playgrounds Inspectors International) certificated training also available at their premises. This will involve the presence of an RPII examiner and candidates will be registered with the RPII for 3 years upon passing the exam. Fee includes certificate. Please contact Shelley for details. Please note the half-day training overleaf is suitable for majority of those doing daily visual.*

## Playground Inspection / Wooden Structure Inspection



Delegated Services provide a wide range of support and training in the highly important area of Playground Inspection.

We are thrilled to announce a new partnership with GB Sport and Leisure, who also are assisting with training your in-house staff with day to day maintenance, or by performing the inspections themselves.

For the annual inspection in November, there is also an agreement with ROSPA, at a discount for DS customers.

### The playground inspection regime

- Daily visuals
  - Weekly on site recording
  - Interim inspections (if required, as driven by your risk assessment) via GB Leisure (see above)
  - Annual expert ROSPA condition inspection and risk assessment (via us with a discount), in November
- } *Completed by your site manager/caretaker as Competent Person*

**To find out more, request another copy of the risk assessment or book a visit from one of our Risk Management and Reassurance Advisors please contact Bill Crocker (details at the end of the document)**

## Playground Inspection Training {Daily Visual} / H&S for Site Services Staff



The morning playground inspection course is led by GB Sport and Leisure who have vast experience in maintaining play areas.

The session in the afternoon is a general health and safety session for site management staff and is led by Lucy Wyatt.

### Who should attend?

This course is great for new and existing site services staff. It can be attended morning only, afternoon only or all day. The playground inspection session in the morning *for any school personnel who carry out a normal routine check over of the play area on a daily or weekly basis*. The afternoon session provides an overview of health and safety requirements in relation to the premises and gives practical examples/tools for managing significant risks.

### What is covered? Morning session.

*This half day course would best be described as an 'awareness of playground inspecting', and would cover the following:*

- *The need to carry out regular maintenance*
- *Legal aspects - e.g. duty of care*
- *The methodology of how and what to inspect*
- *How to record findings and importance of keeping records up to date*
- *Common faults and issues that can arise within school facilities (with example pictures)*
- *Risk assessing any findings and how to make as safe as practical and*
- *Practical site inspection of play area.*

### Afternoon session

Site management staff must think about the tasks they are about to undertake, assess and reduce any risks. Health and safety should be built-in, not bolted on to everyday workplace tasks.

Subjects to be covered include:

- Asbestos
- Lone working
- A personal responsibility for safety
- Working at Height
- Slips/Trips/Falls
- Risk Assessment & COSHH
- Manual Handling

Contact [Shelley.brown@delegatedservices.org](mailto:Shelley.brown@delegatedservices.org) to book.

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## ESSENTIAL HEALTH AND SAFETY FOR DEPUTY AND ASSISTANT HEADTEACHERS - WHAT THEY DON'T TELL YOU ON NPQH!

Health and Safety Legislation applies to all workplaces. This 2 hour session will provide delegates with an overview of essential health and safety legislation and how it applies to schools and educational settings. We will also consider ways to manage and resolve potential emergency situations!

This course is suitable for Deputy or Assistant Headteachers and other school staff who are taking on responsibility for health and safety for the first time.

This course will include:

- Your responsibilities with respect to health and safety and safeguarding, both as a member of the school leadership team and in deputising for the head teacher.
- Dealing with the unforeseen.....what to do in an emergency situation: your emergency procedures, how to keep people safe, who to contact.
- An opportunity for delegates to ask, and us to answer the 'what do I do if.....'

***Can't see what you are looking for? Ask us! We have a wide network of trainers and skilled practitioners who can help, or know someone who can!***

### ASBESTOS SURVEYS & MANAGEMENT

Are you a Voluntary Aided School or other establishment where the governing body is the employer?  
Have you previously received support through your local authority for things like Asbestos surveys?

In a VA school the governing body is usually held to be the Duty Holder for asbestos and we recommend you confirm if the local authority is continuing to support you with the surveys and advice. Indeed you may want to check which services they are providing to you as a VA school generally.

If they have decided to cut some support and advice we recommend you find out when this will occur (or find out if it has already occurred). Ask them to give you any information they hold on, for example, contractors because you will probably need to contact them yourselves directly.

Mark advises:

*"Further to research conducted for a client on what the council held on them in terms of documentation for site plans, utility layouts and other records, I would recommend any establishment that is losing a service from a Local Authority, that they should grab not only the Contractors' details, but any paperwork the Local Authority holds for their setting. Otherwise, in 5 years, it is a strong likelihood that clients will have no background information at all, if in the worst case it has been lost, filed, or destroyed".*

**In addition, DS can provide support on selecting a reputable asbestos removal contractor, advice on your building project and assistance on your policy and procedures regarding asbestos, including maintenance of the register.** Please contact [bill.crocker@delegatedservices.org](mailto:bill.crocker@delegatedservices.org) if you would like further information.

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## FIRST AID TRAINING AVAILABLE!



## Adrenaline Pen Legislation

**Spare adrenaline pens have been able to be purchased and stored in educational establishments!** Since October 2014: ie, keep one for already diagnosed children with the condition(s) or who are at risk of anaphylaxis as stated in their Care Plan. We have pupil medication training available for groups and individuals, see the next box for details.

**TOP TIP** We have also heard on the grapevine that Lloyds Pharmacy allow schools to create an order on headed notepaper, stating product required, the quantity (five or less), and signed by the headteacher, and they will supply the relevant products(s). Depending on the brand, AAls cost around £30 each. Individual pharmacists may well contact the headteacher for confirmation that the order has come from the school.

We have also been aware of a different brand, Emerade, that is available through pharmacies, and does not require a prescription.

Please note, the majority of primary children will need junior epipen, and it is determined by weight (junior for under 30Kg).

The website <https://www.sparepensinschools.uk/> is also very good

## Asthma, Allergy, Epilepsy and Epi-pen

A short training course is available, to be held in your establishment, for support staff and lunchtime staff is available to cover Asthma, Allergy and Epilepsy/Epi-pen.

Shelley says: "I would definitely recommend this rather than just sending one delegate. In a small school, especially, it is probably worth training all support staff. We have trainers that can come to your school. Just ask!"

Please contact [Shelley.brown@delegatedservices.org](mailto:Shelley.brown@delegatedservices.org) to book

## Pupil Medication Training (Formerly known as Administration of Medication)

This course is particularly suited to staff working in the education sector and similar environments that may be required to safely administer medicine or assist children to take their own medication. We recognise that the degree to which staff members are involved in the administration of medication will differ, therefore the course trainer can adapt courses to ensure that specific training needs are met and provide practical advice, support and guidance where required.

**All medication training is delivered by a Registered Nurse** who will ensure that delegates are informed of the content of policies, procedures and administration recording practices.

The training is suitable for school, preschool and other educational settings.

The course covers: review of current practice, legislation types and classification of medication, storage and disposal, administration of medicine, recording administration, supporting self-administration, the reporting of concerns and side effects. Bespoke training on individual subject areas or supporting a child with complex health needs can also be provided.

The course is 3 hours long and can be run at your establishment for 12 delegates or an overview course can be for larger groups. Please contact Shelley for a quote!

Alternatively, individual delegates can be trained. Contact [shelley.brown@delegatedservices.org](mailto:shelley.brown@delegatedservices.org) to book.

*"An interesting Training session. Lots of questions from me, all answered well. (the trainer) knows her subject well!"  
- a satisfied customer*



Bill says: "We understand that some local authority in-house services may be suggesting they have a role beyond stating their approval of first aid providers to their education establishments. Local Authorities, where they are the employer for H&S purposes must 'robustly monitor,' **however, this doesn't extend to approving any alternatives to their training offers.** Advice might be given about checking choices made are suitably competent, but otherwise settings are free to make their own choices. This may be a problem where statutory and trading activities get confused. The issue has recently come up with safeguarding training too.

If you would like to discuss this further please do not hesitate to get in touch."



Got a defibrillator?

Did you know that although it is not against the law to not have a defibrillator, recent legal changes mean that **once one has been purchased suitable and sufficient training must be sourced on how to use it?** We have access to a range of first aid providers that include defibrillator in their course, or those who offer it as standalone training. Please contact [Shelley.brown@delegatedservices.org](mailto:Shelley.brown@delegatedservices.org)"

**Check yourself,  
before you  
wreck yourself.  
Always take  
your  
Lunch Break**

*"The sessions I have had with Michael\* have really supported me emotionally in my role as a school leader. His encouragement to focus on wellbeing in a disciplined and dedicated way has developed me professionally but has also sustained me when things have been particularly tough"*

*-A satisfied customer*

## First Aid Training

We offer a range of First Aid Training Courses, our most popular are:

- First aid at Work day course (3 days)
- First aid at Work requalification (2 days)
- Emergency First Aid (1 day) (and refresher)
- Paediatric First Aid (1 or 2 days dependent on level)(and refreshers)\*

*\*Paediatric first aid is designed for children up to age 7 or 8 so is the course of choice for Key Stage 1 staff, and where possible, choose a 2-day course to help ensure that the reception class requirements are always catered for, on trips/visits and in case of staff absence (see more below)*

These can be for one delegate at a training centre, or groups can be trained on your establishment site. **A discount is available for those willing to host and invite others from elsewhere.**

Contact [shelley.brown@delegatedservices.org](mailto:shelley.brown@delegatedservices.org) for further details and prices.

Did you know?

- **Since the 31 December 2016 all workplace first aiders have been legally required to be trained in the use of an automated external defibrillator (AED),** as the Resuscitation Council UK guidelines now state that the management of a casualty requiring CPR is to request an AED.
- In July 2016, the government announced that the majority of those who responded were in favour of increasing the number of paediatric first aiders in early years' settings. The proposals have now gone ahead, changing the paediatric first aid requirements in the EYFS. **So, from September 2016, all newly qualified level 2 and level 3 early years staff have been required to have either a full paediatric first aid certificate or an emergency paediatric first aid certificate to count in the required staff to child ratios.\*\***

*\*\*Bill says: "Whilst this appears to be just for establishments for the 0-5 age group, reception classes have many children covered by the EYFS. There will need to be, on the premises (and holiday cover arranged/on off site visits) one fully qualified paediatric first aider available for the reception class (someone who's done the 2-day course).*

## SUPPORT OFFER: First Aid and Pupil Medication Health Check

We are pleased to be able to offer all schools the opportunity to audit and risk assess their provision for first aid and the management of the administration of medication.

Latest Ofsted Guidance 'Inspecting safeguarding in maintained schools and academies' (015) is clear that 'safeguarding' relates to all aspects of school life including the provision of first aid and supporting pupils with medical conditions. This is an ideal opportunity to ensure that your provision is fully compliant with both Ofsted requirements and health and safety legislation.



Lucy Wyatt is a Risk Management and Reassurance Specialist and trainer for DS and is a former Headteacher and Centre Manager.

Following a meeting with key personnel to discuss your current provision, you will receive a comprehensive report outlining your current provision and suggested areas for improvement (if applicable). This report and associated risk assessments can then be used to develop your practice as part of your ongoing programme of continuous improvement and demonstrate your commitment to pupil safety when Ofsted come calling.

**Several schools have already made use of this opportunity and have found it extremely useful in evaluating and improving their provision.**

Given the importance of these matters Delegated Services is pleased to be able to offer this support at the following special rate:

**Please contact Bill to arrange this support: contact details at the end of the document.**

## OTHER SUPPORT OFFERS AVAILABLE THROUGH DS

### Occupational Health Specialist Support

*We have been getting excellent feedback as more of you take up this service in the absence of council former alternatives.*

Delegated Services have a long running and successful partnership with **Clare Haddow** Occupational Health Specialists (CHOHS) since inception. The team has extensive expertise and experience in supporting Heads/Leaders and those involved in the management and/or delivering of Educational/Community Services. Our service is responsive, professional and skilled, delivered in a timely fashion and competitively priced. CHOHS can support you in the promotion, maintenance of health, safety and well-being of people in your workplace. The services offered are as follows:

- Help to reduce employee absence
- Advice on rehabilitation for individuals returning to work following sickness absence
- New starter health assessments
- Health surveillance
- Display Screen Risk Assessments
- Advice on Work Related Upper Limb Disorders
- Health Promotion Activities, and
- Stress Awareness courses

Service level can vary from telephone consultation to half/full day/hourly support at your site. Please contact Bill for details of her latest rates.

### RM&R Twilight Training

Half day or full day whole staff engagement in

- Safeguarding
- HS&W
- The 3C's\*

\*Business or Service Continuity, Critical Incidents and your Contribution to a community or city emergency.

Terms on application.

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## INDIVIDUAL PUPIL RISK ASSESSMENTS

Our risk assessment approach flows from and helps effectively implement elements of Unacceptable Behaviour and Positive Handling, or Violence and Aggression/Restraint Policy.

Where it is becoming necessary to exclude a pupil for behavioural issues and there is a risk that a permanent exclusion may be necessary, our format can be used to capture the risk management issues arising and for them to be communicated effectively. The assessment should be used at multi professional case conferences with the draft being pre-circulated to those attending; especially any allocated social care worker/safeguarding colleagues. An assessment must be completed before a pupil commences at a new setting and be shared as widely as necessary to keep him/her safe, other pupils safe and the staff, volunteers, etc, who work and support them and to help keep premises/property free of damage.

**Terms on application** will depend on whether there has been a previous assessment, complexity, meeting attendance, etc.

### *Please let us know if you have:*

- ***Any information to share e.g. techniques, products, examples of excellent (or poor!) practice***
- ***Spaces to rent/ surplus furniture or supplies***
- ***Testimonials on training received or***
- ***Feedback on this support and training plan.***

## ACCESS POLICY AND PLAN

The team can help you with your document. Ask for a quote which will take into account issues such as the existence of a previous plan, size and complexity of the site, age of buildings, etc.

It's against the law for a school or other education provider to treat disabled students unfavourably. This includes:

- 'direct discrimination' - eg refusing admission to a student because of disability
- 'indirect discrimination' - eg only providing application forms in one format that may not be accessible
- 'discrimination arising from a disability' - eg a disabled pupil is prevented from going outside at break time because it takes too long to get there
- 'harassment' - eg a teacher shouts at a disabled student for not paying attention when the student's disability stops them from easily concentrating
- victimisation – eg suspending a disabled student because they've complained about harassment

### **Reasonable adjustments**

An education provider has a duty to make 'reasonable adjustments' to make sure disabled students are not discriminated against. These changes could include:

- changes to physical features - for example, creating a ramp so that students can enter a classroom
- providing extra support and aids (such as specialist teachers or equipment)

### **Special Educational Needs (SEN)**

All publicly-funded pre-schools, nurseries, state schools and local authorities must try to identify and help assess children with Special Educational Needs.

## To access these services please contact Bill Crocker



DS have access to a number of manual handling trainers. Do you regularly have to manually handle objects? People?

Musculoskeletal problems are a leading cause of workplace ill health and time off for injury.....Do not wait for an injury to occur!

To book onto the course most suitable for your needs, contact:  
[shelley.brown@delegatedservices.org](mailto:shelley.brown@delegatedservices.org)

## CURRICULUM-BASED TRAINING

### SAFE PRACTICE IN PRIMARY PE



PE is an important subject within the National Curriculum. However by its very nature there is the potential for injury to occur. We will use the latest (2016) afPE Guidance to consider examples of best practice in safe teaching and risk management.

This session is suitable for: SLT; Business Managers; Subject Leaders; Sports Coaches

The course will include:

- Teaching safely – what this should look like in practice.
- Legal requirements for risk assessment and the practical implications for schools.
- Learning lessons from case law, including recent developments re: ‘the non-delegable duty of care’ that exists for schools.
- Good practice when employing sports coaches and other providers to deliver PE for curricular and extra-curricular activities.

### CLEAPSS

DS has membership with CLEAPSS the Science, D&T and Art national standards and support service, so we are able to respond to your questions on the areas of expertise they cover. Just ask!



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 DS Training Matrix <http://delegatedservices.org/wp-content/uploads/2020/05/DS-Training-Matrix-May-2020.xlsx>

## D&T TRAINING



**Rhys Thomas** is a DATA accredited Design and Technology Health and Safety Consultant working across all age groups: from primary to University.

He provides quality training for new and experienced staff in educational establishments. After 13 years teaching and leadership experience in secondary D&T he set up on his own. He has been working within the DS network and so far his training has been extremely well received.

He has a professional and personal interest in Product Design and Technology and lives with his wife and two children in South Wales.



Design and Technology DATA accredited H&S training courses are the recognised way of achieving certification for the tools and equipment used in the Design, textiles and food environments.

**During this summer term we are able to offer a wide variety of courses covering all areas of H&S in D&T specifically aimed at both those new to the subject and those with experience needing refresher training. We also appreciate that there are occasions where a non-specialist teacher is required to work in the D&T environment, we have specific courses for you. They will be held at Bradley Stoke Community School and are available on a 'per delegate' basis.**

We look forward to hearing from you to discuss your D&T training needs and providing the exact course for you.

Please contact [Shelley.brown@delegatedservices.org](mailto:Shelley.brown@delegatedservices.org) if you would be interested in booking on any of the course types.

### Primary Design and Technology Training and Support



Rhys can provide training and support for working at KS1 and KS2 with the safe use of tools and equipment to core Design and technology association (DATA) standards / BS4163:2014.

After completing the training, which is suitable for all levels of staff, delegates will

- ✓ have the competence and confidence for staff to deliver Design and Technology practical activities in primary schools
- ✓ be aware of their H&S responsibilities, current legislation and liability
- ✓ gain a clear understanding of safe practices when using tools and equipment with resistant materials and fabrics.

This is a full day course which will be delivered in a hands-on manner, it is designed to support staff where they have not had a previous opportunity for formal training and support.

Rhys also offers training and support for primary schools and ways to enhance the curriculum through practical activities supporting particularly the maths and literacy curricula. Training courses from part day to full day are offered as well as ongoing consultancy. In addition he can provide auditing and support in design and technology environments, equipment and routine maintenance.

**To book Rhys Thomas to deliver a session at your establishment or let us know if you would like to send one or two candidates to a course please email [Shelley.brown@delegatedservices.org](mailto:Shelley.brown@delegatedservices.org)**

## Using Tools... where do I start? Rhys Thomas



Approaching the curriculum in a 'hands on' manner has always allowed me the opportunity to engage pupils in topics in a different way. Exploring use of maths through wood work, fractions through making pizza dough, creating stories and developing oracy using textiles or measuring speed from making moving toys are techniques which I, and the children I have taught, have certainly enjoyed and engaged in.

Of course, anyone working with children will want to ensure that the safety of both the member of staff and the children is paramount. Although written publications could never replace face to face training, there are two documents which I would certainly recommend, which along with the relevant documents for your specific setting, can support you in creating an environment which is safe and enjoyable to work.

Those who have explored practical work with young learners are likely to have asked such questions as ... What is the group size I should work with? Which items of equipment are suitable for different age ranges? How can I store and manage equipment? This is where the two documents will prove useful. The current British standard for D&T in schools is BS4163:2014, this has a clear breakdown of equipment used in schools for using wood, metal and plastics, along with food and textiles. Primary schools will of course have less equipment than in secondary schools, however equipment such as hand saws, glue guns, hand sewing and general food equipment is included and relevant. Whenever I'm asked about writing risk assessments I would always recommend 'adopting' and 'adapting' an existing document; BS4163 is an ideal document to 'adopt'.

**BS 4163:2014** Health and safety for design and technology in educational and similar establishments. Code of practice can be purchased [here](#), and is at a 50% discount for DATA members.



The second publication I'm sure primary schools would find of interest is the [Design and Technology association's document 'Make it safe!'](#).

This easy to read and accessible document contains a 'page per topic' covering areas including 'things that are dusty', 'using food', 'things that are hot' and 'things that are sharp or pointed'. Each page contains helpful suggestions of ways to implement risk control measures and is a useful way of raising your own awareness of hazards which you may not have considered. Again, a 50% discount is available for DATA members.

With so many benefits to the pupil of using a 'hands on' approach to learning it is no wonder that more and more schools are seeing the appeal of using tools and equipment which were traditionally kept for what was solely a Design and Technology activity.

Should this article raise any questions from your own setting regarding either current practice or you would like some support in implementing some practical activities with your pupils please do not hesitate to contact me, I would love to hear about your activities and offer support where needed. Rhys can be contacted via Bill or Shelley

### Health and Safety for D&T teachers in secondary schools

The SMHS course delivered as initial training will be a one day accredited course which covers the typical hand tools and workshop machinery (drills, sanders and power fret saws) commonly used at KS3. This course is especially suitable for those staff who may be teaching using these items of equipment which aren't within their usual areas of specialism.

Training is offered for a wide range of D&T equipment and techniques along with consultancy visits regarding your curriculum developments.

• **Secondary Design and Technology Support and Training provided by Rhys Thomas**



**Rhys Thomas** provides DATA accredited training as part of the Delegated Services network. He has 13 years experience behind him teaching in schools at secondary level.

He can visit your establishment, or provide training for individuals. **He supports D&T and Art teachers and is gathering a contact list. Please pass these next two pages to your Heads of Art and D&T and encourage them to get in touch!**

Previous happy secondary clients include: Ridings Academy, Bedminster Down School, Redland Green School, St Bernadette’s Catholic school and UWE. We are excited at DS to bring you the following offers:

- Secondary Core H&S (initial training/refresher) (**Core standards training for D&T Teachers**)
- Secondary Materials H&S (initial training/refresher) (**Workshop tool training for D&T Teachers and support staff**)
- Extension Level courses: (**Specialist individual training modules for D&T Teachers and support staff**)
  - ✓ **S1HS – Wood sawing machines (Band saw, Circular saw, Radial arm/chop saw)**
  - ✓ **S2HS – Centre Lathe for metal cutting**
  - ✓ **S4HS – Metal arc welding**
  - ✓ **S5HS – Oxy acetylene welding**
  - ✓ **S7HS – Wood turning Lathe**
  - ✓ **S8HS – Planner Thicknesser machines**
  - ✓ **S9HS – Portable Power Tools (Router, table router, Portable circular saw, reciprocating saw, angle grinder, biscuit cutter, portable planer)**
- Auditing and support in design and technology environments, equipment and routine maintenance.

*“I just wanted to thank you for a very thorough two day course. It was made so that we couldn't get bored or restless as we were hands on making things but still reminding us at the same time of all the safety issues that need to be with us at all times!*

*It was a pleasure working with someone with 'old school' skills and good safety knowledge.*

*Thank you also, for the cups of tea and biscuits. They went down very well!”* Jan Gratland, Bedminster Down



**Shelley says:**

**“Not seen the course you are looking for? DS has contacts in its network in all types of H&S, Safeguarding, first aid and administration of medicines and wellbeing, to mention a few.**

**“So that we can find you the course you are after, please get in touch with me, I can help!”**

## Tristan Cowell of Trinity Clifton Business Manager Support



Every autumn, the Education & Skills Funding Agency accepts applications from standalone academies and small MATs for Condition Improvement Funding. Autumn may seem a long way off but, given the impact of recent changes to the bidding process, and the potential for further changes this year, it's critical that eligible academies don't underestimate the time required to develop a successful bid. Over the past few years, the ESFA have sought to use CIF to nudge applicants towards greater focus on strategic management of their estates by emphasising three critical aspects of a bid.

### **ESFA's Output Specification**

Funding bids now need to demonstrate that the construction or refurbishment work accords, insofar as possible, with the Output Specification 2017. The Output Specification is a set of requirements, developed & published by the ESFA, for the design and construction of school building projects. A successful CIF bid will demonstrate that scope of work is properly considered, giving thought to quality of materials, their lifespan and suitability. A good consultant will take time to develop and refine a specification, ensuring that the proposed scheme truly does achieve the high standards detailed in the Output Specification.

### **Recent, independent condition information**

The CIF guidance sets out the ESFA's expectation for schools or trusts to procure detailed, bespoke fabric condition surveys to meet the needs of that each institution. A condition survey provides third-party assessment of the school estate by a suitably qualified professional. The survey report is an essential constituent of a CIF application and, properly incorporated, helps to both confirm project need and inform refurbishment strategy.

A detailed condition survey is not only key to the CIF process, but is also an incredibly valuable piece of information for a school. Condition surveys form the cornerstone of asset management planning and the basis for planned maintenance programmes. A detailed survey helps in forecasting the replacement of major & minor building components and facilitates financial planning for the associated expenditure. In order to achieve this, the scope of the survey, and subsequent report, needs to be set properly, the surveyor working with the institution to ensure that both content and reporting format will deliver maximum value.

### **Good Estates Management for Schools**

Good Estates Management for Schools (GEMS) is the ESFA guidance that details how schools should plan for maintaining their estates and making the most efficient use of their resources. The guidance places an onus on schools & trusts to develop:

- An estates vision – which gives a clearly-defined view of the medium to long-term, aligned to the educational vision of the school(s)
- An estates strategy – which describes how the estates vision is to be implemented, covering the next three-to-five years
- An asset management plan – which sets out how the estates strategy will be achieved and the (short- to medium-term) actions needed to do this

Production of these documents requires significant investment – especially in resources and time - from trusts, academies and consultants. The latter will provide advice, help develop methodology and, in most cases, produce documentation to evidence the estates vision, strategy and asset management plan. The CIF criteria now requires applicants to reference their vision, strategy & asset management plan - and a robust CIF bid will highlight where the proposed works fit within the school's estates planning.

The CIF criteria is increasingly arduous, requiring applicants to gather ever more information in support of their bid. Development of supporting evidence is a process, not an event, so early planning is crucial to development of a successful CIF bid. At Trinity Clifton, we like to get started before the summer holidays, to give our partner schools and trusts the very best chance of success.

Now, with a 'no win, no fee' service via DS, Trinity Clifton can offer a free initial consultation for standalone academies and small MATs wishing to submit CIF bids this autumn. All bid writing and project management fees are included in the bid, ensuring zero impact on school budgets. Contact Roger Smith for more details.

## Business Manager Support Service

Often educational establishments have set the strategy to embark on a strategic project such as, academy conversions, change management reorganisations and building projects but do not have the resource or skill sets to implement them.

We have a team of specialist business managers who will work alongside your current administration team and deliver these projects for you.

Or, we will add capacity allowing you to concentrate on the 'day job'.

Maybe you just need to cover temporary absence?



Jonathan Davis has over 15 years' experience in facilities management and commercial and public property portfolios which includes exposure to PFI projects.

### Jonathan can assist with the following:

- Making the best of your site & premises analysis ie, revenue maximisation
- Compliance, including the essential overlap with H&S requirements
- Efficient facility management systems and
- Associated procurement support.

***If you would like to hear about how Jonathan can help with options where budgets are under pressure please get in touch through Bill.***

### ***Services offered include:***

- **Advising the Head on all business aspects of the school including HR**
- **Technology change and major building works**
- **Setting strategic budgets and helping to gain best value**
- **Contributing to the school development plan**
- **Utilising third party lettings for revenue**
- **Assisting in conversions to Academy**
- **Premises management**
- **Planning catering and events**
- **Making the most out of third party lettings**
- **Relationship building between SMT of school and the governing body**

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## Caroline Harrison: Data Protection Support

**Caroline Harrison** is an experienced business professional, with over 20 years' experience of project management, complex implementations, stakeholder management and engagement in both the corporate and education sectors.

Caroline works within the education sector, specifically within multi-academy trusts, providing strategic business manager support, contract and project management in both the re-brokering and setting up of multi academy trusts. With a proven track record in delivery Caroline brings practical experience, excellent communication and leadership skills along with significant experience in board level negotiations. Key skills are the optimisation of current and future projects with a detailed understanding of the technical and operational impact of change within teams and the wider environment.

She is a specialist in implementing GDPR compliant processes and procedures within multi academy trusts and individual schools providing Data Protection Officer roles at a number of trusts within the South West.

She holds the Prince2 qualification in project management, a Diploma in Direct and Interactive Marketing, was an active member of the Direct Marketing Association (DMA) for five years and is a member of the Institute of School business Leadership (ISBL).

Caroline provides affordable, outsourced Data Protection Officer services to the education sector. We work with trustees and executive/senior leaders to enable compliance with the General Data Protection Regulations (GDPR) 2018 via monthly monitoring visits across each school/academy site and the provision of ongoing support and guidance.

Whether you are a Local Authority maintained school, stand-alone Free School or 2-19 multi-academy trust (incorporating a nursery, boarding house and/or sports centre) we will provide you with the necessary documentation, monitoring and face to face support within an affordable 12-month programme of visits, monitoring reports and board reports.

### Her Multi-Academy Trust Package includes:

- Monthly DPO monitoring and support visits by dedicated DPO
- Email support and guidance for executive/senior leaders
- GDPR compliance update reports for the Board (bi-annual)
- Management of Subject Access Requests (SAR)
- Sign off and guidance on the production of Data Protection Impact Assessments (DPIA)
- Review of privacy notices across all user groups (provision of compliant notices)
- Review of consent preferences across all user groups (provision of compliant consent letters)
- Review of social media channels to ensure compliance across all channels
- Review of Data Information Audit (provision of template)
- Review of IT processes & procedures (in-house or outsourced)
- Staff GDPR twilight training (bi-annual)

The 12-month programme is split evenly, by topic, across the year and can be implemented at any time during the school term, with additional GDPR audit reviews across the school holiday periods. For further information on how this programme can benefit your organisation please contact **Bill Crocker**.

### **Top Tip: Obtaining consent for using and sharing photographs and videos of pupils.**

For many settings this is a manual process and the first time it is done the exercise results in an enormous administrative task in collating the consents and ensuring they are input to the chosen record system. However, remember that you only need to do this once.

**When consent for the use of photos and videos has been given (or not) you do not need to re-seek consent every year.**

So, ensure that the annual 'information update forms' that go to all pupils beyond your first intake do not include this particular consent request, otherwise you will have to repeat the whole administrative update process for photos and videos again. Your support team will be very happy!

## Let's Talk GDPR



Caroline Harrison writes:

So, we have all 'survived' the first year of the implementation of GDPR – congratulations to us all!

Elizabeth Denham, the UK Information Commissioner, reflecting on the first year of GDPR says:

*"People have woken up to the new rights the GDPR delivers, with increased protection for the public and increased obligations for organisations. But there is much more still to do to build the public's trust and confidence. With the initial hard work of preparing for and implementing the GDPR behind us, there are ongoing challenges of operationalising and normalising the new regime. This is true for businesses and organisations of all sizes.*

*The focus for the second year of the GDPR must be beyond baseline compliance - organisations need to shift their focus to accountability with a real evidenced understanding of the risks to individuals in the way they process data and how those risks should be mitigated. Well-supported and resourced DPOs are central to effective accountability."*

At Delegated Services we appreciate the size and complexity of the GDPR compliance task. As we move into the second year of the regulation and all our customers are starting to re-evaluate their current Data Protection Officer (DPO) provision, we are delighted to announce that we now include outsourced DPO services as part of our portfolio of services.

If any of the questions laid out below form part of your planning and risk register for the next academic year, or you are considering doing an audit to see just where you are in the process, then please get in touch with our GDPR expert and Data Protection Officer who can talk you through the maze and provide supportive, affordable and knowledgeable guidance and support on a face to face basis.

- Is it time to review where **you** are with compliance?
  - Where am I on my roadmap to compliance, what still needs to be done?
  - Are your consent preferences up to date and comprehensive?
  - Is your privacy policy appropriate for all your user groups (staff, pupils, Governors)?
  - Have you completed and reviewed your data information audit (what data do you hold, where do you hold it, who do you share it with, how long do you keep it, do you have a data sharing agreement for it)?
  - Have I provided sufficient training for **all** my staff, support staff, Governors?
  - Do I have a records retention policy, and have I implemented it?
  - Do you have a documented and robust process for acting on subject Access Requests, Freedom of Information requests, Personal Data Breaches?
  - Can I report accurately to my Governors the current progress with our GDPR programme?

If you feel that you are drowning in GDPR policies, documents and procedures but haven't been able to implement yet due to resource and lack of expert support, talk to us, we can help.

**For further information please contact Roger Smith.**

*"Having worked with Caroline in her capacity as our DPO she has been immensely supportive throughout the process and a great asset to us. She is always driving us to improve and always professional and organized. Simply a pleasure to work alongside someone who is helping you to achieve the best results." – Simon Chappell, ICT Director*

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Who do you use as your energy supplier and would you like DS to see if we can save you money? The Energy Check Company are here to help!



**“Cuts are constantly being made in the education sector...**

“...so saving money in these areas is massively important so we can ensure we use our funding in the best possible way.” C. Love, Educate Together

Over a thousand 4 to 11 year olds depend on the four primary schools in the Educate Together Trust to give them the best start in life. Founded originally through a parent led campaign, the Trust quite literally provides the building blocks for the future of the communities it serves. So far, our consultants have examined in detail one of the

four schools energy and water supply contracts. The results of this and our engineer’s onsite energy audit have delivered both immediate and long-term cost and CO<sub>2</sub> reduction benefits.

**Energy efficiency saving £35,130**

An immediate saving of 15% in VAT payments dating back over four years was reclaimed from an existing supplier. While the renegotiated energy contracts will save a further £1,000 a year.

Our engineers identified substantial savings in the heating and lighting of the school. As lighting accounts for a peak use load of 70%, the installation of LED will cut electricity consumption by up to 35%. By repurposing

some of the existing PV array’s output through to a PCM heat battery, gas consumption will be reduced dramatically. And simple changes in the behaviour of staff and pupils were found to equate to further savings of up to 8%.

**Procurement savings**  
 **£1,000\***

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**Efficiency savings**  
 **7t/yr\***  
\*for one 200 pupil school



**theenergycheck**  
 energy saving experts

They do more than simply advise on switching suppliers – they identify ways of saving money on your use of energy. Energy Check Company are a new network partner. **Please contact Roger Smith if you would like to be put in touch!**

## SAFEGUARDING TRAINING AND SUPPORT BY DS



DS Safeguarding trainers Mandy Parry, Lucy Wyatt and Bill Crocker bring a wealth of safeguarding expertise at great value.

DS offers a wide range of training ranging from support to DSLs, basic awareness for all school staff and even extends to Effective Supervision which gives leaders and managers the tools to oversee the safeguarding process within a school or a MAT.

Bill says:

*“Recently we formally raised the issue of what appeared to be an instruction to schools to use 'in house' trainers for safeguarding training purposes and were concerned that perhaps there was a mix up, in these difficult budgetary times, between statutory responsibilities and trading activity. We were very pleased, following an investigation by the chair of the South Glos area safeguarding board to receive the following reply and clarification:*

*“Extract: "thanks DS for the challenge to the system which will support us further improving the advice given to schools in the future. As we clearly know the Board 'may deliver training' but **as far as schools are concerned, the choice about the delivery of training is entirely a matter for them to decide**".*

*“It has come to our attention that perhaps the same mix up is occurring elsewhere in our customer area and so we are raising the same question with those councils. Our confident expectation is for a reply in similar vein, as it has been the position for many years as to your flexibility to choose service and training providers.”*

### The Single Central Record

**Is your Single Central Record fully Ofsted compliant? ....Or does it need a little TLC? Is there any confusion in how to use it? Could this be a source of unnecessary stress for your staff either now or at some point in the future? Not to worry, Mandy is here to help.**

A Head has written to Amanda Spielman at Ofsted saying she is taking early retirement at 58 and the main reason is Ofsted. Amongst a list of items is the following:

*“Some time ago, I was acting head of a school while the head was absent on compassionate leave following the death of his wife. The lead inspector was questioning me regarding the substantive head’s absence, trying to find something to suggest that his absence was perhaps somehow not of his choosing. The same lead inspector also wanted to see two references for a volunteer who had just taken on the role of a midday assistant.*

*“I told her we didn’t have two references and that although it was good practice, we were not legally obliged to have two references for staff. I was told that the school, therefore, faced being graded 4 on the grounds of safeguarding. She was seemingly unilaterally adapting the laws of the land to her own end.”*

DS’ Safeguarding Specialist and trainer, Mandy Parry responded: *“This is awful but not completely unsurprising. I often hear from participants that it is quite common for Ofsted to take things into their own hands.”*

Want to avoid a situation like the above? We recommend Mandy’s upcoming training

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## SAFEGUARDING TRAINING WITH MANDY PARRY



**ABOUT MANDY** Mandy Parry is a safeguarding and child protection trainer. We are proud to have had Mandy in our network since 2014 delivering in-house courses on child protection in our establishments as well as developing new courses to keep up with recent developments such as Prevent, Safer Internet and her newest courses, Effective Supervision and LGBT+.

Mandy is an extremely experienced, confident and engaging trainer. With a degree in dramatic arts, she initially worked in a challenging comprehensive school. As training manager for the newly established Knowle West Sure Start, she trained the entire staff team in Child Protection.

She gained considerable experience of child protection case work in a disadvantaged community, as well as group facilitation, partnership working and participative working with service users.

Mandy worked as a Trainer for the Social Care Training Department Children and Young People's Services within BCC, with special responsibility for developing and delivering training in Child Protection, Equalities, Total Respect, the Common Assessment Framework and skills for managers.

Most recently Mandy became a qualified coach, receiving an Accredited Advanced Diploma from the Institute of Learning and Management in Professional Coaching. This formally provides the recognition of her skills and experience to offer ongoing support and guidance to designated safeguarding leads in a way that is both therapeutic and practically useful.

She aims to support schools to develop the highest levels of Safeguarding practice.

***This means that establishments will be able to demonstrate effectively that they are:***

***'protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.'*** Working Together to Safeguard Children 2015

*'Mandy – your safeguarding training was thorough, well planned; easy to follow and clearly delivered. Your passion and knowledge was evident. There was plenty of opportunity to ask questions, which we appreciate. Everyone was able to update their knowledge, and we would definitely recommend your training to others.'* - Carol de-Beger, Manager Noah's Ark Preschool, Cairns Road Baptist Church:

*'The (PREVENT) training was very informative and extended my knowledge of topics not previously considered, like the impact of social media and the grooming process. Most importantly I became aware of some very useful resources, like the Channel Assessment Training, to share with my staff team as part of their induction. I would recommend the training to others at leadership/management level.'*  
**Carol Simpson, School Business Manager, St Bonaventure's RC Primary School**

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## Which safeguarding training is required?

Here is an ‘at a glance’ training matrix so that educational establishments can confirm their staff are suitably trained as per national guidance “Keeping Children Safe in Education” and “Working Together to Safeguard Children” and Ofsted/other Government requirements.

For all the training courses listed in this Plan, Mandy can visit your establishment to train a group. An open course programme also runs, for individual delegates.

	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead(s)	One nominee from any appointing panel	All staff**
Induction Training*	Yes (more indepth)	Yes	N/A	Yes
Advanced Safeguarding	Yes (and updated every 2 years)	Yes (and updated every 2 years)	N/A	No
Prevent Training***	Yes***	Yes	N/A	Yes
Safer Recruitment Training	Ideally	Ideally	Yes	No
FGM Awareness Training	Yes ****	Yes	N/A	Yes
Safeguarding Basic Awareness / Single Agency Training	Yes	Yes	N/A	Yes

Delegated Services, alongside network partner Mandy Parry Training can provide all of the above training.

Other useful training we provide:

- Child Sexual Exploitation
- Supervision for staff
- FGM
- eSafety
- Attachment & Trauma
- And more

We do however recommend contacting your local Safeguarding Children Board for the following:

- Governor or equivalent training
- Designated Teacher for Looked After Children

*\*'Governing Bodies and proprietaries should ensure that all staff members undergo safeguarding and child protection training at induction. The training should be regularly updated. Induction and training should be in line with advice from the Local Safeguarding Children Board.'* **Keeping Children Safe in Education 2016**

*\*\*'In addition all staff members should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.'* **Keeping Children Safe in Education 2016**

*'...staff are supported to have a good awareness of the signs that a child or learner is being neglected or abused...There are clear and effective arrangements for staff development and training in respect of the protection and care of children and learners...safeguarding is an important part of everyday life in the setting, backed up by training at every level.'* **Ofsted: Inspecting safeguarding in early years, education and skills settings 2016**

*\*\*\*'The Prevent Guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and challenge extremist ideas...As a minimum, however...the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalization.'* **Revised Prevent Duty Guidance: for England and Wales 2015**

*\*\*\*\*'Or school nurse, to ensure all teaching staff are briefed in their mandatory reporting responsibilities* **Ofsted: Inspecting safeguarding in early years, education and skills settings 2016**

## Safeguarding: Basic Awareness Single Agency Training (3 hours)

A short but effective course that introduces the key issues of child protection and safeguarding. The main aim of the training will be to define child abuse and to recognise its signs and symptoms. Participants will learn how to respond to direct disclosure and briefly what to do if they suspect a child is being abused.

Course objectives:

- explore thresholds for intervention;
- define child Protection and safeguarding and what is meant by abuse;
- understand the current legal framework, national guidance, local procedures;
- define and explore the signs and symptoms of the four main categories of abuse;
- gain awareness of appropriate responses to children's disclosure of abuse;
- learn correct recording procedures;
- understand the importance of reporting;
- outline the referral process.



### Basic Safeguarding Awareness

This absolutely essential course aims to provide participants new to the subject of safeguarding with a working knowledge around Child Protection and Safeguarding issues and to act as a foundation and a springboard for further learning about the complexity of these issues. We always receive excellent feedback for this course, which aims to be engaging, practical and highly relevant to anyone who works with children and families.

#### Key outcomes

This course will enable participants to:

- explore thresholds for intervention;
- define Child Protection and Safeguarding and what is meant by abuse;
- understand the current legal framework, national guidance, local procedures;
- explore values;
- define and explore the signs of the four main categories of abuse;
- gain awareness of appropriate responses to children's disclosure of abuse;
- learn correct recording procedures;
- understand the importance of reporting;
- outline the referral process; and
- practice skills of working in partnership with parents.

Amanda Blake, Manager, Marshfield Pre-school

*'I thoroughly enjoyed the training and came away with a better understanding as to how to support families and children with regard to Child Protection and Safeguarding. I would 100% recommend the training to others.'*

Lucy Mitchell, Community Project Worker, Golden Hill Community Garden

*'The training was really practical and challenged my thinking. I learned lots, despite thinking I knew a lot already – it was useful to revisit it and I will be reviewing our policy in light of what I have learned today. I recommend Mandy's training - you need to do this so you feel confident that you'll be ready to cope if that 'worst case scenario' happened.'*

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## Advanced Safeguarding for Designated Safeguarding Leads

This six hour course is designed to develop the skills and knowledge of those staff members within settings who have greater responsibilities within safeguarding, including those with Designated Safeguarding Lead status. It is designed to enhance statutory the interagency Safeguarding training offered by Local Safeguarding Children Boards and Safeguarding partnerships.

### **Key outcomes**

This course will enable participants to:

- clarify the role of designated safeguarding leaders, and their statutory responsibilities;
- refresh knowledge of key legislation, key national guidance and local procedures and agencies, and recognise the importance of key safeguarding policy and procedures in their setting;
- learn how to make an effective child protection and early intervention referral and how to escalate concerns appropriately;
- learn about what is likely to happen following a referral to children's social care and the role the setting will have in the child protection process;
- learn how to appropriately manage an allegation made to a staff member;
- consider how to support and manage the safeguarding skills of staff and volunteers, including the implementation of a code of conduct, induction and training; and
- explore how to best support staff, families and children affected by safeguarding issues.

### **What participants said:**

Jocelyn Baker, Headteacher, St Joseph's RC Primary School:

*'This training was highly effective in delivering key thinking around safeguarding. It was informative, reflective and made you evaluate your current practice. I enjoyed the interactive aspect of the training – there was a mixture of activities that were all pertinent. It was very informative and I learned loads, including information on the Signs of Safety approach, safeguarding policies, how multi agencies interact to safeguard children, and the importance of safeguarding supervision. The main thing I will take away is the belief that whatever we do, if we keep the child's needs at the centre, then we won't go far wrong!'*

Rachel Browning, Speech and Language Therapist, Talk Speech and Language:

*'I learned so much! ...Mandy delivers the training in a sensitive and thought-provoking way.'*

Tony Weir, Deputy Head and SENCO, St John's Primary:

*'I enjoyed all the training – it was in depth, clear, practical, and full marks for relevance, being up to date, accuracy and quality of training delivery. Highlights for me were: learning about the local threshold document, the need to professionally challenge, how to support safeguarding needs of staff, and listening to the pupil's voice using Signs of Safety. I learned how to refer more effectively and updated my knowledge of law and guidance. I know I will be putting in better referrals as a result of this training and I will encourage staff to challenge safeguarding decisions of First Response. I would certainly recommend this training to others – it was excellent.'*

Rachel Stoyell, Teacher and Safeguarding Team member, Knowle West Nursery School:

*'Very knowledgeable training, explained things in a very accessible but thorough way – there was a good overview of systems, processes and procedures. I updated my knowledge of guidance and policies, including thresholds and how to use the language of the local threshold guidance to make a referral. I recommend this training – it refreshes your knowledge, brings you up to date and increases your confidence to do with safeguarding.'*

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## Female Genital Mutilation (FGM) & Cultural Abuse: What *Every* Professional Needs to Know

This vital training aims to enable professionals to protect and support children who have been affected by FGM. It is delivered by Pam Young, an extremely experienced former Safeguarding Nurse who worked for many years across the south west.

### Key outcomes

This course will enable participants to:

- learn about FGM, and the effects of this procedure on children;
- become familiar with the law and the new statutory responsibilities of professionals regarding FGM;
- spot the signs or symptoms of children at risk of, or who have suffered from, FGM and be able to report and refer effectively;
- effectively manage a disclosure of FGM; and
- become aware of local and national FGM support services.

Cindy Macadern, Student at City of Bristol College:

*'The trainer made you feel at ease; the slides and contents were informative and easy to follow. The training consolidated and built on my existing knowledge. The main point that stayed with me was the importance of not jumping to conclusions regarding different cultures and their beliefs. Yes I would recommend this training to others and I would emphasize that we will always need updating on this subject.'*

## Safeguarding Train the Trainer NEW

This practical course will enable participants to facilitate safeguarding training sessions and to share skills in relation to the presentation of material and the facilitation of discussions. Developed in response to several requests from managers and leaders of setting, it has been designed to enable them to address directly their own training needs.

### Key outcomes

This course will enable participants to:

- understand the key statutory drivers for safeguarding training.
- describe the various means and methods for the identification of safeguarding training needs.
- understand the different theories that influence the adult learning process, including the learning cycle, preferred styles of learning and effective facilitation.
- demonstrate awareness of the emotional component of child protection training and identify strategies of managing this at various stages of the training event.
- identify and list key learning outcomes for a safeguarding training event.
- explore a range of training methods and the suitability of each to reflect training principles.
- identify the problems and benefits of co-working.
- identify the various methods and levels involved in the evaluation of the effectiveness of training.
- reflect on different ways to ensure training continues to be updated.

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## How to Manage a Child's Disclosure of Abuse

This new training was developed in response to requests from the children's workforce and in partnership with the police. Aimed at Designated Safeguarding Leads and other leaders, it provides practical guidance and advice on managing children's disclosures of abuse. There will be discussion of high profile information sharing breaches, current guidance and the role of the professional in helping children make an informed decision about when, why and how to share their experience of trauma by providing some safe boundaries for disclosure.

### Key Outcomes:

This course will enable participants to:

- become aware of their professional responsibilities and limits regarding disclosure;
- effectively manage a child's disclosure of abuse: what to say, what to ask and how to support the child without causing more harm;
- decide on the capacity to consent, and whether to obtain parental consent to share;
- appreciate the importance of note taking and record keeping and explore different methods to ensure this is effective; and
- learn how to pass on information to the police and other agencies.

Hayley Branson, Early Years Teacher, Ashton Vale Preschool:

*'I enjoyed the relaxed 'no pressure' nature of the training, and found I participated more than I thought I would. The role play sessions were valuable thinking time and practice. Would rate the training 10/10 on relevance, being up to date, accuracy, and quality of training delivery. I really learned to always try to talk to the child, use the words 'tell me about that', and don't get the child to repeat what they have said again and again. The 'children at risk' list was interesting as I wouldn't have thought boys would appear on it. The golden nugget for me was learning practically how to respond throughout the disclosure. I'll now feedback to all the practitioners about open questioning and ask them to at least try talking to children even if they aren't willing to talk. I would recommend this training – it was really valuable.'*

Ellie Hallett, Senior Lead Practitioner, Ashton Vale Pre-School:

*'I thought the training was very and the role plays were really useful (even if I was scared!). I would rate the training as 10/10 on relevance, being up to date, accuracy and quality of training delivery. What I really learned was how to use words that would make it easier for children to disclose to you. It is fine to question them, but make sure you do it in the correct way – and don't be scared to try! I really would recommend this training to others. Thank you for making me feel so comfortable.'*

### Other safeguarding training available through Mandy Parry

- Staff Code of Conduct (including online risks);
- Child Protection and diversity and equalities issues;
- New risks in Child Protection (cyber bullying, eSafety, Pornography and CSE);
- Child Protection and effective reporting;
- Child Protection and domestic violence and abuse (DVA);
- Sexual Health and Safeguarding;
- E-safety for parents;
- Signs of Safety;
- Child Sexual Exploitation (CSE) awareness and
- Working with LGBTQ young people

**These courses can be held  
in your establishment on a  
bespoke basis.**

**Please contact Shelley to  
find out more!**

## Prevent: Supporting establishments to comply with Radicalisation and Extremism Responsibilities

This practical, engaging and interactive training was designed to help participants understand the new Prevent duties that came into place with the Counter Terrorism and Security Act 2015. Participants will learn how to protect children and young people from radicalisation and extremism and to support staff to comply with the new duties imposed.

### Key outcomes

This course will enable participants to:

- understand the duties placed on establishments by the Counter Terrorism and Security Act 2015;
- develop knowledge of extremism in the context of current UK threats;
- explore ways promote fundamental British values and to challenge extremism within your setting;
- learn how to identify vulnerable and 'at risk' children and families and report and refer any concerns;
- learn how to demonstrate that the establishment is safe from the threat of extremism and how to meet the new Ofsted Inspection requirements (including policy, procedures and risk assessments); and
- explore useful resources.

Lucille Charles, Former Headteacher, St Bonaventure's RC Primary School:

*'I enjoyed the pace of the training and that it allowed time to discuss issues, and the time spent looking at our action plans. I now have a clearer view of radicalization and a greater understanding of the Prevent Strategy. I would recommend this training to others.'*

Tracy Jones, Senior Assistant Head, Bannerman Road community Academy and Children's Centre:

*'Recommended. I enjoyed having the time to think and reflect about radicalisation, and to learn more background detail on the issue. I found it most useful to start working on our safeguarding risk assessment.'*  
*amazing. Thank you.'*

To find the latest information on the dates for our training visit: <http://delegatedservices.org/training-events/>  
DS Training Matrix <http://delegatedservices.org/wp-content/uploads/2020/05/DS-Training-Matrix-May-2020.xlsx>

## Managing Your Single Central Record Effectively: AM Session



**This new and hugely popular course is, set up by Customer demand, is facilitated by Mandy Parry and Bill Crocker.**

This practical and informative course was developed to respond to local need. It aims to help participants pro-actively manage, achieve the required 'detective role' expectation and maintain an effective and secure Single Central Record for their setting.

The afternoon session on how to spot fake documentation features a guest speaker from Avon and Somerset Police.

**It is possible to book each session separately but we highly recommend attending them both!**

### Key outcomes

This morning course will enable participants to:

- appreciate the purpose and the importance of a Single Central Record;
- learn about the vital components of a Single Central Record with regard to national statutory guidance;
- consider different working processes to help maintain an effective Single Central Record;
- recognise and respond appropriately to documentation, including the detective role, distraction behaviours, how to spot false records, etc;
- explore common problems with Single Central Records and possible solutions, including lack of engagement with and absence of reporting on the SCR; and
- action plan to ensure your setting is fully compliant and Ofsted ready.

Some feedback from the last Single Central Record training event:

*'Excellent course!'*

*'Brilliant – eye opening.'*

*'Very good training.'*

*'Great event – good group interaction.'*

*'Thoroughly enjoyed the training session. Would highly recommend.'*

*'A morning well spent.'*

*'Very well presented and lots of new information given.'*

## How to Spot Fake Documentation: PM session

Louise Stapleton of the Avon and Somerset Police will provide expert advice on identifying and recognising false documentation and the tactics used by fraudsters to thwart our interview process and safer recruitment approach.

\*Please note that participants will bring their own lunch and should bring their own photo ID.

## Safeguarding Peer Supervision Group for Designated Safeguarding Leaders

### As mentioned in the Ofsted Framework

In the light of feedback from local Safeguarding training and keeping an eye on what's said nationally, it is apparent that there is a lack of capacity to support Designated Safeguarding Leads and their deputies through external professional supervision sessions. In partnership with Delegated Services, Mandy Parry is now launching Peer Supervision sessions.

Safeguarding Leaders need particular care and support. Many doing these top challenge jobs feel that they are resilient and can look after themselves, but stress can sneak up on the most resilient people and suddenly the symptoms can take over. One way to deal with this, is to ensure external Supervision support. We are of the opinion there are three distinct aspects to supervision (none of them include line management):

1. Case oversight. Supporting a check through of the thinking process around specific children. Asking the 'what if' question. But if it's not, what else could be going on - is there something that could have been missed?
2. Recognition of our values, formed through our own childhood experiences, cultural background and life events. These may colour judgment and a high level of emotional intelligence is needed where there is potential to over-identify with a child's experience or downplay its significance.
3. Pressure tipping to stress. Spotting the tipping point where cases are beginning to take a toll. It is potentially quick and easy to recognise the serious stressful individual events, but the weight of incessant day-to-day issues can build up over time and before recognised push us over our own coping threshold, especially if there are other factors in play.

Each session should:

- offer a structured agenda to ensure that the approach is supportive and truly responsive to the needs of the participants;
- ensure a focused discussion which will enable collective problem solving;
- develop the ongoing safeguarding skills and knowledge of participants;
- make a contribution to Continuing Personal Development;
- broaden leadership skills;
- build confidence; and
- offer practical ideas to help in the work.

Please contact Bill Crocker to book (contact details at the end of the document)

***Can't see what you are looking for? Ask us! We have a wide network of trainers and skilled practitioners who can help, or know someone who can!***

## What you need to know about Effective Supervision

Mandy Parry writes....

A couple of weeks ago I delivered my course on Effective Supervision. To be honest, despite having delivered this session dozens of times in the past to project managers and social workers at Bristol City Council, it's been many years since I've actually been called to deliver it, as there hasn't been much demand.

This is a shame. Not only because it really is a brilliant, practical course that develops skills as well as understanding of the subject (if I do say so myself).

**But also because offering effective supervision in your setting also means that children will be better safeguarded.**

Effective Supervision for staff is named as a key factor in effective safeguarding and it is cited in many Serious Case Reviews.

In the 2001 National Inquiry into the Death of Victoria Climbié, Lord Laming wrote 'Supervision is the cornerstone of good practice.'

In her thorough national review of safeguarding services in 2010, Munro wrote 'effective supervision can improve outcomes for children, young people and their families.'

Working Together to Safeguard Children (2015) says 'Effective professional supervision can play a critical role in ensuring a clear focus on a child's welfare. Supervision should support professionals to reflect critically on the impact of their decisions on the child and their family'.

Supervision for staff also cited in the Early Years Foundation stage as an important part of safeguarding practice.

**Increasingly more and more agencies like schools are being asked to take on increased safeguarding responsibilities** and effective multi agency working necessitates the need for consistent effective supervision across the children's workforce. The speed and stress of change in the sector as a whole, increased expectations from staff and employer liability for stress are other key drivers.

Quite simply, effective supervision of safeguarding staff 'ensures safe and effective practice when working with children and families and supports practitioners to make sound and effective judgements.' (Bristol Safeguarding Children Board) Staff are supported from the emotional demands of safeguarding, practice is monitored to ensure it adheres to guidance and is evidence based, and training needs are reviewed and planned. **Effective supervision means that staff feel 'held' and that they are part of a team that cares about their welfare and their work.**

Despite all this, I find the delivery of supervision in settings is patchy at best. In the past as a former teacher in a school I had no idea what it was in the first place – ensuring there was no fighting in the playground? So no wonder there is a lot of confusion.

**If you want to learn more about safeguarding supervision, or explore how you could offer this in your setting, or want to simply make your existing supervision practice more effective, sign up to the next Effective Supervision.**

Sarah Timms, Parent Support Assistant, Locking School:

'I enjoyed everything about this training! The interaction, the good atmosphere, the non-judgemental and open approach - and the good learning. In particular I learned how to practically plan and carry out an effective supervision session – the discussion on the supervision agenda was most useful. I am now aware of the need to share the importance of supervision. Brilliant training – recommended.'

To find the latest information on the dates for our training visit: <http://delegatedservices.org/training-events/>  
DS Training Matrix <http://delegatedservices.org/wp-content/uploads/2020/05/DS-Training-Matrix-May-2020.xlsx>

## Developing Effective Supervision for Safeguarding Staff

An extremely useful and insightful six-hour course designed for line managers, supervisors and team leaders, which aims to enable them to confidently manage supervision for staff with safeguarding responsibilities. Based on the supervision model developed in the social care sector, participants will develop a shared understanding of what effective supervision is based on guidance and knowledge of different models of supervision, helping them to construct their own models of good supervision practice suitable for their own workplace. The course aims to enable supervisors to confidently and skilfully manage the supervision process and as such, it is extremely relevant for new and developing managers from all sectors. Participants will also have the opportunity to practice their supervision skills in a safe and supportive setting. Past feedback has indicated that this is an enormously relevant, practical and engaging course for all who attend.

This course will enable participants to:

- develop a shared understanding of what is meant by Effective Supervision, its purpose, benefits and challenges;
- recognise the key role of supervision in effective safeguarding practice;
- explore different functions, models and styles of supervision;
- develop knowledge of the practical elements of Effective Supervision;
- practice a range of supervision skills in a variety of different contexts; and
- action plan the development of supervision in your setting.

### What participants said:

'Made enjoyable and engaging by Mandy.'

'Useful and enjoyable day. Feel like I have gained knowledge I can take back to my practice.'

## Extended Safeguarding: What else do professionals need to know?

This is an interesting and useful course that aims to extend participants' knowledge in range of topics related to safeguarding. It is aimed at staff who are predominantly in a pastoral roles (teaching and non teaching), or Designated Safeguarding Leads who are new to role, and who may benefit from an enhanced level of safeguarding training. The course look at specific safeguarding issues, the key signs and indicators, identifying and monitoring vulnerable children and routes for referral and support, as well as offering delegates the chance to share best practice.

### Key outcomes

This course will enable participants to:

- Understand new approaches to safeguarding, including Contextual Safeguarding and Adverse Childhood Experiences
- Explore new identified risks, including criminal exploitation of children, peer abuse (including supporting children experiencing sexual violence, sexual Harassment and/or displaying harmful sexual behaviours), teenage relationship abuse and children affected by the criminal justice system.
- Develop strategies on how to support children affected by abuse.
- Reflect on knowledge of safer code of conduct for professionals.
- Practice safeguarding skills in a supportive environment.

To find the latest information on the dates for our training visit: <http://delegatedservices.org/training-events/>  
DS Training Matrix <http://delegatedservices.org/wp-content/uploads/2020/05/DS-Training-Matrix-May-2020.xlsx>

## SAFER RECRUITMENT TRAINING

Are you involved in staff recruitment? Have one or more members of your interview panel been trained in Safer Recruitment recently?

It is a legal requirement that one (or more) member of any interview panel appointing school staff should be trained in Safer Recruitment.

**Safer recruitment has also been identified as one of the courses that school leaders can take to help with Ofsted readiness.**

At DS we are pleased to be able to offer the latest Safer Recruitment Training Workshop provided by the Safer Recruitment Consortium. The workshop delivered by our fully accredited trainer will:

- give participants an awareness and understanding of offender behaviour
- identify the key features of staff recruitment that help deter or prevent the appointment of unsuitable people
- consider policies and practices that minimise opportunities for abuse or ensure its prompt reporting
- help participants begin to review their own and their organisation's policies and practice with a view to making them 'safer'.

All delegates attending for the full day will receive a certificate of attendance.

NB The content of the Safer Recruitment Workshop (formerly provided by NCSL) was **redeveloped in 2014** by The Safer Recruitment Consortium and subsequently to reflect **changes in legislation including the 2018 version of Keeping Children Safe in Education**. School staff who attended the training before this date are recommended to attend this course as a 'refresher' to ensure they are fully up to date with the changes.

*"I can thoroughly recommend the Safer Recruitment course delivered by Lucy as an alternative to online versions. Being able to share best practice and discuss elements of the course with other delegates helps to embed the fundamental purpose of this important training ensuring that anyone involved in recruiting staff or volunteers to work with children is empowered to do so safely." - Rachel Bowyer, Air Balloon school.*

***Lucy can also come to you. We are happy to offer the training as a full day, two half days or a series of 'twilight' session as required to school leadership teams, governing bodies or groups of schools".***

***Price on application. To find out more or to book, please contact [shelley.brown@delegatedservices.org](mailto:shelley.brown@delegatedservices.org)***

**Lucy Wyatt, Risk Management and Reassurance specialist and trainer**



## Safeguarding Support Offers



In addition to her comprehensive training programme, open course programme and bespoke training, Mandy offers the following **Support**.

### **Safeguarding audits**

Audits are always a bespoke and supportive service, carried out in partnership with you and planned in accordance with your specific needs. It is an important tool in ensuring full compliance with Ofsted safeguarding and other requirements.

Mandy can carry out a **Basic Safeguarding Audit** which will look at your website and policies with the goal of helping you ensure that you meet the statutory requirements with a view to identifying areas for improvement or possible inspection focus areas. A short written report will be supplied.

Mandy can also visit your setting to carry out a **Full Safeguarding Audit**, which will include website and policy information included in the Basic Safeguarding Audit, plus an examination of safeguarding procedures and the skills, knowledge and confidence of key safeguarding staff and volunteers. A full written report will be supplied.

An **Enhanced Safeguarding Audit** includes a visit from Mandy together with a team of eSafety and Health Safety experts from Delegated Services which can cover the a full examination of following areas of practice: policies, leadership and management, allegations, curriculum, training, safer recruitment, Single Central Record, behaviour, security, interagency working, reporting and recording, outside normal hours provision, online safety and security. A comprehensive written report will be supplied, covering every aspect of safeguarding practice.

### **Policy review and development**

Mandy provides a flexible and high quality consultancy service to develop a wide range of safeguarding policies for you as required. These policies may include: Accidents, Admissions, Appraisals, Anti-bullying, Arrivals and Departures, Behaviour, Code of Conduct (staff), Complaints, Confidentiality, Curriculum, Domestic Violence, e-Safety, Equal Opportunities, Escalation, Communications, Home Visits, Health and Safety (signposts through to merged documentation to address the false boundary between the two), Induction, Intimate Care, Lost Children, Non-mobile Babies, Outings; Outreach, Parent Prospectus, Radicalisation, Recruitment and Selection, Staff Supervision, Teaching and Learning, Training, Transitions, Visitors, Volunteers and Students and Whistleblowing.

### **Coaching and Supervision for Designated Safeguarding Leads and their Deputies**

As a qualified and experienced coach and fully experienced in effective supervision, Mandy supports the development of Safeguarding skills for safeguarding leaders through regular coaching sessions.

Coaching is fluid, developmental and a person-centred process. The support it can offer will be unique to the particular needs of the individual, but in general terms, safeguarding leaders find the following elements that can take place within the coaching relationship extremely useful:

- ongoing case management;
- developing safeguarding leadership skills;
- strategic planning;
- selfcare.

If you would like to find out more, or to start a conversation with Mandy, please contact Bill Crocker (contact details at the end of the bulletin)



## LEADERPULSE

**LeaderPulse is a Delegated Services wellbeing partner, helping schools increase staff engagement and decrease workplace stress in line with HSE standards.**

This month LeaderPulse explores Amanda Spielman's findings

During 2018, Amanda Spielman (Her Majesty's Chief Inspector), commissioned research into teacher well-being. Initial findings highlighted there was lack of: -

- Support to manage behaviour
- Time
- Money/budget/funding
- Resources
- Communication
- Work/life balance

***'I cannot tell you strongly enough the positive impact the resulting sessions had on both myself and the leadership team'***  
***Debbie Coker, Head at Fishponds CE Academy 2018***

These findings are no surprise and appear regularly in wellbeing surveys. The key to truly supporting staff, is finding out what is underneath each of these issues. We have found there are several hidden factors impacting staff every day, but these unfortunately go unnoticed. Usually due to busy schedules, they do not get fed back by staff. Some issues are difficult to mention, some are biased in nature, some are not even recognised as contributory factors and some leadership are unable to see as they need to be uncovered.

What we recognise is wellbeing is managed by the organisation, the organisation is managed by leadership, so leadership is at the heart of wellbeing. We will share our insights some more on this next time.

Does your school have a solution orientated system which encourages all staff to contribute and voice how to improve the areas highlighted above in a neutral unbiased way? Does it meet the HSE standards for stress management?

Our approach to improving wellbeing informs OFSTED inspections. It is an innovative solution to school improvement.

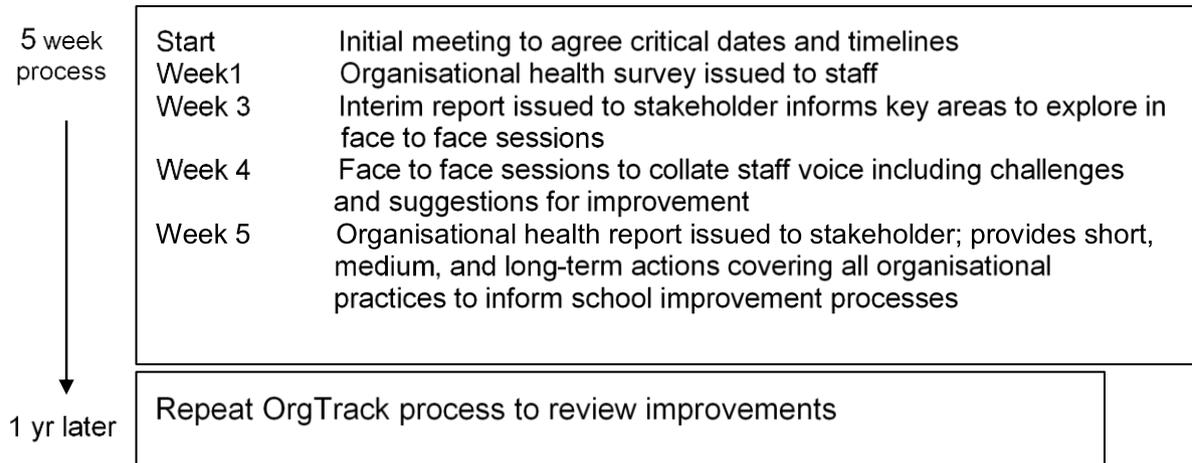
As an external service, we fully support schools by providing an organisational health assessment which not only meets HSE standards, it also explores the impact of leadership on the wellbeing of the whole organisation. What makes us unique, is alongside our survey, we deliver our live sessions in a neutral unbiased manner, capturing insights that internally would not be shared. The package will collate staff voices face to face in a positive supported way to get to the heart of the organisation and gain staff's suggestions to overcome challenges highlighted in the initial survey.

***'Staff were delighted that they were invested in and actively listened to. For us it has meant that pupil outcomes are improving, and staff resignations have been reduced to nil'.***  
***Paula Shore former Head at Bannerman Road school***

This package enables all staff to engage, be heard, add value and contribute to their school's future. Workable actions are generated which improve staff commitment and morale with a decrease in staff absenteeism monitored as a result

If you are exploring your wellbeing and leadership development plans, please contact Bill as he will contact us to arrange a free consultation to explore how our services and others following the organisational health survey can meet your needs.

## OrgTrack Process



### Who are LeaderPulse?



**Kate Gager** is a leadership coach with over 25 years’ experience in learning and development in business and education.

In her early career, Kate worked for BT and developed business leaders. This challenged and armed her with the ability to pinpoint leadership development areas. To further her skills, she qualified with Chartered Institute of Personnel Development (CIPD) and as an ILM level 7 leadership coach.

Kate quickly gained the interest from Head Teachers & Trust Leaders looking for leadership coaches who had a business background and could grasp educational challenges quickly. Kate’s industry knowledge of learning processes combined with a business leadership background made her unique as coach.

Over the past 10 years, Kate has worked extensively across a range of schools developing leadership capability and improving wellbeing. During this time, she recognised they did not have clear bench mark standards of leadership. She questioned, how do you develop leadership capability without knowing what it looks like for the organisation? She felt a mechanism to help leaders do this would be invaluable. Leadership can be developed more effectively when there is a standard to evaluate against. This led to co-founding LeaderPulse and creating the FutureTrack Tool along with enhancing the wellbeing service she provides through OrgTrack.



**Mary Wyatt** began teaching in 1990 and was both a Deputy Head and Head Teacher in inner city Bristol schools. Working in diverse schools and improving schools in challenging circumstances has given her a great insight into the challenges leaders face.

Her 18 years’ experience in senior leadership in Primary Schools has taught her how leadership capability is critical to improving outcomes for children. She is passionately using this experience to help education leaders develop rigorous standards of leadership capability.

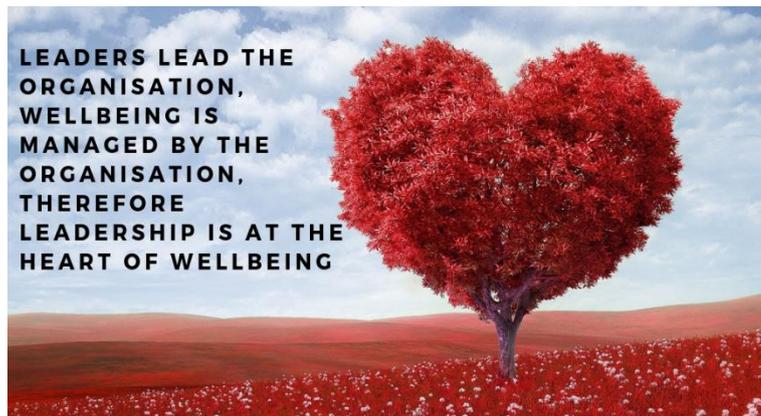
Through OrgTrack she is ensuring well-being and leadership is sustainable for all schools, especially in areas where attracting and retaining talent can be really difficult. Creating FutureTrack, she has demonstrated a way for leaders to assess and evaluate leadership capability which is key to achieving outstanding outcomes for all children.

**To contact Kate or Mary from LeaderPulse please initially get in touch with Bill. Contact details at the end of the bulletin.**



The new ofsted framework (Sept 2019) has now included the importance of how leadership impacts on wellbeing and measures: **“the extent to which leaders take into account the workload and well-being of their staff, while also developing and strengthening the quality of the workforce”**

Previously staff wellbeing has looked at how to support individuals within schools through online resources such as advice lines, mindfulness, counselling, supervision and social events for staff. There are lots of resources for individuals available which have a varying degree of effectiveness and take up by staff. These resources need to be available, but what many people overlook is the need for an organisational health check.



An organisational health check looks at the existing systems, processes, practices and culture within a school.. It provides an analysis and a way forward to ensure these all support staff wellbeing. For example, it explores how the monitoring cycle manage deadlines; how systems and processes are streamlined to avoid work overload; how communication systems work in practice to inform staff of changes and deadlines; how leaders are implementing consistency in delivering the values and the vision of the school.

LeaderPulse delivers an organisational health check which adds value because it::

- Includes staff voice
- Is non-biased
- Is solution focused
- Ensures there is a commitment to action from the leadership team which is carried through

If you would be interested in having an organisational health check carried out for your school which is compliant with the Health and Safety Executive Standards, please contact Bill in the first instance

**Managerial investigation support** With David Potter, David Hussey, Bill Crocker or Alison Findlay

Bill says: “This is something I have been looking at for a while, as from time to time I do get commissioned to do one of these around a grievance.

“We have a team of experts who can assist customers’ independent investigation and professional report to the commissioner can be provided to accord with key documentation including the Code of Conduct and Discipline, Performance/Appraisal, Grievance/Complaint and Investigation Policies. Our team are very experienced and people who can work with and relate to all in your structure, presenting themselves appropriately and with empathy to the situation in hand. “

*The offer is to manage or support difficult situations in school - staff disciplinaries, capabilities and grievance. David Potter is one of the experts that can be deployed and has extensive experience of investigations into teacher/Head conduct and capability during his career in Education. For example, providing a Head with an external view of a teacher’s competence in the classroom, or as a head of department/year etc.*

*Please note, should there be some circumstances where HR and/or legal expertise is required, we can access that support from other members of the DS network!*

*To access this support, or find out more, please contact Bill Crocker. [bill.crocker@delegatedservices.org](mailto:bill.crocker@delegatedservices.org)*

## Our Wellbeing Team

At DS we believe strongly that the above heading is a good place to start, rather than the negative that HSE go from, namely the S word = 'Stress' and their Management Standards that go with that, (in effect a team and/or individual risk assessment addressing the subject). While it is important to have that side of things in our armoury, and as you would expect we can help with both team and individuals if needed, our preference is to see things in a wider context flowing from individual personal responsibility at one end of the scale, through team work, employer relationships and employer duty of care, before getting to the above. Here are two of them highlighted but we have many more!



**Michael Earle** provides **practical, everyday advice** to cope with the demands of modern professional life to organisations large or small. He supports professionals to increase their awareness of the importance of improving and maintaining their wellbeing. He is a great believer in early intervention and prevention rather than crisis management....and above all encourages us to ALL TAKE OUR LUNCH BREAK!!

*"Michael, I thank you so much for your inspiring, funny and engaging talk. You left people with a lot to think about in terms of acknowledging the struggles people go through and how to take care of yourself. Good to see you and see you looking so well."*

-Sharmaine B, Bristol City Council



### **Sam Carrier MSc, Dip. Counselling, Counsellor/Psychotherapist**

Sam is an experienced therapist and a member of the British Association of Counsellors and Psychotherapists. Her practise is integrative which means that she can work with a range of different therapeutic models to best support the individual needing counselling. Sam can see clients across the whole Delegated Service geographical area.

She has worked with teaching/school staff for many years and can work short or long term. Therapy can help with (but is not limited to) emotional issues including relationship problems, trauma, stress, anxiety, depression, serious illness, conflict, anger and obsessional behaviour.

We have personal fitness and diet expertise, physio support, coaching and mentoring, counselling, support for those in charge of the curriculum and more. Just contact us, details at the end of this publication, and we'll be pleased to assist. One size doesn't fit/help everyone and sometimes a mix of initiatives can best be of help! We also have the following people to support us.

**Clare Haddow:** Occupational Health Nurse Specialist

**Laurie Pyne:** Mindfulness and wellbeing

**To find out more or to book, please contact Bill Crocker.**

To find the latest information on the dates for our training visit: <http://delegatedservices.org/training-events/>

DS Training Matrix <http://delegatedservices.org/wp-content/uploads/2020/05/DS-Training-Matrix-May-2020.xlsx>

## HEADTEACHER APPRAISAL with David Potter



**Terms 1 and 2 are the performance review 'season' for teachers including headteachers, so now may be a good moment for heads and governors to check the school's appraisal systems.**

Do we need to tweak anything for this year? This short article offers some points for reflection about the headteacher's appraisal and performance review.

Should you need to refer to it, the legislative framework is to be found in three documents:

### **The Education (School Teachers' Appraisal) (England) Regulations 2012**

[www.legislation.gov.uk/ukxi/2012/115/pdfs/ukxi\\_20120115\\_en.pdf](http://www.legislation.gov.uk/ukxi/2012/115/pdfs/ukxi_20120115_en.pdf)

**School Teachers' Pay & Conditions Document** current version 8/17, probably to be updated 9/18

[www.gov.uk/government/publications/school-teachers-pay-and-conditions](http://www.gov.uk/government/publications/school-teachers-pay-and-conditions)

### **Teachers' Standards**

[www.gov.uk/government/publications/teachers-standards](http://www.gov.uk/government/publications/teachers-standards)  
not directly applicable to heads, but a valuable contextual document.

Academies and free schools do not have to follow these regs and standards, but most do because they embody sensible management practice, and constitute the standards that will be used to adjudicate in the case of disputes. In all schools, there is an expectation that governors will appraise the work of the headteacher; thus the **OfSTED Handbook for Inspection** ([www.gov.uk/government/publications/school-inspection-handbook-from-september-2015](http://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015)), current version, Sept 2018, para 159, states that inspectors will evaluate whether governors "performance manage the headteacher rigorously"; inspectors may check the correlation between school improvement and the headteacher's pay progression.

Although they are non-statutory, the **National Standards of Excellence for Headteachers** • Jan. 2015

[www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers](http://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers) provide a set of good practice guidelines that should be used to inform the appraisal and professional development of heads.

The **National Governors' Association (NGA)** online Guidance Centre document 'Governors & Staff Performance' also offers excellent advice.

While in maintained schools it is usual for the head's performance review to be delegated to a panel of two or three governors, normally including the chair, arrangements in MATs are more varied. Some MATs operate in the same way as maintained schools, with the LGB carrying out the appraisal, often with the CEO effectively in the role of adviser; in other MATs, members of the trust board carry out the review. While MATs are free to make their own arrangements, involvement of trustees and/or governors, not the CEO alone, is in the best interests of all.

Here are some things to think about regarding headteacher appraisal in your school:

1. Remember that two components of the head's performance should be appraised - her/his day-to-day performance (which is where the National Standards can come in useful as a checklist) as well as the agreed objectives.
2. **The law requires teachers' performance reviews to be carried out by Oct 31<sup>st</sup> each year, and the headteacher's by Dec 31<sup>st</sup>.** However, would it not make sense for the headteacher's appraisal to come first, so that his/her objectives can be cascaded through the staff, ensuring a coherent approach to school improvement?
3. The headteacher's performance objectives may be kept confidential to the members of the governors' review panel (and their external adviser - see 6 below) but, again in the interest of a coherent, school-wide approach to improvement, would it not make sense to ensure that all governors (and staff?) know the head's objectives and understand why they are as they are?
4. It is much easier to evaluate whether objectives have been met if:
  - a. when those objectives are set, they are accompanied by success criteria: two or three ways of answering the question: "we will know this objective has been met if ...." what happens?
  - b. the head's objectives are closely linked to the priorities of the school improvement plan
  - c. governors have established ways of monitoring performance regularly - such as through their meetings - not just through annual and mid-year interim reviews.
5. It is often assumed that governors have the skills to carry out the head's performance review, and indeed many have developed those skills through their professional lives or through long experience of appraising headteachers - but by no means all have done so. There are good online training modules and written guidance provided by organisations like NGA; the other good source of training will be through the external adviser (see 6), who should help members of

the panel carry out the review effectively.

6. The law requires governing bodies (not headteachers) to appoint an external adviser to support and advise them in the appraisal of their headteacher's performance. Not all do so - in a recent survey, about 15% of schools did not. The adviser may contribute to any or all of the following:
- the headteacher's analysis of her/his previous year's performance against the objectives set a year ago
  - the governors' review committee's view of the head's performance, and the questions members might ask during the review meeting
  - the shaping of appropriate objectives for the coming year
  - guiding the review meeting and recording its conclusions.
- The adviser is not involved in the setting of the headteacher's pay.

We at Delegated Services recognise that governing bodies understand their schools and headteachers well, and that most appraisal meetings go smoothly, are positive and have outcomes that support school improvement; on these occasions, the adviser ensures the meeting is efficient and brisk. Sometimes however there are difficulties, challenges, inexperience or differences of opinion: Then, the adviser may need the skills to mediate and help resolve problems, while ensuring that the law is adhered to.

The NAHT (2013) says that the adviser needs to possess "sound judgment, good analytical skills, knowledge and understanding, as well as relevant personal qualities".

**David Potter** has considerable experience relevant to all parts of the process:

- he has led a large secondary school
- he qualified as an External Adviser in 2001 and has supported over 30 governing bodies, primary and secondary, in carrying out the performance appraisal of their headteachers
- he led OfSTED inspections for 14 years, and has been a DfE adviser
- he has been a governor of both primary and secondary schools, sitting on the performance review committee in both phases.

**Please contact Bill Crocker to book David.**

### Support offer from David Potter: Self-Evaluation and Improvement Plan documents



David Potter has considerable experience relevant to all parts of the process:

- he has led a large secondary school
- he qualified as an External Adviser in 2001 and has supported over 30 governing bodies, primary and secondary, in carrying out the performance appraisal of their headteachers
- he led OfSTED inspections for 14 years, and has been a DfE adviser
- he has been a governor of both primary and secondary schools, sitting on the performance review committee in both phases.

During the spring terms, many schools are firming up their self-evaluation and improvement plan documents, which they drafted back in term 1.

Might it improve the quality of those documents - their clarity and lucidity for staff, governors, parents as well as for OfSTED - to have them professionally, critically read?

David Potter has written and critically read SEFs and improvement plans for schools over 15 years. He will provide heads and governors with quick, comprehensive and sharp judgements about how clear, comprehensive and coherent your documents are, and how they align with the school's results and most recent OfSTED inspection report.

Rates will vary with the scope of what you need ie the critical read of a SEF, checking its alignment with OfSTED reports and performance data or a comprehensive look at SEF and improvement plan, with background checks.

**If you are interested, please contact David through Bill Crocker.**

## David Hussey - Coaching and Mentoring



David Hussey is part of the Wellbeing Network. A retired Head who has been described by Ofsted as *“an inspirational leader who is passionate about the quality of care and education that the pupils receive”*, he joins our network to support in coaching and mentoring

My passion is to support and stretch leaders to unlock their potential and fulfil their vision; providing a confidential space for reflection, to explore choices, develop insights and rehearse next steps. The importance of the leader’s wellbeing and resilience is central to their success; elements such as the management of change, time and team building need to dovetail with the leader’s life work balance.

“I was a successful Headteacher for 26 years with 19 years at a Bristol school retiring in September 2018. In June 17 Ofsted described me as *“an inspirational leader who is passionate about the quality of care and education that the pupils receive.”* They also underlined that the leadership team shared my commitment; *“You are ably supported by your senior leaders, who share your vision for the school to be the very best it can.”*

“The increasingly demanding and complex challenges that school leaders face requires time to step back and consider the way forward – when working as a Headteacher I found coaching provided the opportunity to make this happen. In the last year I have taken the Executive Coaching and Mentoring course so I can support school leaders to be the best they can.

“The more I explored and practised coaching the more I recognised that coaching and mentoring can overlap when working in an education setting. My coaching supervisor suggested that I should offer both as mentoring is particularly helpful to new school leaders, particularly from experienced Heads.”

*Contact David via Bill Crocker (see the end of the document).*

### **SUPPORT OFFER: Pressure / Stress Risk Assessment**

DS will offer Pressure/Stress Risk Assessment support as part of working with Senior Leadership and their HR support.

We strongly believe that it is helpful to have a team member of RM&R who is once removed from the 'issues' that may be in play, to meet the staff member involved and carry one out on a carefully agreed basis, hopefully before any sickness occurs. Or, if someone has been off, hopefully in advance of a phased return commencing, we could also be of help to aid a successful re-integration. Each case has its complexities so the fee would be agreed after an initial discussion to scope things. If of assistance, we can also offer Occupational Health support, if needed

Please contact Bill Crocker to find out more.

To find the latest information on the dates for our training visit: <http://delegatedservices.org/training-events/>  
DS Training Matrix <http://delegatedservices.org/wp-content/uploads/2020/05/DS-Training-Matrix-May-2020.xlsx>



**Nick Clitheroe** is an Institute of Leadership & Management Accredited Leadership Coach & specialises in working with school leaders and business managers. After gaining business qualifications and working in the corporate sector, he has worked with schools and social enterprises since 2008. School leaders commonly report that coaching provides time, space and perspective that facilitates challenge resolution, decision making and, personal and professional development.

He is a founding board member of a successful Gloucestershire MAT, chairs a fast growing Bristol social enterprise that supports young creative people and is an independent trustee of an innovative school partnership currently growing from 6 to 23 secondary schools. His enterprising community engagement work was shortlisted for a TES award in 2016.

His experience is well suited to working with:

- Leaders experiencing the challenges that result from significant transition or change in their role or environment
- Newly appointed school leaders who need to step fully into their leadership roles
- School Business Managers required to be more enterprising and innovative whilst developing blended income streams for their school
- Head teachers engaged in establishing or running MATs
- Executive Heads facing the growing pains of leading quickly expanding MATs

*Contact Nick via Bill Crocker (see the end of the document).*

### **Delegated Services can assist you with recruitment and all types of HR enquiry - just ask!**

As part of the DS Network we have a dedicated team of HR professionals that can be deployed on one-off support in HR issues.

### **HR Training session (half day)**

A flexible training session that could cover, for example:-

- Maternity/Adoption
- Shared Parental leave
- Paternity
- Parental leave

Lisa Trent, from PES, says: "With regards to shared parental leave we will cover what the employment rights are under the new rules. We will discuss who qualifies for it, how it works, and who is eligible to take shared parental leave. We will go through the notification procedure explaining how to handle requests discussing when leave can and cannot be taken under the new rules).

"The training would also cover flexible working requests as part of the return to work and some case studies related to the above topics as a basis of discussion as a group.'

**To access this support, or find out more, please contact [bill.crocker@delegatedservices.org](mailto:bill.crocker@delegatedservices.org)**

## Alison Findlay: Leadership Management and Support



**Alison Findlay** is an experienced leader and manager in children's services, education and community development in both the public and charity sectors. Her career has focussed on providing the best possible services for children and families through multi-agency working: working with colleagues from health, education, community services and housing to provide integrated packages, identifying and building on the strengths of the child and family within the context of community and school. She is a lively, energetic trainer with a participative and engaging style.

### About Alison

- Established the Common Assessment Framework in Bristol
- Commissioned counselling and therapeutic support services for schools in Bristol
- Introduced social workers in schools in Southampton and Trowbridge
- Opened a volunteer-led community shop in North Bristol
- Established learning mentors in Bristol through the Excellence in Cities Programme, managing extended schools and services.
- Volunteers at Youth Moves
- Works as a Prince 2 qualified project manager

### Training and Support available

- **Fundraising support**
- **Leadership training and facilitation:** building on successful experience in co-designing and delivering in the public and voluntary sector. At Oasis she was a member of the training and facilitation team, delivering modules on project planning and management, leadership models and time management to employees from a range of backgrounds from supported housing, community development, IT and family support.
- **Managing projects.** She is particularly interested in projects that bring together different agencies across sectors with an asset-based approach that focus on systemic and sustainable change resulting in improved outcomes.
- Coaching (see article)

## Alison Findlay Coaching

**Alison Findlay** is one of our Leadership Management and Support specialists and is an experienced leader and manager in children's services, education and community development in both the public and charity sectors.

DS are proud to announce that network member Alison Findlay is now a **qualified executive coach** and working as an **Accredited Associate Coach with the Academy of Executive Coaching** as well as offering project planning and leadership training and facilitation. Here is a glowing reference from a Senior Director of a large Public Sector organisation, who contacted Alison for some leadership coaching:

*"I was experiencing some difficulties in the senior leadership of the company. Alison and I agreed to spend 6 sessions together in a quiet, confidential space. At the first meeting, she identified my goals and used some Solution Focussed techniques to help her think about how I could bring positive past experiences to this current situation. That day, I left the meeting having identified some actions.*



*'In the next few sessions we explored my thoughts and values, clarified priorities and came up with some action plans. She enabled me to find solutions to such difficult puzzles at a time when my emotions were so frantic.*

*'Our final session was full of laughter. We looked back over the work we'd done and discussed the themes that had come up. I was happy and excited about the future, having found my voice, and direction, as the result of our work together.*

*'Alison, you coached me through each puzzle with such care and non-judgement. Thank you!'*

**For more information about her coaching offers, or to book some project planning or facilitation, contact Alison via Bill Crocker (see the end of the document).**



### BEHAVIOURAL MANAGEMENT AND CLASSROOM MANAGEMENT TRAINING

**Rachel Briggs** (left) is DS' Behaviour, Social, Emotional and Mental Health Needs Specialist with over 20 years experience at working with pupils with special needs and mentoring others in classroom and behaviour management.

She has mentored NQTs, worked with class teachers to improve Teaching and Learning through lesson study and coached subject and Key Stage leaders. She has worked with deputy heads and SENCOs new to role in a number of schools.

### Introduction to Behaviour and Mental Health Needs in School: INSET training

**Want something different for your INSET day?** This half day module provided at your establishment focuses on factors which can impact on children's mental health and behaviour in schools and what schools can do to promote positive mental health and desirable behaviour.

#### After the training delegates will...

- have an increased knowledge of risk and protective factors related to mental health and behaviour in schools
- have a greater awareness of what staff can do to create a school ethos that supports positive mental health and desirable pupil behaviour and attitudes
- explore what can be done to promote academic resilience
- consider the school's current capacity for supporting emotional wellbeing and mental health and begin to identify next steps

#### Examples of additional activities that can be offered with the above session to make a full day:

- strategies for staff working with pupils with additional behaviour/mental health needs to support with identifying triggers and therapeutic activities to develop coping strategies
- supporting pupils with ADHD/Autism/Attachment difficulties
- developing behaviour profiles and behaviour modification charts/contracts
- behaviour surgeries for supporting pupil behaviour – individuals or groups
- staff wellbeing (can be surgeries – for small teams who work with an individual pupil or a specific issue)

*Interested in this or any of the courses below? Please contact [Shelley.brown@delegatedservices.org](mailto:Shelley.brown@delegatedservices.org)*

### Behaviour Management Courses offered by Rachel

#### Support for Newly Qualified Teachers – Focusing on In Classroom and Behaviour Management

Focusing on why children behave/misbehave, developing personal skills and self-awareness in the classroom, establishing rules and expectations, responding to negative behaviour and promoting positive behaviour

#### Support for Primary Behaviour Leads / SENDCOs/Learning Mentors

Focusing briefly on factors impacting on behaviour, the Jigsaw Puzzle child, behaviour motivational needs analysis (identifying the specific behaviours which need to be addressed), context modification and identification of skills which need to be taught to reduce the undesirable behaviour

#### Training for Primary LSAs – focusing on behaviour management

Focusing on increasing awareness of factors which may impact on pupil behaviour, behaviour management techniques and adult behaviours that can improve the behaviour for learning environment

#### Training For Secondary Learning Mentors/Behaviour Leads

Focusing on brain function, activities for working with students to enable them to recognise their own triggers and activities for working with them to help them to develop appropriate responses and coping strategies.

#### Training for Experienced Class Teachers With a Challenging Cohort – focusing on classroom and behaviour management

Focusing on motivations of pupil misbehaviour, tools to support identification of challenging individual/group/class behaviour and strategies to promote positive behaviour.

## Tom Pyne ~ Team Teach



*Tom is our specialist in BESD. "Schools have generally done a good job focusing on behaviour" says Tom Pyne (left), from the Delegated Services Network "but are finding the limitations of this and feeling the need to look at the emotional needs of some pupils."*

*Drawing on his experience in BESD special education and therapeutic support for families including traumatised looked after and adopted children, Tom offers training and consultancy at various levels.*

*Entwining findings of neuro-science, personal experience and humour, Tom's 'Promoting Positive Behaviour' courses are popular with schools for underlining good behaviour management habits, highlighting the importance of how adults manage their own feelings and the role of de-escalation and review.*

*These have been rated especially highly for use with groups of support and lunch time supervisory staff. Tom's courses in positive handling are certificated by Team Teach.*

*Tom's specialism however is understanding and responding to the needs of pupils with attachment difficulties and/or early life trauma.*

*"Often it's working inside out and back to front" he suggests. "Teachers (and others) carry with them for years the individual pupil who pushes support away, reacts badly to praise, sabotages success or presents very differently to different people. Seeing the light go on in their eyes as they understand the purpose of these behaviours is a real privilege".*

### Positive Handling /Team Teach - Tom Pyne

This nationally accredited popular course, with Triggers/Diffuse and Distract/Safe Holding content is run by Tom Pyne. Team teach is now accredited with the Institute of Conflict Management (ICM) accreditation scheme, a much broader based accreditation scheme for training in conflict management and reduction in workplace violence in all settings.

**Tom is also able to deliver the training to you within your establishment. This can be delivered in one day (such as an Inset) or.... Increasingly popular is the delivery of the 6 hour training split between 2 twilight sessions. If this option is of interest to you, do get in touch and we'll be pleased to work it through with you?**

Where the training takes place at your establishment, the costs are considerably lower. Depending on group size, this can halve or third the cost!

### **Already been trained and need a half day refresher?**

Please note that to attend the **half-day refresher**, your certificate must still be in date: if it's lapsed then it is necessary to enrol on a full-day course again.

## Reducing the Need for Restraint and Restrictive Intervention (HM Gov, June 2019)

<https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention>

This guidance was published on 27 June with an intended focus of children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties in health and social care services and special education settings. However, it also notes that it should be 'of interest' to mainstream schools (including Academies and Free Schools), particularly those with Special Education Units and Special Educational Needs resourced provision. So I suggest all schools should be aware of it

It very much reflects the spirit and direction of other recent guidance and changes in the Ofsted framework in moving away from the use of physical intervention wherever possible and playing up the role of de-escalation, planning and knowledge of the individual young person in making this a reality.

More specifically the 3 following strands are more explicitly and boldly stated than I have seen anywhere else before:

- acknowledging the emotional as well as physical harm inappropriate physical intervention can cause
- specifically calling for policies for promoting positive relationships
- highlighting the importance of the service user's voice in Post Incident Review.

I have now included reference to this guidance in the positive handling (Team Teach) courses DS offers. However, even before including this, the courses are completely in tune with the guidance and all routinely include:

- a 'values' exercise focusing on the possible behavioural manifestations of unmet needs at physical, security, social and self-concept levels
- insistence that all participants experience physical interventions as 'the child' as well as the adult
- 2 models for understanding and reflecting on crises, including current understanding of what is happening in the brain at these points
- 3 models for Post Incident Review, including the young person's voice.

### **Tom Says:~**

I can deliver 6hr, 12hr, refresher and advance module Team Teach courses in mainstream and specialist contexts in the Bristol and surrounding areas.

Team Teach courses are certificated and accredited by DfE through BILD (British Institute of Learning Disabilities) who publish the guidelines for training in this area. Courses include sections on the legal background to physical intervention, the overwhelming importance of de-escalation ('positive handling is 95% non-physical'), the importance of good practices in planning, recording and reviewing and safe, humane physical interventions only when 'necessary, reasonable, proportionate and in the young person's best interest'.

Sample programmes are available but all courses are tailored to individual need, though the scope for individualisation on 6hr courses is limited.

The 6 hr course is appropriate for most mainstream settings and certification is valid for 36 months.

Refresher training is for 3hrs and certification is for a further 36 months.

The 12 hr course is appropriate for higher risk settings and certification is for 24 months (refresher training is for a further 6 hours).

For further details please contact [Shelley.brown@delegatedservices.org](mailto:Shelley.brown@delegatedservices.org).

Testimonial Received:~

***A course strength was "why kids are behaving in this way and why I respond in that way!"*** Bristol School Delegate 07/02/2014, Secondary sector.

## Claire Leheup - Outdoor Learning Training

**Training offered: Education Visits Co-ordinator Training, Group/Visit/Deputy Visit Leader Training, and at least every 3 years refresher training is required to keep current skills up to date**



Claire Leheup, Outdoor Learning Specialist, says: **"Off-site visits are identified as one of the higher risk areas in the safeguarding definition. To comply with the new Off-Site, Visits and Trips Policy, Procedures and Guidance, at least one member of staff needs this training to ensure they are up to date with best practice, can plan well and recognise and avoid things that can go wrong being prepared if they do."**

The course content has been revised taking into account recent risk warnings. The revised content includes advice on communication with parents, evacuation and lockdown procedures and contingency planning for potential loss of communication.

In the light of the recent atrocities in Europe there is understandably much concern about undertaking trips and visits abroad. However, DS do not want to discourage off site visits unless there are warnings issued by the Foreign Office. In fact off site visits are being recognised for their educational value more than ever... Claire says: **"try the outdoor classroom to engage and motivate and to nurture creativity and imagination!"**

Both courses run from 9.30 AM to 4.00 PM. **Maximum numbers per course is 10. Lunch provided on both courses. Early booking is recommended as the maximum number will be strictly applied.**

\* Participants should obtain and bring copies of the *DS Off-Site, Visits and Trips Policy, Procedures and Guidance* and the notification procedure.

\* Due to the practical content of the courses, **please wear warm, comfortable clothes and bring appropriate waterproofs and footwear.**

## Educational Visits Co-ordinators Training

{For all Educational Visits Co-ordinators new to role}

Off-site visits/ school trips provide a powerful learning opportunity and play a key role in meeting personal development and social educational needs of children and young people. In addition, outdoor learning extends personal horizons through greater appreciation and understanding of the world and its communities.

This one day course supports designated EVCs in carrying out their duties effectively. Theory is covered in the morning and the afternoon session comprises a practical activity to reinforce and confirm those principles.



**"The (EVC) course was excellent. It was thought provoking and covered matters in a very pragmatic accessible way. I really enjoyed it"**

**Roland Lovatt, Head at Yeo Moor**

Key benefits:

- \* Develops knowledge, understanding and confidence in the EVC's role
- \* Supports participants in ensuring that all educational visits are carried out in accordance with policy and guidelines
- \* Shows how to safely and adequately prepare for outdoor learning and off site visits
- \* Helps participants to assess and manage risk
- \* Covers evacuation, lockdown procedures and contingency planning in the event of an emergency
- \* Looks at notification procedures, and
- \* Includes lessons learned from investigations into high profile incidents.

## Visit Leader/Deputy Visit Leader Training



**For all new Group/Visit/Deputy Visit Leaders**, this one day course supports designated Group/Visit/Deputy Visit Leaders in carrying out their duties effectively. Theory is covered in the morning and the afternoon session comprises a practical activity to reinforce and confirm those principles.

Key benefits:

The Group/Visit/Deputy Visit Leader, approved by the Educational Visits Coordinator in consultation with the Head teacher/ establishment Manager, has overall responsibility for supervision and conduct of any visit/trip/activity.

The course, therefore, provides information and practical advice on the knowledge and skills required by a competent Group/Visit/Deputy Visit Leader to organise and deliver safe and appropriate educational visits across the sectors, including:

- \* The purpose and value of off-site visits
- \* Roles and responsibilities
- \* Health and safety (general guidance)
- \* Covers practical aspects of evacuation and lockdown procedures in the event of an emergency
- \* Risk management (practical session)
- \* Competence, supervision, and leadership.

## REFRESHER TRAINING for Experienced Visit Leader/Deputy Visit Leaders & Educational Visits Co-ordinators {Required every 3 years}

*\*\*Please note that if staff been in the role for over 3 years without this from their initial training, it is now necessary to book in as things have moved on substantially and they need to be up to date in this higher risk area of activity. \*\**

**This half day course provides refresher training for those already working the EVC or Visit Leader role. It has added content associated with recent terrorist activity and heightened national threat level. Attendance will ensure your EVC/Visit Leaders remain current and that pupils are safeguarded.**

*Off Site Visit Risk Assessment Training is available as a bespoke session held at your establishment. Contact Shelley for details!*

### DL Offsite notification helpful tips ~ May 2020

#### Repeat Trips/Visits

- It is not possible to reuse a form for a repeat trip or visit, (from a previous year, for example) as each individual submission is tied to a unique reference number. However, the information from a previous trip *can* be printed off from the pdf received once a notification has been approved and the pertinent points re-entered onto a new submission.

#### Weekly Visits

- For trips which occur weekly such as a course of sailing sessions, the date of the first and the last session should be entered on the notification form and a list of all of the session dates should be uploaded in a separated document under the section 'Add related images, documents and other files here'

## SUPPORT OFFER: The new Duke of Edinburgh Approach (for Secondary Schools)

DS can provide expert advice and, if needed, additional capacity, to help Secondary Schools with the new Duke of Edinburgh approach, where they have to have a direct licence with the controlling charity.

It is available through team member Claire Leheup and the fee levels will flow from a discussion on the bespoke service needed, following consideration of a menu of options that include, for example, an addition to SLT capacity for the subject, to adventurous activity support/approval.

Here are some areas in which Claire can provide support:

1. Supporting the D of E verifier, providing 2 strategic reports and advice.
2. If not already done as part of the Charity's licence fee or by you, populating the system with each year's cohort details.
3. A monthly check of the system to monitor/prompt progress, if a steady stream of information is not being received.
4. Advice given to the D of E lead, where necessary, with feedback on potential activities which do not meet the criteria of the award. In addition, two meetings per year to review cohort sign up and progress.
5. Signing off expedition activities whilst an Approved Activity Provider is commissioned (no additional charge)

**To access this Support Offer, please contact Bill Crocker using the contact details page.**

## Off site Risk Assessments

Claire Leheup is the Delegated Services Outdoor Learning Adviser.

She has 20 years experience of working with schools delivering outdoor learning training, advice and assisting with risk assessments and processing trip notifications.

Claire says: "**Off-site visits are identified as one of the higher risk areas in the safeguarding definition. I have adjusted the course content in my EVC and Visit Leader training courses to make reference to recent atrocities.**

**In addition to this I can visit your establishment to give some Risk Assessment & Off Site Visits Training, as a half day/twilight. I am about to deliver training to an establishment who visited London on the day of the events.**

**If you would like some training or support in risk assessment for off site visits please contact Shelley Brown.**

## Emotional impact following a Major Incident / news story

There is publicly available advice available on the Newsround website [Advice on what to do if upset by the news](#). More support is available from our wellbeing team, who acknowledge the points in the article but believe that ideally, more could be done to support pupils (and staff) wellbeing during these difficult times.

If you would be interested in some mindfulness/wellbeing support please do get in touch for a quote – the support could be flexibly designed to fit into a staff meeting, INSET session or twilight. Please get in touch.

To find the latest information on the dates for our training visit: <http://delegatedservices.org/training-events/>

DS Training Matrix <http://delegatedservices.org/wp-content/uploads/2020/05/DS-Training-Matrix-May-2020.xlsx>

## Delegated Services Trainers/Support Network Details

### RM&R team

Bill Crocker: Risk Management and Reassurance Director

Claire Leheup: Outdoor Learning and Educational Visits

Jo Hughes: Risk Management and Reassurance Adviser

Lucy Wyatt: RM&R Adviser and H&S Trainer

Mark Howard: Risk Management and Reassurance Adviser

Philip Tranter: Risk Management and Reassurance Adviser

Roger Smith: Business Development Manager

Shelley Brown: PA to the Directors and Advisers & Training Coordinator

### Safeguarding

Mandy Parry: Safeguarding Specialist

### Wellbeing, Mindfulness and Coaching/Mentoring

Rachel Briggs: Behaviour, Social, Emotional and Mental Health Needs Specialist

Tom Pyne: Behaviour and Positive Handling

Clare Haddow: Occupational Health Nurse Specialist

Sam Carrier: Counselling Support

Laurel Pyne: Wellbeing/Mindfulness

Michael Earle: Wellbeing

David Potter: Headteacher Appraisal and Managerial Investigation

Nick Clitheroe: Coaching

David Hussey: Coaching and Mentoring

LeaderPulse: Coaching and Mentoring

Alison Findlay: Leadership Management and Support

Anthony Hill, Behaviour, Anxiety & Inclusion Trainer

### Technology Enhanced Learning and Support

Mark Allen: Technology Enhanced Learning Specialist

Paul Anslow, Triangle Networks Ltd

### Curriculum support

Rhys Thomas: Design and Technology Specialist

Lucy Wyatt: Science and PE H&S support

### Business/Project Management

Jonathan Davis: Business Manager Support Team

Mark Langley-Sowter and James Dandridge: Insurance Specialists

Lucy Rothwell: Project Management Support

Caroline Harrison: GDPR Specialist

Tristan Cowell, Bid Writing & Management Consultant

The Energy Check Company

G & L Consultancy, Asbestos Awareness

### Governance Specialist

Geoff Mountjoy, Governance Specialist

### Facilities Management

Mark Peters: Legionella

GB Sport and Leisure: Playground Inspection

Bill Crocker: Facilities Director

### HR and Recruitment support

Lucy Wyatt: Safer recruitment

PES: HR Support

### PR, Marketing and Fundraising

Gemma Kattana: Social Media

Sam Carrier: PR, Marketing and Fundraising

Alison Findlay: PR, Marketing and Fundraising

**Executive Director ~ Bill Crocker**

**Executive Chairman ~ Peter McCarthy**

Please see our Privacy Statement at: <http://delegatedservices.org/privacy-policy/>

**For Further Information:-**

**Executive Director:**

**Bill Crocker**

Telephone: 07795 190 130

Email: [bill.crocker@delegatedservices.org](mailto:bill.crocker@delegatedservices.org)



**Delegated Services Training Co-ordinator:**

**Shelley Brown**

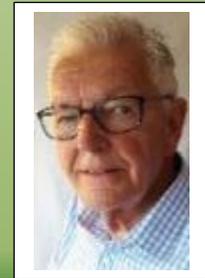
[Shelley.brown@delegatedservices.org](mailto:Shelley.brown@delegatedservices.org)



**Business Development Manager**

**Roger Smith**

[Roger.smith@delegatedservices.org](mailto:Roger.smith@delegatedservices.org)



**DS TRAINING COURSE BOOKING AND CANCELLATION POLICY**

At DS we understand that occasionally things come up beyond your control. We will endeavour to rearrange a booking to a different time and date where possible but do need to bring to your attention the DS Booking and Cancellation policy which is as follows:

**BOOKINGS:** When booking your training course{s}, please note that you will be invoiced straight away & prompt payment is required, which will guarantee your booking{s}

**CANCELLATIONS:** If you need to cancel the course for any reason, please let us know as soon as possible.

*Please send an email with your request to cancel to:-*

[bill.crocker@delegatedservices.org](mailto:bill.crocker@delegatedservices.org) and [shelley.brown@delegatedservices.org](mailto:shelley.brown@delegatedservices.org)

We reserve the right to apply the following cancellation charges:

- More than 30 days\* notice of cancellation: NIL
  - Between 17-30 days\* notice of cancellation: 50% of course fee payable
  - Less than 17 days\* notice: 100% of course fee payable
- NB "days" are defined as term-time days only, but do include weekends and bank holidays that fall within term-time.

DS Training Matrix <http://delegatedservices.org/wp-content/uploads/2020/05/DS-Training-Matrix-May-2020.xlsx>

To find the latest information on the dates for our Training Visit <http://delegatedservices.org/training-events/>