



Delegated Services C.I.C Autumn Winter 2021

Support and Training Plan

General H&S, Safeguarding, Security and Wellbeing Support

Welcome to our updated Support and Training Plan for Autumn Winter 2021

Welcome all to our last S&T in this format. As DS has grown over our nearly 10 years now, it has become a far bigger beast than when we first started!

While that's a great thing, along with your brilliant support alongside, we recognise that it isn't necessarily the easiest thing to plough through and, as it is a twice a year publication, finding it could be easier so that you can research whether we have a Network Partner to meet a current need, or if you want to locate details on a training course.

So we are going to move to a rolling update which we'll put online. There you'll be able to scroll our Network Partner list of services and support and how best to access them. You'll also be able to click on our training offers, find out the detailed content of them, when they are taking place and, if needed, use the booking link and find where they fit into your overall training plan by accessing the Training Matrix.

This project will start to roll after the festive season. We'll keep you up to date with progress. Our anticipation is that all will be in place, easily accessed and legible by the end of the Easter break.

In the meanwhile, do have a browse and we look forward to hearing from you.

A REMINDER! 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!

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.

INDEX

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!

3C's & Lockdown	10
Access Policy & Plan	26
Advanced Safeguarding	48
Accident Reporting & Investigation	12
Asbestos	22
Audit Preparation	11
Caretaker Training	9,20,21
CDM ~ Planning & Managing Your Building Project	13
Coaching & Mentoring	63-66, 72, 80
COSHH	12
Business Manager Support Service	33-43
Data Protection Support/GDPR	38
D&T Training	27-30
Deputy Head H&S {Essential H&S For Deputy & Assistant Headteachers	22
Essential Premises Management	9
EVC & Refresher {Group & Visit Leader}	89-94
Fake Documentation	57
Financial Planning Advice ~ Milsted Langdon LLP	5,31-32
Fire	6
First Aid {FAW, Emergency, Paediatric, Health Check}	23-24
First Aid for Children	24
Governance	39
Grounds Maintenance	18
Head Appraisal	76-79
HR Support	82-84
iAM Compliant: Safety Management System for Schools	15-16
Individual Pupil Risk Assessment	26
INSET Training <i>{Please note almost all courses can be adapted for this purpose}</i>	7
LeaderPulse	63-66
Leading Organisations/Leading Organisations Refresher	8,72
Legionella	14
Lift Training	11
Lockdown Drill	10
Lone Working	12
Managerial Investigation	75
Medication {Pupil}	23
Mental Health	69-71
Occupational Health Support Services	25
Offsite Visits/Trips {Group/Visit Leader/Refresher/Risk Assessment}	89-94
PAT Testing	17
PE, Safer Practice in	27
Playground Equipment Inspection	20-21
Positive Handling	87-88
PREVENT Training	56
Risk Assessment	9
Safeguarding	44-62
Safeguarding Peer Supervision Support	58
Safer Recruitment	61
Single Central Record {How to Manage Effectively}	57
SolarSense	34-36
Supervision, Effective	54-55,74
Support for Senior Managers & Governors	75
Warning & Banning	70
Wellbeing	63-71

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 DS Network Partners

Kevin Kendal ~ Kendal Architecture: Plan Measurement, Preparation & Drawing



Kevin formed Kendal architecture, a CIAT Chartered Practice, in early 2019 following nearly 20 years working in a range of private architectural and interior design practices undertaking projects ranging from pubs and restaurants in the leisure sector, domestic projects, automotive dealerships .

“In the 12 years leading up to the formation of Kendal architecture, I worked at a multi-disciplinary practice largely specialising in design for educational establishments from Pre-school right through to further education. Based in Nailsworth, Gloucestershire, I presently offer architectural services to education, domestic and commercial clients across the south-west and further afield. I can also provide architectural, technical, and drawing support to other consultants including surveyors and structural engineers.

No two projects are ever the same and typically I offer a range of adaptable services, all tailored to your needs in order to turn your ideas into reality.

These services regularly include:

- Measured surveys of existing properties and preparation of existing drawings – this can vary from a partial survey of specific areas to a full survey of the whole building and can include both plans and elevations. These surveys are routinely the first step in other building projects or planning but can also be used as record drawings, for fire strategy planning or for identifying the locations of specific features.
- Feasibility studies for potential new schemes
- Architectural design and consultancy services for a wide range of projects, be it alterations or remodelling of existing spaces to extensions to new build projects or a combination. The level of design varies from scheme to scheme and includes preparing plans and elevations through to detailed design for building regulations and project tenders and construction drawings.
- Preparation of Planning, Listed Building and Conservation Area consent applications
- Preparing and submitting applications for building regulations approval
- Preparation of tender documents for building projects
- Contract administration and project management of tendered schemes

Recent education projects have included the provision of a new kitchen, a meeting room extension, toilet refurbishments, entrance and reception alterations, preparation of whole school plans, a new community hub, project feasibilities, change of use applications for ex. Caretakers houses, planning applications for MUGA pitches, space planning, re-roofing and more.

Away from architecture, I play guitar and tennis and enjoy getting to the coast in our self-converted camper - I've been a long-time supporter of the work that Surfers Against Sewage do and was keen to utilise Kendal architecture to support their work from the outset through the SAS 250 club but am also delighted to have recently attained their 'Plastic Free Champion' status as a business”

If Kevin can be of help to you & your setting, please contact: bill.crocker@delegatedservices.org

Rich Berry ~ Coaching, Leadership, Mental Health & Senior Leadership Supervision



Rich Berry developed his career leading mainstream schools in Bristol who were facing challenging circumstances. His subsequent move into special education enabled Rich to refocus on common causes of poor behaviour and disaffection.

Whilst reading and learning about developments in neuroscience, through his daily interactions with some very troubled young people he directly observed and managed the effects of neglect and lack of attachment and nurture on the developing brain.

Rich is now a Trauma Informed practitioner and uses this knowledge to lecture PGCE students & NQTs both in Bristol & in Somerset.

In August 2019, Rich retired from Headship to focus on his growing consultancy work. Rich maintains his involvement with SEMH schools as Co-chair of their national organisation Engage In Their Future. He is also a Trustee of the Bristol charity Ignite Life, which supports vulnerable young people with a range of bespoke support services.

Rich's day-to-day work now includes Adult & Youth Mental Health Training, Clinical Supervision, Training on understanding behaviour, Safeguarding & de-escalation. Rich is also a SIP & leadership coach for a number of schools and an ambassador for Action on Aces in Gloucestershire.

In his spare time, Rich continues to be actively involved in rugby as a coach, centre manager & the education lead for the Bristol Bears Rugby Academy.

Rich is also the Mental Health & Wellbeing Ambassador, and constituent body safeguarding manager for the GRFU. More recently, Rich has supported the Rugby Football Union in developing a mental health support strategy for clubs across the country.

In all settings young people's ability to learn and develop resilience depends on the approaches taken by their teachers, parents, sports coaches and youth workers. It's a responsibility Rich puts at the centre of everything he does.

This year, Rich feels honoured to be President of the Old Bristolians Society.

If you would like to know more, please contact bill.crocker@delegatedservices.org

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MILSTED LANGDON

DS would like to welcome Milsted Langdon Financial Planning as a Network Partner.

Milsted Langdon Financial Planning has helped thousands of clients make the most of their financial affairs. We offer expert, bespoke advice from local advisors and are always on hand to offer support when you need it.

We can help with financial services including:

- Retirement planning and retirement structuring
- Saving and investments
- Estate planning
- Life assurance
- Critical illness
- Income protection



When you're making any decisions regarding your financial future, it is important to choose the right financial advisor. We are proud to offer complete independence and research the entire marketplace to find solutions that suit you – we are not tied to any providers, meaning our advisors offer unbiased and unrestrictive advice.

Sound financial planning is the key to success. Any decisions made must be part of an overall financial plan, which should be structured in a way that is affordable, sustainable and helps you achieve your goals.

Awarded by the Personal Finance Society (PFS), Pension Transfer Gold Standard aims to give consumers confidence that they are working with expert pension advisers that are guided by a set of principles. These principles, alongside Pension Works' Financial Conduct Authority regulation, guide us to ensure any pension advice or pension transfers we undertake for our clients is of the highest quality.

If Milsted Langdon can help in any way with your financial queries or if you would like to know more, please contact bill.crocker@delegatedservices.org

Top Quality Grounds Maintenance for Schools

We have a new Network Partner joining Delegated Services offering Grounds Maintenance, Cornish Garden Services {Bristol} Ltd.

Cornish Garden Services have been providing Bristol and the South West with first rate grounds keeping since 1983. We offer a personal, localised service which is reliable and dependable. We specialise in all aspects of landscape maintenance, grass cutting, weed control, sports ground maintenance and external cleaning for schools, health authorities, sports clubs and trading estates. We can deliver a bespoke package, tailor made to suit your needs and your budget.



For more information, see page 18.

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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

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"

-School Business Manager at 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 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 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

Dr Rachel Briggs EdD, 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.



LEADING ORGANISATIONS

Leading organisations and its refresher provide a cultural approach, framework and headlines of a health, safety & wellbeing system, with supporting emergency preparedness and resilience, set in a safeguarding and OFSTED context.

This will need to be followed up by attendees doing other training/self-study, or as school leaders, getting appropriate people positioned and trained. For example you might reflect on our training matrix and allocate roles, check the HSE website and download prioritised free information, refer to the government guidance for say fire safety and adopt a H&S committee system. As DS customers we are, of course, here to support you with further advice and support as part of your journey.

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!

Leading Organisations Refresher

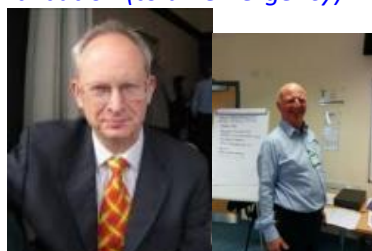
Recommended every 3 years for Principals, Heads, Deputies and Business Managers. The training can be tailored to be focussed to managers and leaders of community organisations as well.

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)*



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 trips/offsite 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 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

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.



COSHH* Training

is now available on your site or for individual delegates.

*Control of Substances

Please contact shelley.brown@delegatedservices.org for details and how to book.

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.

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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

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WATER HYGIENE/LEGIONELLA TRAINING ~ Mark Peters, LCS

Our network partners (LCS) experienced in supporting the education and community sectors, offer all aspects of water hygiene monitoring and water treatment. These include consultancy, Legionella Risk Assessments, monitoring, sampling, training, remedial works, and system chlorination.

Mark Peters runs Legionella Awareness training course designed for Heads, Business Managers and those responsible for H&S. The training 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
- Legislation & Guidelines

Please note, LCS will also outline the services they offer but there is no requirement to take up on their service for attending the training - for most it will purely be a start and how you wish to then follow up to achieve compliance is entirely up to you.

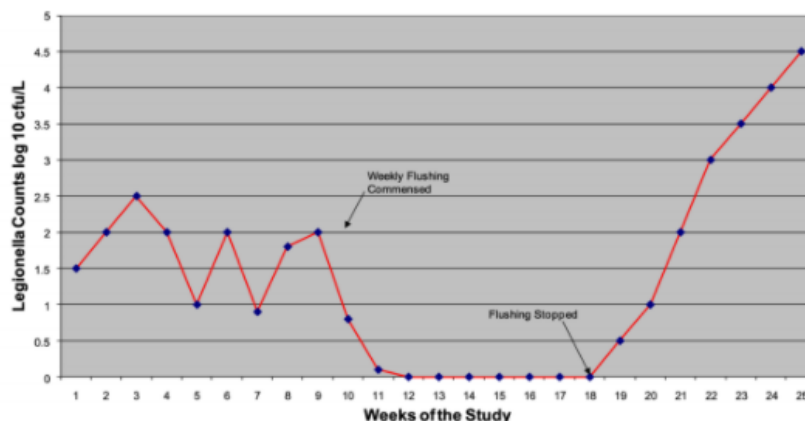


Compliance

In order to ensure compliance with legislation, each site should have a water Risk Assessment that outlines the control strategy for each water system. This in turn will provide a control scheme that needs to be followed (monitoring programme). In addition to this, each site should have a written control scheme/policy document that outlines the roles and responsibilities of individuals (Duty Holder etc.) and the course of action that will be taken if control is lost.

During the current pandemic, facilities are being used far more infrequently than normal, highlighting the need for additional flushing of systems. Flushing (keeping water moving) plays a huge role in the control of Legionella, as it doesn't allow bacteria to stay in one place and proliferate. (see graph below that shows the effectiveness of weekly flushing).

Flushing – Effect on Legionella Counts



On a side note, the Legionella Control Association (LCA) have issued guidance which states that *'Duty-holders implicated in an outbreak of Legionnaires' disease resulting from actions taken for COVID-19 precautions are not likely to have any exemption from prosecution'*.



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 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 real time 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 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 or ring 07849 700043 for more information or a demonstration, remotely of course for now!

INTERNET NETWORK ASSISTANCE ~ 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.



ELECTRICAL APPLIANCE TESTING/PAT TESTING IN YOUR SCHOOL

Is Portable Appliance Testing (PAT) Compulsory? No

The Electricity at Work Regulations 1989 require that any electrical equipment that has the potential to cause injury is maintained in a safe condition.

However, the Regulations do not specify what needs to be done, by whom or how frequently i.e. they don't make inspection or testing of electrical appliances a legal requirement, nor do they make it a legal requirement to undertake this annually.

There is no legal requirement to label equipment that has been inspected or tested, nor is there a requirement to keep records of these activities. However, a record and/or labelling can be a useful management tool for monitoring and reviewing the effectiveness of the maintenance scheme – and to demonstrate that a scheme exists.

It is good practice that a school ensures that their electrical equipment is maintained in order to prevent danger. DS can organise your regular PAT testing be it annually, or every 3 years at a very competitive rate through our partners Bristol PAT Testing.

Please contact roger.smith@delegatedservices.org for more information.



GROUNDS MAINTENANCE ~ Cornish Garden Services {Bristol} Ltd



Top Quality Grounds Maintenance for Schools

- Competitive prices with free quotations
- ISO 9001, ISO 14001 and CHAS accredited company
- A long standing reputation for excellence
- Bespoke maintenance package built around your budget
- Established since 1983
- Latest machinery and techniques
- Highly experienced and knowledgeable team of grounds keepers
- Professional and reliable service
- Flexible dates, time and payment methods
- Environmentally friendly products
- Members of The Institute of Groundsmanship
- NPTC qualified, DBS checked
- Fully insured service (£5 million public liability)



For further information please contact roger.smith@delegatedservices.org

Cornish Garden Services have been providing Bristol and the South West with first rate grounds keeping since 1983. We offer a personal, localised service which is reliable and dependable. We specialise in all aspects of landscape maintenance, grass cutting, weed control, sports ground maintenance and external cleaning for schools, health authorities, sports clubs and trading estates. We can deliver a bespoke package, tailor made to suit your needs and your budget.

Our fully trained and dedicated team are experienced horticulturists who will keep your premises looking its absolute best, as we understand that first impressions matter. Our impeccable reputation has been built over many years of hard work and has stemmed from the excellent relationships we have maintained with all our customers who return to us year in, year out. You can rest assured in the knowledge that all our employees are NPTC certified and DBS checked.



Top quality commercial and
industrial grounds maintenance
services

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>

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.



**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*





School Play & Sports Equipment Specialists



Our Services



Operational/Routine RPII Inspections, for outdoor play & sports equipment.



Spare parts for all manufacturer's products. Maintenance services.



Supply & installation of play, sports equipment & surfacing.



New Equipment

We offer a wide range of recreational equipment from playgrounds, outdoor gyms, multi-use games areas (MUGA's), skate parks, youth shelters, to the supply and installation of surfacing, fencing and gates.



Emphasis on Safety

All of our equipment and safety surfacings comply with the current EN1176/7 safety regulations.



Recognised as a leader and trusted partner in the industry, we work closely with local authorities, parish councils, schools, sports clubs, and the private sector.

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? Playground Inspection Training {Daily Visual} ~ 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.*

H&S for Site Services Staff

H&S for Site Services Staff ~ 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 | • Slips/Trips/Falls |
| • Lone working | • Risk Assessment & COSHH |
| • A personal responsibility for safety | • Manual Handling |
| • Working at Height | |

Contact Shelley.brown@delegatedservices.org to book.

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!

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>

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....

ASBESTOS MANAGEMENT & TRAINING



G&L Consultancy Ltd
Specialists in Asbestos Management

OUR PARTNERS FOR ALL ASBESTOS-RELATED SERVICES

G&L Consultancy Ltd has become one of the South West's leading asbestos consultancies, founded by two former Somerset County Council workers who saw an opportunity to provide the highest quality service to the people of the South West of England.

G&L provides the complete asbestos analytical service; everything from surveying Dock Yards and Military Bases to the analysis of a single bulk sample, from a single air test to the complete management of the asbestos removal works, training and compliance. G&L Consultancy Ltd is proud to be a member of IATP (Independent Asbestos Training Providers), CPD and is an Approved Training Organisation CITB.

G&L offers courses in five main areas of asbestos training :Awareness, Duty to Manage, Working Non-licensed Asbestos, Work with Licensed Asbestos, BOHS P400 Series Courses and Health & Safety E Learning

G&L services including surveying, air monitoring, bulk sample analysis, training and full management plans. They have highly trained, experienced asbestos surveyors who can carry out management, refurbishment or demolition surveys.

The asbestos consultants at G&L can carry out all asbestos monitoring throughout a removal project as required or any standalone air test to provide reassurance with an air fibre count. Samples suspected of containing asbestos can be analysed in our purpose-built labs, or larger batches analysed over 2-3 days. We offer a wide range of training courses through Delegated Services from basic asbestos awareness, task manual training, operatives training and all P400 courses.

Training courses can be tailored to your needs and delivered at a location to suit you. We produce asbestos management plans bespoke for your school premises to ensure you comply with all your legal obligations.

For more information contact roger.smith@delegatedservice.org for asbestos services or shelley.brown@delegatedservices.org for online & face to face training courses.

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 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 to book

Pupil Medication Training (Also known as Administration of Medicines in Schools)

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 to book.



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>

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"

First Aid Training is also available for Children!

We can now offer First Aid Training for Children! We offer bespoke training in short sessions especially designed & aimed at children.

If you are interested, please contact shelley.brown@delegatedservices.org

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.

Contact 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).*

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>

OTHER SUPPORT OFFERS AVAILABLE THROUGH DS

Occupational Health Specialist Support



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

Since 2002 Clare Haddow, has run her own firm 'Clare Haddow Occupational Health Specialists' (CHOHS Ltd) in Henleaze, Bristol.

Clare says, "As a business we aim to listen to our clients' needs and offer appropriate occupational health advice as we understand that in today's climate the health of the workforce is important. We try to assist in reducing sickness absence and we offer advice regarding reasonable adjustments with those returning from episodes of ill health, whether physical or mental health issues."

As an Occupational Health professional, Clare will typically visit schools, of differing sizes ensuring that best practices are being carried out and offer advice to ensure staff can carry out tasks without risk of harm.

She said: "Much of my time is spent on clients' sites and seeing their employees for a private and confidential occupational health consultation. It could be that an employee is about to return to work or is at work although not 100% fit and schools want advice to ensure that their people are working within their individual capabilities".

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.

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 above, 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

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.

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 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

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. Rhys can be contacted via Bill or Shelley.

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>

• 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/refreshers) (***Core standards training for D&T Teachers***)
- Secondary Materials H&S (initial training/refreshers) (***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.

Milsted Langdon ~ Specialist Financial Planning LLP

MARKET UPDATE

After a year of living with Covid-19, there is hope in sight with 30m+ of UK adults having now been vaccinated. This exciting and promising news heralds the dawn of yet another 'new normal' but one in which we can enjoy the things we used to – to some extent.

But what does this mean for the markets?

Surprisingly, global stock markets ended 2020 close to record highs with one exception being the UK as the FTSE 100 suffered a 14% decline. However, as well as the glimmer of hope from a vaccine, 2021 brings with it an end to some significant influencing factors – the transition from Donald Trump to Joe Biden, the reduction in the impact of Covid-19, and the uncertainty of Brexit.

For stock markets, this has given impetus to value stocks, which for a number of years have underperformed their growth counterparts. The promise of a return to normality has seen value stocks rally, having been shunned through the crisis.

The uncertainty in the short-term economic outlook will also mean uncertainty for this economically sensitive investment style. That said, developments in medical, political, and economic factors could have a positive impact.

Stock exchange activity

The impact of Covid-19 meant that some companies needed to raise funds quickly, for example to tackle the rapidly changing economic situation, make acquisitions, or accelerate growth in difficult circumstances.

This highlighted the benefits of being listed on the stock market, which provides an efficient and relatively immediate source of capital. London Stock Exchange data showed there were 208 Main Market share placings in 2020, comfortably exceeding 2019's total of 150.

High Yield bonds

The myriad companies that issue high yield bonds to help finance their business are set to benefit from the tailwind of the positive outlook, boosting revenue and profits. Outlooks have improved considerably after the news about vaccines and forecasts for default rates within high yield were already falling before the vaccine news and now following it, look to come down rapidly.

Technology

Technology will be a critical feature in stock markets in 2021, with those utilising tech set to become the stock market heroes.

The UK high street has seen a substantial casualty in the form of Arcadia (Topshop, Dorothy Perkins and Burton) losing market share to online-only fast fashion retailers ASOS and Boohoo.

The FAAMGs (Facebook, Apple, Amazon, Microsoft and Google) have performed very strongly in 2020 and look well set for 2021. Microsoft and Apple pay good and fast-growing dividends and in time it looks as though others will pay dividends as they mature.

ESG investments

We have seen ESG (Environmental, Social and Governance) investments perform exceptionally strongly. It is clear that ethical investing, and having a clear purpose and positive impact on the planet and its people, matters more than ever. If you'd like to explore your options of marrying your investments to your values, contact us to see how you could benefit from an ESG option.

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If Milsted Langdon can help in any way with your financial queries or if you would like to know more, please contact bill.crocker@delegatedservices.org

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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Clean Energy for Schools



Clean energy for schools

With typically large expanses of unused roof space and colossal energy bills, schools and other educational facilities are the perfect case for installing solar panels, battery storage and other clean energy solutions to deliver financial savings, carbon reductions and energy independence.

Investing in clean energy technology revolutionises the carbon footprint, finances, and teaching potential of schools and educational facilities. Whether a school, academy, or college; carbon management, sustainability metrics and the demand for greener education are on the rise.

The Carbon Trust estimates that schools in the UK could reduce energy costs by approximately £44 million per year by investing in renewable and low carbon technologies such as LED lighting, solar panels, and heat pumps.

Less than a decade ago, solar panels were considered an experimental technology. Ten years on, solar has become the fastest growing energy source worldwide. Solar panels are now a mass-produced product, delivered at a cost-competitive price. In fact, whilst energy prices have increased year on year, the price of installing solar has plummeted, reducing payback periods, and increasing financial returns.

The Intergovernmental Panel on Climate Change (IPCC), NASA and the world's leading scientists have warned us that if we continue to burn fossil fuels such as gas, coal, and oil we risk a man-made disaster of global scale. We must increase and accelerate the rate at which we generate, store, and distribute our energy from solar panels and other renewable sources if we are to avoid irreparable damage to our planet.

Implementing simple energy efficiency measures such as solar panels not only cuts costs but drastically improves the carbon footprint of an organisation, whilst improving conditions for both pupils and staff.

Schools are often pushed to make the most of their resources, while providing a solid education for students. Investing in solar panels and making improvements to sustainability saves money, offering an effective means to releasing funds for curricular resources or facilities. In addition, such sustainability improvements can and should be incorporated into schools' teaching methodologies on the environment and climate change. This is a valuable add-on benefit of energy efficiency installations.

Benefits at a glance...

Turn your unused roof space into an asset

A typical solar panel system will provide free electricity for more than 25 years, achieve financial returns of more than 12% per annum and pay back installation costs within 6-8 years.

Reduce your energy costs and save vital funds that can be reinvested in education

Generate and store free, clean energy on-site and improve your bottom-line with up to 100% savings on your electricity bills. Investing in renewable energy not only reduces your energy bills but fixes them for the long-term. Forward thinking schools are spending a little now to save a lot in the future.

Reduce your carbon footprint and spearhead the drive to net zero

Radical new climate change commitments will set the UK on course to cut carbon emissions by 78% by 2035. To reach this target it is imperative we build back better after the Covid-19 pandemic. A large factor in reaching this target includes increasing and accelerating the rate at which we generate, store and distribute our energy from solar panels and renewable sources.

Improve the teaching facilities of your school

By integrating an online monitoring system, schools can use a real-life example of their solar panel installation, educating and motivating students on important lessons on technology, science, geography, and climate change.

Improve your reputation with key stakeholders

Spearheading the drive to net zero will not only create a competitive advantage but a positive boost to your reputation that can be communicated to your pupils, staff, parents, governors, and other key stakeholders. Installing a real time display monitor in the school's reception is an effective way to demonstrate the organisations' commitment to sustainability.

Free solar panels for schools - Power purchase agreements

A power purchase agreement (PPA) has quickly become one of the most popular ways for schools and academies to finance solar panels. If your energy usage and roof space meet specific criteria, this solution allows you to benefit from a free solar PV installation, financed by a PPA provider.

The electricity generated by the system is then sold back to you at a rate much cheaper than your current energy prices, saving you thousands of pounds on your bills and providing your school with all the benefits of solar PV with no upfront cost. You rent your roof and buy the discounted solar electricity rather than investing in a solar PV system of your own.

Images

Ashton Vale Primary



St Mary Redcliffe and Temple School



Montgomery Primary School * First Zero Carbon Passivhaus School in Europe



Northleaze Primary School

*Children celebrate the official launch of their community funded solar panel system by forming the shape of a sun on the playing fields



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Award winning team

We place great emphasis on the quality of our installations and are proud to have won 19 awards in recognition of our expertise, customer service and pioneering projects.



Always in touch with the experts

Every project is supported by a dedicated project manager who will help you from your initial survey through to commissioning, O&M and beyond.



Fully accredited

Our clients can have peace of mind that our company has gone through rigorous training and assessments to achieve a wide range of industry accreditations.



If Solarsense can help in any way with your or if you would like to know more, please contact roger.smith@delegatedservices.org

Data Protection Support

Data protection is sometimes thought to mean and even require that “everything should be destroyed” after a fairly short period of time. This is not the case and if you do dispose of records without careful thought about the consequences you might be seriously inconvenienced.

Whilst we are glad when we finally get ourselves off the mailing list for some catalogue trying to sell us a gadget for steam cleaning our nostrils or something equally unnecessary there are many reasons to retain data.

If we had the ability to foresee the future, we would know what records to hang on to. We don’t have this ability however we do have experience of what has been needed previously. In a fair number of cases this has come about through legal cases. As a result of these cases, guidelines (and actual requirements) have been set down. Advice given to me by a practising barrister some years ago included that if you go to court always have the documents you need. These documents (and nowadays of course this includes electronic records), may have been produced by your predecessors 5, 10 or more years ago. This logically leads to the concept of saving and storing records your successors may need and certainly ones you might need.



Picture courtesy of:
<http://www.freeimageslive.co.uk/files-images009/files-and-folders.preview.jpg>

I often try to find property documents, for example if there are boundary disputes or issues over fire safety, and we want to look at old building plans. Locating old air raid shelters and underground spaces needs records from the last world war. These are rarely that easy to find. When looking at the repair or replacement of equipment, whether it is a window or an office cabinet, I have asked for the supplier name or the handbook - often without success. If a claim is made for an accident, we look for risk assessments and school policies as well as site inspections and contractor certificates. Safeguarding cases can require accessing records going back many years, including apparently simple things, like “were that pupil and member of staff at school at the same time?” Memories are only as good as the paper they were recorded on.

When you set out your scheme for retaining or disposing of records, I urge you to look at the experience of those who have dealt with the cases where previous records were essential. Don’t be rushed into disposal until you are clear about that question, “would someone need this in court, or would it be useful in a practical sense in the future?”

If you want to reduce paper stored, you may want to digitise records, or you could send it to a commercial store or public archive.

In any case you need to have a note of what was disposed of and who agreed to this. The implication to this I should point out, is that 20 years from now someone might knock on your door and ask you to explain why you sent “valuable records to be destroyed”!

You may find this article on the Windrush scandal of interest:

<https://www.channel4.com/news/factcheck/factcheck-who-destroyed-the-windrush-landing-cards>

There are of course numerous other articles.

For more information, please contact Mark: mark.howard@delegatedservices.org.

Sue Dix ~ Business Management



Sue says: "Having spent the last 20 years working in a primary school, the last 8 as a qualified Business Manager, I am passionate about education and the belief that every child should be given the opportunity to achieve their full potential. The role of the business manager is to enable the leadership team, teaching and non teaching colleagues to support pupils in this aim.

My main areas of responsibility have been finance, preparing and overseeing school budgets, keeping stakeholders informed; HR overseeing recruitment and ensuring staff contracts are accurate; Premises are safe and clean, working with all parties, including contractors; Health and Safety overseeing school processes, procedures and compliance on a daily basis. Along with having responsibility for ensuring office, IT, GDPR, website are running smoothly and updated as necessary.

I am also an outdoor person, whether it's being out for a run, gardening, or just sitting and reading. I have two grown up sons, two cats and a motorhome called Fiona!"

Sue increases our capacity to be of assistance to you for temporary periods to cover sickness or other absence. If we can be of help please contact: bill.crocker@delegatedservices.org

Let's Talk GDPR

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!

Therefore, the photos and video consent forms only need to be provided to new starters to the school. Parent/carers would be reminded on the form in a general way about all issues that it is their responsibility to update you on any relevant changes.

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.

If you are interested in this service from Geoff, please contact bill.crocker@delegatedservices.org

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

NON MANAGERIAL SUPERVISION SUPPORT

Rationale for offering supervision in education

In recent years, there has been a sharp rise in the number of children and young people with mental health difficulties, special educational needs/disabilities and safeguarding concerns. Coupled with cuts to traditional support services, this means that setting staff have increasingly found that they have been left trying to meet the welfare needs of their pupils/students and often their families. This situation is undoubtedly being exacerbated by additional challenges caused by the impact of Covid-19.

For many practitioners working in sectors where their role involves supporting vulnerable and/or traumatised individuals, it is accepted that there are wellbeing implications stemming from the emotional toll of this work. This is known as secondary traumatic stress (alternatively, vicarious trauma, indirect trauma or compassion stress/fatigue) and results from exposure to others' suffering when helping or wanting to help. This is in addition to other factors which can cause work-related stress and burnout. For many of these practitioners, 'Supervision' (which is not the same as performance management style surveillance, although there is an element of ensuring effective practice) has been mandatory for years. More recently, it has been included in statutory guidance for staff in the Early Years Foundation stage as an important part of safeguarding practice. Its use is also now being recommended more widely in education establishments.

As part of the Leadership and Management judgement, Ofsted inspections will now consider how staff wellbeing is protected and best practice promoted, including through:

"regular supervision and support [where staff or other adults] are working directly and regularly with children and learners whose safety and welfare are at risk".¹

Heads have reported that a short part of the onsite conversation with their inspector covered the topics, there was then a far more extensive triangulation exercise carried out with Governors and Staff on what was actually being done and achieved in practice.

So, what is supervision and why is it recommended for setting staff?

There are different types of supervision (for example, safeguarding, clinical and relational) and multiple definitions. Our working definition, specifically for education settings is:

Supervision in education is a non-judgemental, collaborative process where education practitioners are supported to reflect on their values, practice, relationships, the emotional demands of their work and the impact of these and the wider education system on their psychological wellbeing. It can contribute to best practice, effective relationships, enhanced wellbeing and professional and personal development.²

The understanding behind supervision is that practitioners from any profession are more likely to improve their practice if they feel able to:

- Access a safe and supportive professional relationship, where they are encouraged to reflect critically on themselves and their situations, celebrating their successes and being open about their mistakes and struggles, without fear of judgement and punitive action
- Gain honest feedback on issues so assumptions or unhelpful thinking can be challenged
- Engage with ways of improving and explore alternative perspectives because they know they will not be criticised for experiencing dilemmas
- Receive support that can help them to process their emotions in an appropriate way and help them to deal sensitively and effectively with difficult situations/relationships.

A setting where Supervision is effectively integrated is likely to be able to evidence:

- enthusiastic and resilient staff whose professional abilities are continually developing
- good relationships where staff model emotional resilience and treat colleagues and children/young people with compassion whilst maintaining high expectations
- a calm and productive atmosphere as pupils/students are more likely to be engaged with in a positive way, and
- more retention of staff with fewer sick days and reduced presenteeism caused by stress.

DS Support:

Delegated Services, (DS) has successfully been providing Supervision for safeguarding leads for some years as it can overcome many barriers that settings tell us about that prevent them from providing Supervision in-house. In line with recommendations, we are now extending this service beyond safeguarding leads; including, but not limited to: SENCos, setting leaders and those supporting pupils/students with mental health needs and/or those whose behaviour is challenging. This services offers:

- extra capacity for organisations to support staff working with pupils/students living with adversity and/or trauma where staff can get appropriate support not provided elsewhere in the hierarchy of their organisation
- access to a supervisor with expertise in the relevant area, who can provide an independent, external eye on the individual's place and contribution to effectiveness in the area being addressed
- a 'safe space' to reflect on practice, where supervisees are supported to find their own solutions to difficulties so that they have a greater sense of agency and empowerment
- assurance that supervision will not be confused with performance management as fear of being judged can lead to individuals hiding their difficulties, limiting learning opportunities
- the opportunity for staff to learn how to better manage work pressures, reducing their stress and anxiety
- the possibility of making a contribution to resolving issues in team dynamics
- pastoral support for staff
- identification of relevant training and development needs, and
- another contribution towards continually improving practice in your setting.

Our team of Mandy Parry, Kerry James, Catriona Mangham, Rich Berry, Sam Carrier, Dr Rachel Briggs EdD and Alison Findlay are able to offer:

- A bespoke approach to best meet your needs
- 3 sessions over the year, (Autumn, Spring and Summer)
- 6 sessions on the basis of one a term, or
- Group Sessions up to a maximum of 6 colleagues.

Our preference is that first meetings are in person and can continue on that basis, with a maximum of 3 colleagues seen in a morning or afternoon on any day. Alternatively, following face to face meetings, a technology meeting platform {Zoom, Google Meet etc} can be used for the sessions.

This is a different approach to 1:1 supervision and is costed accordingly, but offers the possibility of hearing a number of helpful perspectives and solutions to problems that are shared with a small number of peers.

Each session should:

- * offer a clear and structured agenda;
- * ensure that the approach is truly responsive to the specific needs of the participants;
- * support a focused discussion which will enable collective problem solving;
- * inspire by sharing good practice;
- * demand a strong ethic of confidentiality for all participants; and
- * ensure empathetic support of group members who are facing similar challenges.

Like 1:1 supervision, the possibility of using online meeting technology should make Peer Support supervision more accessible to participants across our whole operational area.

We look forward to being of assistance. To discuss your requirements and request a quote contact: **bill.crocker@delegatedservices.org**

DS FOOTNOTE

Our discussions will be confidential between us unless there is an imminent risk of harm to candidates or others or a legal issue arises. The exception would be where an organisation has agreed something different with us on which employees are clear and confident, e.g. reporting back around specific objectives or maybe general themes arising for the organisation.

¹ *Inspecting safeguarding in early years, education and skills settings (Ofsted, 2019)*

² Briggs, R. (2020) 'What About Me?' *Exploring Teachers' Psychological Wellbeing and Perceptions of Using Dialogic Social Support to Enhance it when teaching pupils experiencing vulnerability and/or trauma. In Lawrence, N. (2020) Supervision in Education - Healthier Settings for all. Barnardo's, Scotland.*

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DS NON MANAGERIAL SUPPORT

Supervision is now a consideration as part of the Leadership and Management judgements when Ofsted visit.

However, more important is that 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. Worthy of note are the following:

1. In the 2001 National Inquiry into the Death of Victoria Climbié, Lord Laming wrote 'Supervision is the cornerstone of good practice.'
2. In her thorough national review of safeguarding services in 2010, Munro wrote 'effective supervision can improve outcomes for children, young people and their families.'
3. 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'.
4. Supervision for staff is also cited in the Early Years Foundation stage as an important part of safeguarding practice.

Education is taking on increased safeguarding responsibilities. Effective multi agency working necessitates the need for effective supervision across the children's workforce. The speed and pressure of change in the sector as a whole is recognised, Staff rightly have increased expectations in terms of their wellbeing and employers, as part of their duty of care and wellbeing approach, are, therefore, taking advantage of this service.

To find out more about our DS Non Managerial support service please contact bill.crocker@delegatedservices.org

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:

"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

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>

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:

- Sexual Abuse & Child Exploitation
- Supervision for staff
- FGM
- Child Criminal Exploitation
- Single Central Record
- Contextual Safeguarding
- eSafety
- Attachment & Trauma
- Safeguarding Supervision
- Disclosure
- Domestic Violence & Abuse

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 proprietries 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.'

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

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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Peer Sexual Abuse: Could your setting have a rape culture?



Mandy Parry is a DS Safeguarding specialist and has produced this article following a number of high-profile cases being brought to public attention. Here she advises on what to look out for in your setting as well as providing useful information to support your students if needed.

"I was groomed when I was 12 by a 16-year-old and haven't told any of my closest friends and it's been four years and I've been repressing it for so long that it doesn't feel like it should matter anymore but it does, and it still affects me every day because I feel like it was my fault."

"I was on my way to school, by school bus, which had students from other schools. I was sitting at the back minding my own business sitting down next to a student from another school, where I suddenly felt a leg stroke hard against mine. I didn't say anything and pretended that I did not even feel it or wanted to react. Another time on the same school bus I was sitting opposite this same person, and they kept on showing a lot of their "assets" which you could clearly tell I was ignoring. In the end I changed my route back from school."



Picture courtesy of: image-20150515-25417-10jhepb.jpg (1356x668) (rackcdn.com)

"In year 11 I sent nudes naively to a boy I was talking too. The next day I wake up to find him and his mates were actually selling them on Snapchat. He'd not only screenshot them without my knowledge he'd gone on to profit off them. They had used me. The worst part is, the school was informed of what had happened and all they did was tell them "not to do it again". I was told "it's just how boys are" and "I brought it on myself". I've suffered from depression and self-harm because of it, and only now two years on am I starting to heal and realising I am not to blame."

Source: Everybody's Welcome website

Recently the subject of sexual abuse, particularly in schools, has grabbed the headlines. Settings have been urged to ask, pointedly, given the recently reported experiences of so many young people, whether they have a 'rape culture'.

What is rape culture?

Rape culture has been defined as existing when:

'... behaviours, & attitudes in a society or environment have the effect of normalising and trivialising sexual violence. When behaviours like 'upskirting' or the non-consensual sharing of intimate photos are normalised, this acts as a gateway to criminal acts such as sexual assault and rape. Behaviours such as misogyny, slut shaming, victim blaming, and sexual harassment create an environment where sexual violence and abuse can exist and thrive. All behaviours, attitudes, thoughts and experiences in this culture are interconnected.'

Source: Everybody's Welcome website

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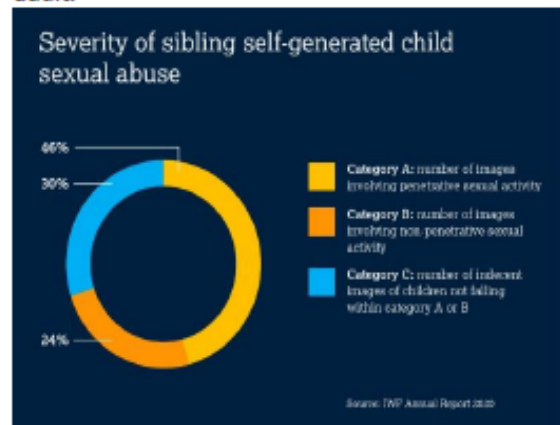
So, what has happened to bring this issue once more to the fore?

In January 2021 the Government announced its Tackling Child Sexual Abuse Strategy which aimed to galvanise a whole-system response to tackle child sexual abuse, including peer abuse. It has been recognised for several years that around a third of child sexual abuse is believed to be carried out by under 18s. Therefore, schools were told that they would in the future be inspected on how they responded to reports of peer sexual abuse. Part of their inspection would also include assessment of how they were providing relationships education on personal privacy, respect, and consent, to ensure that more young people have a better understanding of how to behave towards their peers, including online.

During the summer of 2020, the organisation 'Everyone's Invited' had invited victims of sexual abuse to share their stories online anonymously. In March 2021, just two months after the government's announcement to commit to tackling child sexual abuse, the 'Everybody's Welcome' website published the results of their request. Over 10,000 of mostly young people had shared their experiences, in most cases specifically their experiences of sexual abuse perpetrated by other young people on them. More than 100 schools were named in the harrowing testimonies, including top private schools like Eton, Dulwich, and Westminster. Each person on the website had their own unique shocking story, but there were several recurrent themes. Some revealed they were raped but did not realise until later as they were too ashamed or part of a culture where that was regarded as normal. Many said they were forced into sending nude pictures of themselves to boys at school who then spread them around. There are many accounts of teachers turning a blind eye or ignoring continual assault, harassment, and misogyny at school. Headteachers, politicians and commentators revealed their horror at the testimonies. Metropolitan Police reported that they had been contacted and had started

their investigations into a number of different offences. There was a public outcry. What was being done about this? Was living in a 'rape culture' a common reality for most children and young people?

Also in March 2021, the International Watch Foundation published shocking research that documented how internet sex predators are targeting children to have them abuse their siblings and friends, as well as themselves, on camera. The report evidenced that a disturbing number of child abuse images are currently being created and shared online by children, after they have been groomed, bullied, or blackmailed to abuse other children whilst live streaming images by an adult.



As a result of the new research and widespread concern, the government announced that they were launching a national review into sexual abuse in schools. The government asked Ofsted to undertake an immediate review of safeguarding policies in state and independent schools in England, looking at the extent and the severity of the issue.

Ofsted has now published its terms of reference for the review of safeguarding policies in state and independent schools and colleges in England in relation to sexual abuse.

The review will look at:

- safeguarding and curriculum, and how relationships and sex education

can be used to safeguard against peer sexual abuse,

- the quality of multi-agency safeguarding arrangements; and
- the extent to which the voices of victims are heard in reporting, and whether inspection arrangements are sufficient in regard to assessing this effectively.

A sample of schools and colleges will be visited where peer sexual abuse cases have been highlighted. Inspectors will talk to school and college leaders, pupils, and students, and will look at how well systems of support and response are working. The review will not report on individual schools or cases but present a picture of good and poor practice across the country and will conclude by the end of May 2021.

The Ofsted Inspection Handbook was amended in April 2021 to include this new paragraph:

'302. If inspectors cannot corroborate the evidence that they gather about the effectiveness of the school's arrangements to safeguard pupils, by talking to pupils on inspection, then safeguarding will likely be judged ineffective.'

And finally, in April 2021 Department for Education also announced a new helpline to support potential victims of sexual harassment and abuse in education settings. The helpline, run by the NSPCC, aims to provide children and adults who are victims of sexual abuse in schools with support and advice including how to contact the police and report crime, as well as providing support to parents and professionals. The dedicated NSPCC helpline number is 0800 136 663.



How can you assess if your setting has a rape culture?

To help settings self-assess how their culture measures up, I recommend downloading a toolkit which will provide them with practical ideas on how to go about an internal audit. 'Beyond Referrals: levers for addressing harmful sexual behaviour in schools' is produced by the Contextual Safeguarding Network, and sets out a full range of practical ideas for self-assessment methods, including:

- Student Survey
- Staff Survey
- Parents' Survey
- Reviewing Policies and Procedures
- Reviewing Safeguarding and Behaviour Logs in Schools
- Hotspot Mapping Guidance

Download the toolkit here:

<https://www.csnetwork.org.uk/en/beyond-referrals-levers-for-addressing-harmful-sexual-behaviour-in-schools>

Useful resources and further reading on peer sexual abuse.

Mandy wrote another article for DS recently, regarding the growing concerns surrounding child-on-child sexual violence, or peer sexual abuse which can be found on the [Delegated Services Bulletin Volume 8, edition 4](#).

In the article, she highlighted the fact that in the light of increasing concerns about sexual violence committed by children, the statutory guidance Keeping Children Safe in Education now contained new detailed information on how settings should manage child-on-child sexual violence and sexual harassment (Section 5). Essential advice for every member of the children's workforce on managing child on child sexual violence in that document states:

- sexual violence and sexual harassment are not acceptable and will not be tolerated – it's not 'banter', 'part of growing up' or 'having a laugh'.

- victims should be reassured, taken seriously, supported, and kept safe – and never told they are creating a problem by reporting or made to feel ashamed.
- all staff should be trained to manage disclosures of child-on-child sexual violence.
- where abuse is online, staff should be aware of searching, screening, and confiscation advice, plus advice on sexting (staff not to view or forward illegal images of a child).
- risk and needs assessments should be made of everyone involved: the victim, the alleged perpetrator; and all the other children (and, if appropriate, adult students and staff).
- the designated safeguarding lead should then ensure they are engaging with children's social care and specialist services as required.

The supporting guidance, Sexual Violence and Sexual Harassment Between Children in Schools and Colleges 2018 contains information on what sexual violence and sexual harassment look like; important context to be aware of; related legal responsibilities for schools and colleges; and advice on a whole school or college approach to preventing child-on-child sexual violence and sexual harassment.

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

To support parents and carers to educate their children, the Lucy Faithful Foundation has updated the 'Stop It Now!' toolkit. This succinct guide sets out a massive range of ideas and resources to prevent and combat harmful sexual behaviour. Download the toolkit here:

<https://www.stopitnow.org.uk/wp-content/uploads/2020/10/Stop-It-Now-harmful-sexual-behaviour-prevention-toolkit-Oct-2020.pdf>

A practical campaign toolkit entitled 'Step Up, Speak Up!' has also been produced by the online safeguarding Childnet to address the

issue of online sexual harassment amongst young people aged 13-17 years. Almost half of 13-17 year olds have witnessed their peers editing photos of someone to make them sexual e.g. placing sexual emojis over them or adding different faces to pornographic images. This toolkit includes a range of resources for young people and the professionals who work with them, including teachers, pastoral teams, senior school leadership and police forces. Further details can be found here:

<https://www.childnet.com/resources/step-up-speak-up>

Dai Durbridge of Browne Jacobson has written two really helpful blog posts covering issues like managing reports, statements for press, parents, stakeholders, insurance considerations, data protection issues, policy, procedure, and staff training:

1: <https://www.brownejacobson.com/education/training-and-resources/legal-updates/2021/03/everyones-invited-managing-reports-of-child-on-child-assault-and-harassment>

2: <https://www.brownejacobson.com/education/training-and-resources/legal-updates/2021/04/everyones-invited-ofsted-to-review-safeguarding-policies>



Picture courtesy of: [1242px-Silhouette of Trio.png \(1242x1024\) \(wikimedia.org\)](#)

The professional resource organisation for online safety, ThinkUKnow, has published a blog about victim-blaming when teaching about online harms. 'Victim-blaming happens when the victim of a crime is held entirely or partially at fault for the harm they've experienced. Victim-blaming can be direct and explicit, for example, telling the victim it was

their fault. It can also be indirect and unconscious, for example, questioning what a victim could have done differently, or how they may have reacted differently in the victim's shoes. The post looks at what victim-blaming might look like in the classroom and how teachers can challenge those attitudes. You can read the full article here: <https://www.thinkuknow.co.uk/professionals/our-views/challenging-victim-blaming-attitudes/>

BBC iPlayer is currently streaming an excellent documentary entitled 'Revenge Porn'. It

presents in a very thoughtful and empathetic way, the real life experience of a young woman reality TV star who had suffered from this now illegal practice:

<https://www.bbc.co.uk/iplayer/episode/p096h12v/zara-mcdermott-revenge-porn>

Mandy Parry Training offers a range of safeguarding training and consultancy that address key themes that every member of the children's workforce needs to be aware of. Please get in touch with Delegated Services at info@delegatedservices.org if you would like more information.

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 or online on a bespoke basis.
Please contact shelley.brown@delegatedservices.org to find out more!*



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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.'

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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.'

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Managing Your Single Central Record Effectively: AM Session



This hugely popular course is facilitated by Mandy Parry.

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.

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.

The ACT Document Awareness Workshop has been developed by The National Counter Terrorism Security Office (NaCTSO) to increase identity document knowledge in HR and recruitment departments. The aim of the workshop is to increase knowledge of identity documents and the potential for their abuse.

The workshop can accommodate up to ten staff per remote session and is delivered by a specially trained Counter Terrorism Awareness Adviser. The knowledge gained will better protect your business against potential infiltration through employment.

To ensure the remote version of this course runs smoothly and to ensure you get the most of the session please have access to one of the current passports and a driving licence. You will also need a UV light and magnifying glass. If checking ID documents is part of your role, then a desk top UV lamp makes the checking easier and a reasonably sized magnifying glass. Checking for security features and hence checking any ID document is not possible without these tools.

This training sits hand in hand with SCR Training

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>

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 Shelley Brown to book shelley.brown@delegatedservices.org

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.

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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

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)

DS has always seen Wellbeing and Mindfulness as core activities that contribute to an overall successful safety system.

More recently Ofsted are recognising the same thing with their inspection framework mentioning, as part of the Leadership and Management judgement, that Supervision and Survey aspects will be initiatives they'll be looking out for.

DS has an extensive team of passionate and expert network partners who can support your next steps on the journey. We look forward to hearing from you.



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.

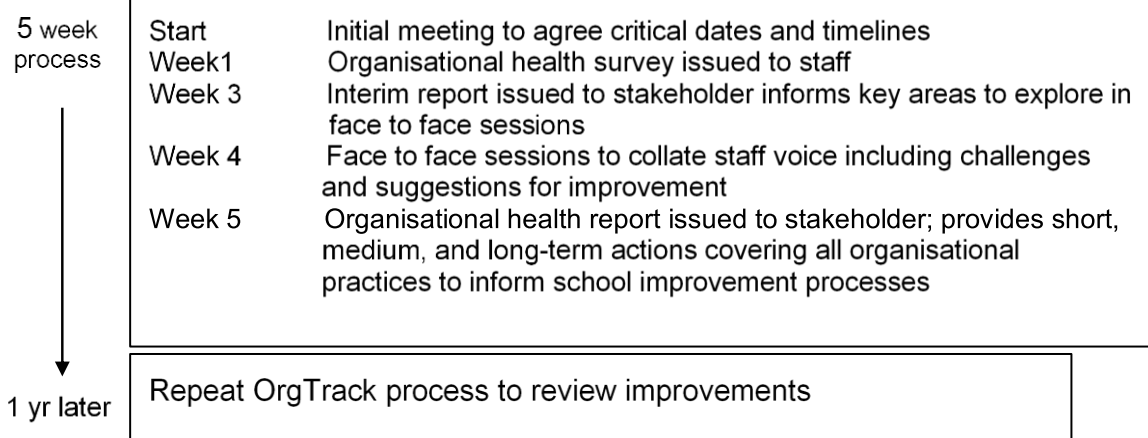
This package enables all staff to engage, be heard, add value and contribute to their school's future. Workable actions are generated which improve staff commitment and morale with a decrease in staff absenteeism monitored as a result.

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

'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

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.

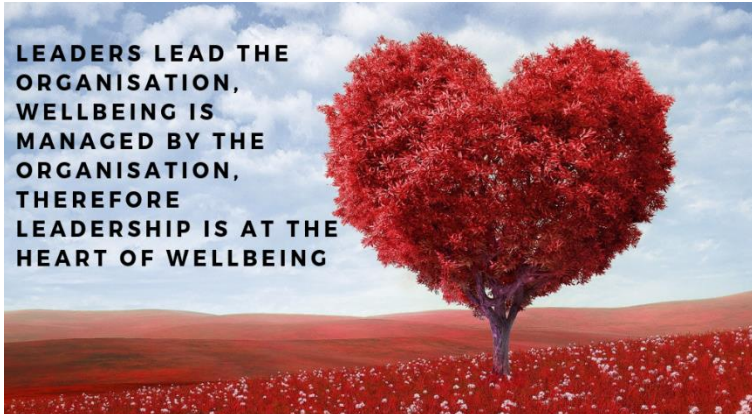


To contact Kate or Mary from LeaderPulse please initially get in touch with bill.crocker@delegatedservices.org



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

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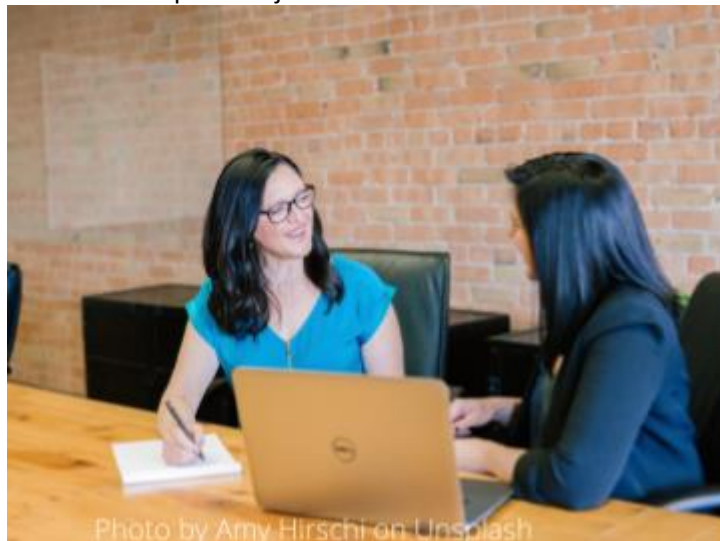
Developing Leaders' Blind Spots

Kate and Mary, at LeaderPulse, have been supporting schools to develop leaders' blind spots. Here they share some insights:

When you are developing your leaders, how do you overcome unconscious incompetence?

Many developing leaders don't know what they don't know. This is unconscious incompetence. For example: a leader who doesn't realise they are not motivating and inspiring their team to deliver. The behaviour they display may be directional which is their natural personality preference.

Applying this approach to all their leadership scenarios, leads to less team engagement and individuals not using their own skills and creativity to find solutions. Their approach may be very personable, but this behaviour requires adjustment for this situation*



Providing specific feedback to explain the development needed can be very tricky. This is because you have to move them from unconscious competence to conscious incompetence. Conscious incompetence is not a comfortable state to be in. To develop the individual, you have to move through this to get to conscious competence. To develop them through this process they will require accurate identification of the development area along with support and coaching.

Our LeaderTrack assessment and programme provides the support to senior leaders to manage these critical development areas. It accelerates leadership development through accurately identifying development needs in a supportive way. It unpicks what good leadership looks like. It enables leaders to take ownership of their own learning. They can use it to support their coaching and it helps your whole team have a shared understanding of leadership.

Kate and Mary at LeaderPulse provide leadership development support and organisational wellbeing assessments. Please contact Bill to find out more.

* Leaders use varying techniques to motivate teams: coaching, directing, supporting and delegating (ref: Situational leadership model [Situational Leadership Model Explained](#))

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!

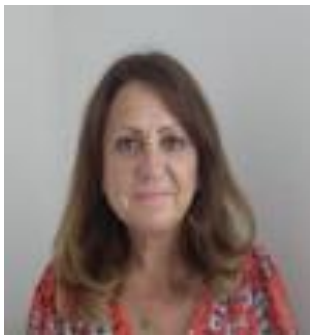


Michael Earle

Michael expertly delivers practical, Wellbeing Sessions to individuals and groups of any organisation or company.

Michael supports professionals to increase their awareness of the importance of improving and maintaining their well-being. He is a great believer in early intervention and prevention rather than crisis management. He wants to help people discover how using simple practices can enhance and improve their wellbeing at work and in their personal lives. Michael has first-hand experience of the challenges and demands of modern working life and is committed to promoting the universal benefits of self-care and maintaining wellbeing as a way of managing these ever-present challenges.

Michael is a much requested, guest university lecturer and speaker on subjects including: Self-care, Emotional Health & Wellbeing in the workplace and in personal life.



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

For further information please contact roger.smith@delegatedservices.org 07849 700043

Michael Earle ~ Wellbeing Consultant



Michael expertly delivers practical, Wellbeing Sessions to individuals and groups of any organisation or company.

Michael supports professionals to increase their awareness of the importance of improving and maintaining their well-being. He is a great believer in early intervention and prevention rather than crisis management. He wants to help people discover how using simple practices can enhance and improve their wellbeing at work and in their personal lives. Michael has first-hand experience of the challenges and demands of modern working life and is committed to promoting the universal benefits of self-care and maintaining wellbeing as a way of managing these ever-present challenges.

Michael is a much requested, guest university lecturer and speaker on subjects including:
Self-care, Emotional Health & Wellbeing in the workplace and in personal life.

Michael's Wellbeing Offers include:

1. Always Take Your Lunch Break Live

This is an interactive well-being workshop to enable participants to consider some important components of self-care. It will allow participants to implement helpful strategies to promote healthy lifestyle habits in both work and home life.

Format: Online or face-to-face.

Number of participants: Up to 20 per session

Length of session: 60 minutes

2. THRIVE Well-Being Workshop

This workshop was specifically devised in recognition of the pressures exacerbated by the COVID 19 pandemic, and focuses on Ways of Well-being, and stress-management techniques. In these unprecedented times, it is more crucial than ever to empower staff members to make their well-being a non-negotiable priority. Using various methods, the workshop will help staff to reflect on what well-being means for them. Staff will be supported to elevate and maintain a positive sense of well-being.

Format: Online or face-to-face

Number of participants: Up to 20 per session

Length of session: 75 minutes

3. One- to- One online Well-Being Consultations

These confidential bespoke consultations allow staff to be listened to, to receive well-being advice, and to be signposted to resources to meet their individual needs.

Number of participants: One

Length of session: 30 minutes

If any of the above offerings from Michael are of interest to you & your colleagues, please do get in touch with shelley.brown@delegatedservices.org for pricing specific to your requirements.

Mental Health ~ Nova Associates

Information about Workshops with Clare Davis & Fabiola Doano of Nova Associates.



Workshop 1: Spot the Signs of Mental Health Concerns

Schools can be very demanding with pressures from all angles. To be able to support teachers and students with mental health concerns we need to spot the signs of different mental health concerns. We will look at spotting the signs of stress, depression, anxiety, self-harm, eating disorders, PTSD and sexual assault.

Who should attend: Teachers, SLT, staff and people who work with teams and students who may have mental health concerns and want to help them with positive mental health.

Duration: 2 hours

Workshop 2: Having Mental Health Conversations Confidently

People may feel uncomfortable when approaching conversations about mental health concerns, due to emotions and not wanting to hurt the person. The benefits of having the conversation outweigh the negatives.

We look at how to overcome the fear and plan the conversation with confidence. We also address how to stay objective, start the conversation, and listen attentively. We may hold onto emotions after the conversation, so we will also address how to be objective and 'let go of' what has been discussed.

Who should attend: Teachers, SLT, staff and people who work with teams and students who may have mental health concerns and want to help them with positive mental health.

Duration: 4 hours

Workshop 3: Positive Mental Health for Emotional Fitness

Our lives have become chaotic with uncertainty. This workshop will help you understand what is causing you stress, develop compassion and empathy for others, use tactics to deal with stress 'in the moment', as well as bringing emotional fitness into your life to help prevent mental health concerns.

Who should attend: Teachers, SLT, staff and people who work with teams and students who may be feeling overwhelmed and would benefit from supporting each other for positive mental health.

Duration: 2 hours

Mental Health First Aid ~ Nova Associates

Testimonials received:

"Definitely hit the brief of the post-Covid world and focusing more on our own, our colleagues and our pupil's mental health. Good pace and use of discussions to support content and enable practical application/reflection."

James Aldred, Deputy Head, Summer Fields School, Oxford

"Fantastic instructor, Clare made it a fun and positive course for what is often a difficult subject. Lots of personal experiences were shared from the group which made the text and training material more meaningful."

Clare Andrews, Team Leader, Hartcliffe Nursery School and Children's Centre

"I was apprehensive before attending the course as it's a taboo subject that I knew would open up memories and personal experiences. However, Clare made us feel at ease, spoke with knowledge and confidence, and made me feel like I was able to share personal experiences."

Fiona Price, School Business Manager, Parson Street Primary School

"Schools really need to commit to improving staff wellbeing rather than just talking about it. Now having trained as a Mental Health First Aider I feel we are one step closer."

Nicky Fear, Business Manager, St Bernadette's Catholic Secondary School, Bristol.

SEXUAL ASSAULT ARTICLES:

Clare's views on the minefield around consent, children's access to graphic material, rape and sexual assault are featured in Daily Mail, Absolutely Education, Business Mondays, Entirely Education, FE News, Bristol Direct Magazine, Downend Voice.

Read the articles via the links below:

Daily Mail: <https://www.dailymail.co.uk/news/article-9408165/We-victims-private-school-rape-culture-wont-silent-more.html>

Page 22 and 23 of Absolutely

Education: https://issuu.com/zestmedialondon/docs/ed_prep_summer21_digital_upload

Business Mondays: <https://businessmondays.co.uk/trainer-campaigns-for-awareness-of-sexual-harassment-in-schools/>

Entirely Education: <https://entirely.media/education/business-news/uk/south-west/bristol/calls-for-awareness-of-sexual-harassment-in-schools>

<https://entirely.media/education/business-news/uk/north-west/newcastle/calls-to-speak-out-about-abuse-and-safeguard-children9164>

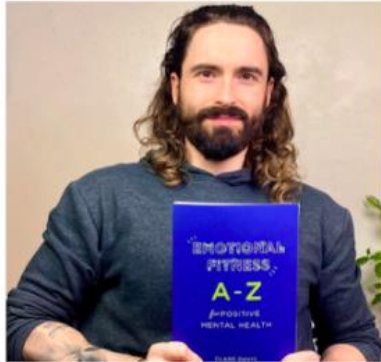
<https://entirely.media/education/business-news/uk/london/hackney/calls-for-conversations-around-consent-and-sexual-assault-at-schools7056>

FE News: <https://bit.ly/3lb0Au8>

Page 40 of Bristol Direct Magazine: https://issuu.com/directlocal/docs/11th_march_2021

Page 20 of Downend Voice

https://issuu.com/downendvoice/docs/downend_voice_march_2021_-_64pp_copy_1



Alex Cross - Eating Disorder Coach

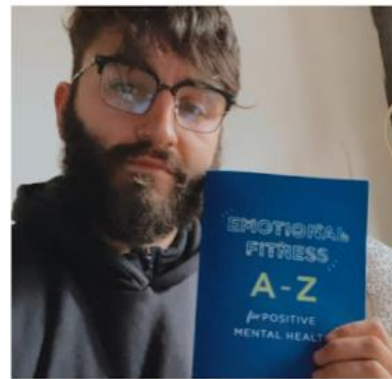


Shiggi Pakter - Personal Trainer

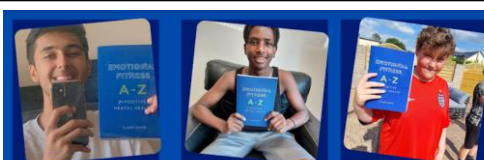
Helping Teenagers



Hannah Stainer - Mental Health Coach



Tom Hoskins - Mental Health Coach



Teenage boys - loving the book



Teenagers - loving the book!



Rich Berry ~ Coaching, Leadership, Mental Health & Senior Leadership Supervision



Rich Berry Education Consultancy

Keynote Speaker:

Rich is an experienced Keynote speaker and has led inset training days covering School Vision; Leadership; School Improvement; Understanding SEMH; Behaviour Management; Mental Health & Wellbeing; Understanding ACE's.

Brian Walton Head Teacher & Chair of Glastonbury Community Learning Partnership said:
"Rich delivered a thought provoking, practical and very well-structured Keynote at our annual Community Learning Partnership (CLP) conference this September. There were 17 head teachers across the spectrum of education (Nursery to Secondary) and we were all interested in how we could meet the rising needs we had, especially regarding SEMH. Rich set the context out very well, he was researched and able to offer practical systemic solutions (as well as some more bespoke suggestions). The feedback we got from the session was overwhelmingly positive and has meant that our CLP has created an action group to develop and implement many of the issues the Rich initially led us through. We highly recommend him."

Leadership Coach:

Rich regularly works with Senior Leaders in a coaching capacity using his experience to give a fresh pair of eyes and offer advice to problem solve. One Exec Head commented:

"Thank you again for your visit last week. It was genuinely very useful and there have been some changes as a result of it to my own thinking and practice. I look forward to catching up soon. I am meeting with the SLT this week to reflect on the visit and ensure we are all aligned in the right direction. Thank you for the resources. The feedback from the training was overwhelmingly positive. Very much appreciated. I hope we get to work together more regularly."

Mental Health First Aid Training:

Evidence shows the only effective long-term way to improve mental health is to adopt a 'whole organisation approach' where all parts of the organisation and its community are encouraged to work together in their commitment to wellbeing. Rich Offers specific 2 day training for mental health & wellbeing leads, as well as half day training which gives staff an overview of youth or adult mental health first aid the ability to recognise and then signpost people to appropriate support.

Senior Leadership Supervision

With his wealth of Senior Leadership Experience Rich is able to offer supervision for teams within a school or MAT setting. A qualified supervisor with the Association of Psychological Therapies, Rich brings his experience of leading and managing mainstream and special schools to bear in meetings that enable leaders to discuss and reflect on their work-load in a confidential and safe environment.

Understanding the effects of adverse childhood experiences As an ambassador for Action on Aces in Gloucestershire Rich provides inset training for staff to understand the severe affects. ACEs are specified traumatic events occurring before the age of 18 years. High or frequent exposure to ACEs, without the support of a trusted adult can lead to toxic stress. There is a large body of evidence which shows that the adversity we experience as children can affect us into adulthood. Within a general population anyone can be susceptible to ACEs regardless of ethnicity, sex and socioeconomic status, although the number of ACEs experience tends to increase with lower socioeconomic status.

ACEs are prevalent across the population and recent studies have shown:

Nearly half of people in England experience at least one ACE, with around 9% experiencing four or more ACEs (Blackburn & Darwen Study)

Six ACEs can reduce your life expectancy by 20 years

For every 100 adults in England, 48 have suffered at least one ACE during their childhood and nine suffered four or more.....

Rich is an experienced former Head Teacher who specialises in supporting senior teams and their teachers. He has experience of successfully supporting schools in a number of areas including:

- Strategic Direction
- Vision & Ethos
- School Improvement
- Leadership Coaching
- MHFA Training
- TeamTeach Training
- Inset Keynote Speaking
- Behaviour Management Support

Testimonials Received

"Rich has supported us as we establish our new school community. Opening in September 2019, Rich's work with our team of staff in raising their knowledge, awareness and understanding of mental health, trauma informed practice and the way behaviour is a communication of need has been central to securing a skilled, confident and knowledgeable team of practitioners."

Furthermore, by working alongside our leadership team as we develop our strategic direction, Rich has reflected his breadth of experience and understanding of team dynamics. We are continuing to work with him as we establish our practice to ensure all our students have an outstanding experience every day.

Rich's support and coaching has been central to our success thus far."

To arrange for Rich Berry to come to your setting, please contact Bill for details

Bill.crocker@delegatedservices.org



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>

Rich Berry ~ Supervision



Testimonial from a satisfied Supervision Customer

I was given the opportunity for Supervision through my academy trust in April 2021, after a few stressful events in school, which had had a huge effect on my mental well-being, emotions and love for the job, I needed someone to talk too. I was feeling very low and was not enjoying coming to work. At first, the thought of having supervision was not something that I was interested in or even thought would help but because I was recommended for it, I thought I would give it a go.

I went into the first session not knowing what to say, what do I say? What happens if I cry? All these questions were going through my head; I simply was not ready, relaxed or even comfortable with this and, more importantly, what to actually do in a 60 minutes session. Rich arrived and straight away did all the talking, introduced himself, told me about his career, why he has been invited to come in and, more important, said “this is totally confidential”. He then followed this up with “how are you?” I started to talk, and couldn’t stop, I chatted and chatted, letting out every emotion possible – yes I did cry, but felt like I needed too. And after 90 minutes we stopped. I say we. I stopped talking. I felt drained but a sense of relief. I finally said everything I was feeling, everything that was having an impact in my life, the effects of work and how it was having an impact at home and with my family.

I’m not saying after one session it had worked but it was the start.

All my worries about session 1 had disappeared and we booked session 2 for 3 weeks later.

Our second session was as brilliant as the first one. We continued our conversation but started to include strategies on how to deal with things. One strategy was to look at the positives and my own individual skills. This really changed my mindset and allowed me to focus on the positives rather than looking at the negatives.

Rich clearly understood that the ‘baggage’ - a term used in session three was really weighing me down. We chatted about my baggage and how it/they made me feel and what impact they were having. From this we finished session 3, which was in July, focusing on Power Trains (ways to set out my planning & thinking) and how these would allow me to have a clear focus. Rich gave me a template and I spent three weeks using these for the roles I oversee. My head was now clear, my vision was clear and I was able to use my words effectively and productively. This had a real impact, and for once allowed me to relax through my summer holiday.

September arrived and session number 4. Just to start the year with the same message was brilliant, I was able to talk positively about my role, about me as a person and it has truly made me happier. The journey with Rich hasn’t stopped, this is just the beginning but what I do know, these sessions have been worth the time and they have really helped me.

Finally, for someone who wasn’t sure or keen 6 months ago, they have certainly helped and I would recommend this provision to anyone.

Bristol Assistant Head Teacher, October 2021

SUPPORT FOR SENIOR MANAGERS & GOVERNORS

Managerial Investigation

Our CEO and Network Partner experts can assist customers' needs for an independent investigation and a professional report, which can be provided to accord with key documentation including the Code of Conduct, Discipline, Performance/Appraisal, Grievance/Complaint and Investigation Policies.

Support can be provided in difficult situations that include competence, capability, grievance and teacher/Headteacher conduct.

This work can be procured by Trustees, Governors, Headteachers, Business Managers or other members of senior management teams.

The team is very experienced and our team can work with and relate to all in your structure, presenting themselves appropriately and with empathy to the situation in hand.

To access this support, or find out more, please contact Bill Crocker. bill.crocker@delegatedservices.org

Managerial investigation support With David Potter, David Hussey or Bill Crocker

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 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 in 2021 with David Potter

DS is hearing from its headteacher and governor customers that the subject of appraisal is causing some questions and concerns: to what extent is it 'business as usual' and to what extent do the pandemic and school closures mean that 2020 and 2021 are different?

So we asked our expert network partners to get their heads together to provide some timely and practical information and advice as to how things should go in the coming academic year, and are backing that up with the offer of appropriate training for governors; and support for the process of headteacher appraisal.

The guidance below is organised into three sections:

1. The Legal Requirements
2. National guidance from governors and headteacher bodies.
3. Our own, Delegated Services, advice.



The websites of all papers referred to in the article are listed as references at the end.

1. Legal requirements

1.1 Remember that the Governance Handbook 2020 (see refs) reiterates the three core strands of effective governance:

- ensuring clarity of vision, ethos, and strategic direction
- holding executive leaders to account for the educational performance of the organisation and its pupils, **and the effective and efficient performance management of staff**; and
- overseeing the financial performance of the organisation and making sure its money is well spent.

1.2 The DfE's *Actions for Schools during the Coronavirus Outbreak* (see refs) states that performance management requirements remain in force, and therefore maintained schools must continue to adhere to the *School Teachers Pay and Conditions Document* (see refs) which includes the requirement that all pay progression for teachers is linked to performance management. Performance management requirements remain in force therefore, for heads as well as for teachers.

1.3 Although academies and other non-maintained schools have freedom in the way they go about performance management, DfE advice has always been that they take account of - and possibly stay close to - maintained school regulations.

1.4 Clearly however, performance management is likely to look somewhat different in 2021, as it did last year. The DfE "expect(s) schools to use their discretion and take pragmatic steps to adapt performance management and appraisal arrangements to take account of the current circumstances", and, in their *Actions for schools during the Coronavirus outbreak* guidance, states "Schools must ensure that teachers are not penalised during the appraisal process or in respect of any subsequent pay progression decisions as a result of partial school closures, where this has impacted on the ability of the teacher to meet fully their objectives".

1.5 Under the terms of the *Education (School Teachers' Appraisal) (England) Regulations 2012* (see refs), maintained schools have a statutory duty to appoint an external adviser for impartial advice and expert support to the headteacher's appraisal (and non-maintained schools are advised to do the same).

2. Guidance from national organisations

2.2 National Governors Association (NGA), the Association of School and College Leaders (ASCL) and the National Association of Headteachers (NAHT) have provided joint guidance (see refs) on the conduct of schools on professional matters in light of Covid-19.

2.3 The NGA also provides a substantial guidance booklet for governors on approaching headteacher's performance management review (see refs); this booklet was updated in 2020 to take account of the pandemic.

2.4 The joint advice document echoes the DfE in recommending pragmatism, flexibility and common-sense in adapting arrangements to the period of the pandemic, stressing that "it is likely to be the case that the vast majority of objectives set for teachers and leaders will be adversely affected by the inability of teachers and leaders to work towards their objectives during a substantial part of the performance management cycle." This was certainly the case in 2020, and may well be similar in 2021.

2.5 The guidance advises against objectives that set targets for the 'catch-up' of individual pupils or groups or are based on measures related to performance tables and accountability measures, including Ofsted grades, noting that these remain 'under review' for the academic year 2020/21, making any link between them and objective setting even more problematic this year.

2.6 It also advises against basing objectives or performance evaluations around the use of online or remote learning lessons or platforms.

3. Advice from Delegated Services

DS endorses the national guidance: governors will know that a number of factors mitigate against 'conventional' performance review and objective setting: the lack of test and exam results as measures of pupil performance; the length of school closures and how they limited heads' and teachers' ability to complete their performance objectives; the consequent slowing of pupils' progress, some groups especially so; and in the case of headteachers, the degree to which their time, energy and attention have been deflected by the need to manage extraordinary procedures in their schools and, in particular, by their concern for the welfare of staff, students and communities.

3.2 In evaluating whether last year's targets were met, we recommend governors apply this question as the acid test: was as much progress made with the objective as reasonably possible in the circumstances? And if so, saying that the objective was met as far as possible. It may be necessary to render one or more objectives null and void.

3.3 Remember that governors are required to evaluate the headteacher's overall performance, as well as performance against specific objectives. The head's leadership of the school and its community through the pandemic is likely to form one locus of such evaluation, and most headteachers known to DS deserve considerable praise and thanks for their quite extraordinary efforts to manage totally unfamiliar circumstances.

3.4 Two useful 'checklists' for considering the head's overall performance are first the *Headteachers' Standards* (see refs), which replaced the national standards of excellence for headteachers 2015. They are non-statutory and intended as guidance to be interpreted in the context of each individual headteacher and school.

3.5 Secondly, heads are expected to uphold and demonstrate the Seven Principles of Public Life (see refs). Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders and are now referred to within the first part of the headteachers' standards. They define the behaviour and attitudes which should be expected of headteachers and all those working/volunteering within education.

3.6 The annual appraisal of the head's performance is one of the most important tasks governors undertake. It should be a constructive dialogue whereby governors focus on, and help achieve, the school's strategic objectives. It is a big task and one requiring skill, so appraisers need to be suitably trained in advance.

3.7 In 2014 the National College for Teaching & Leadership concluded “Effective headteacher performance management indicates effective governing; the two are complementary and well considered approaches to headteacher performance management are important both for external accountability purposes and as an important tool in improving internal accountability within schools”. So, appraisals are not just a box ticking exercise - they can have very real impact!

3.8 We endorse the appointment of an external adviser to support the head’s performance review, in both maintained and non-maintained schools. DS has staff who are qualified to act as external advisers - see the relevant part of our website, private agreement customer only website known as Go To or contact bill.crocker@delegatedservices.org for details.

3.9 DS can also provide bespoke training for governing bodies or members involved in headteacher appraisal (again, contact bill.crocker@delegatedservices.org for details). In particular, governing bodies which have undergone significant changes in membership might consider undertaking such training. Look out for details of a course in late September 2021.

Finally, remember these key messages:

- Performance management is a statutory responsibility and not something that can be overlooked.
- Be prepared for the head’s performance review and conduct it to achieve a positive outcome.
- Appoint an appropriate panel of governors (usually 3 or 4) to conduct the review.
- Document the process fully - your adviser will probably help here.
- See appraisal as part of an ongoing dialogue and not a once-a-year activity.
- See it also as a driver for school improvement, not just a job to be done.

Above all, seek advice and support to ensure your appraisals are effective.

REFERENCES

DfE *Actions for Schools during the Coronavirus Outbreak* <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

DfE School Teachers’ Pay and Conditions Document <https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>

DfE Education (School Teachers’ Appraisal) (England) Regulations 2012
<https://www.legislation.gov.uk/uksi/2012/115/contents/made>

DfE Governance Handbook (Oct 2020)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/925104/Governance_Handbook_FINAL.pdf

NGA/NAHT/ASCL Revised joint guidance on the conduct of schools on professional matters in light of the covid-19 pandemic
<https://www.naht.org.uk/advice-and-support/coronavirus-information-and-resources/revised-joint-guidance-on-the-conduct-of-schools-on-professional-matters-in-light-of-the-covid-19-pandemic/>

NGA Headteacher appraisal: a guide for governing boards
https://www.nga.org.uk/getmedia/ced287c1-f2a4-4041-9983-e4a416de437f/NGA_-_Guide-to-headteacher-appraisal_Oct-2020-update.pdf

DfE Headteachers’ Standards
<https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020>

HMG *Seven Principles of Public Life* (Nolan principles)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/361338/seven-principles-of-public-life.pdf

Support offer from David Potter, Education Consultant ~ Self-Evaluation and Improvement Plan documents



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.

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.

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 Amba, 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

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).

Warning and Banning Statistics

We get a spike of activity with adult unacceptable behaviour and consequent warning and banning support action, most full moons. Do you agree? There is a Flower Moon due on May 26th and a Strawberry Moon on June 24th. Please be extra vigilant for any situations developing in the playground and watch the children too! Be sure to check any 'interesting' comments on school social media too!

Remember, if you feel a situation is beginning to escalate and wish to seek advice before it blows up remember we are here to help (contact details at the end of the document). Receptionist training and Coaching/Wellbeing Support is also available.



picture courtesy of: [moon meme - Bing images](#)

There is one ongoing ban review and two advised warnings in place.



Picture courtesy of:
https://farm9.staticflickr.com/8438/8000353218_6c076ce3c7_z.jpg

Geoff Mountjoy – School 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.

As a Leader of Governance, Geoff has worked with a full range of schools including special provision, free and studio schools in both the maintained and MAT sectors. He has also been appointed by the Regional Schools Commissioners Office to sit on Academy Management Committees for schools in special measures and to support re-brokerage.

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 provides facilitation for schools to undertake annual self-reviews as recommended by Ofsted.

Too often schools do not 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.

If you are interested, please contact Geoff through Bill Crocker.

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

HR SUPPORT ~ Amba



HR consultancy – meet the Amba team

Cathy Monaghan

- Cathy has over 30 years' HR experience, working in both the SME market and with large corporates. She deals with the whole 'people' remit including leadership coaching, re-organisations, performance enhancements, reward and resourcing.

Lisa Trent

- Lisa has over 25 years' HR experience, working in both the public and private sector. She joined Amba in 2012 after working for Bristol City Council for 10 years and had prior to that worked in a retail PLC. Lisa's role at Amba is to provide pragmatic HR advice and support in order to save our clients' money, help them minimise risk and see the very best returns from the investment they make in their people.

Pam Rawlings

- Pam has over 10 years HR generalist experience in the private sector. She joined Amba in 2015 and her role is to support and advise clients on a range of HR issues, including disciplinarys, grievances, absence and performance management, redundancies etc., she approaches each task by giving concise and pragmatic advice which has proven to be invaluable to clients.



- **Line Manager Training** – To be honest there has been a year of not very much training happening so now may very well be the time to refocus your management potential and start to build your management infrastructure for the future. Effective leadership/management encourages high performance and promotes a culture of achievement. High-performing teams need confidence and knowledge to be at their best, led by Leaders/managers who have the know-how. Here at Amba we can equip your managers with the tools to do this. Our expert-led training sessions are designed to enable discussion and interaction. Delegates attending this course will learn how to communicate with confidence, address potential workplace issues and develop their people; in turn, improving the effectiveness of their team and the organisation as a whole.

Examples of the types of training we can deliver is:

- How to be the best line manager
- How to manage your staff when they can't make it into work (absence management)
- How to ensure your staff are working at their absolute best (Performance management)
- How to have difficult conversations
- How to delegate effectively
- How to manage remote teams and their needs

Sessions can be delivered either face to face or via video conferencing and can be delivered in groups of up to 10.

Our latest blogs:

[Lockdown vs Recruitment - advice for small businesses | Amba \(amba-uk.com\)](#)

[5 tips for carrying out effective appraisals | Amba \(amba-uk.com\)](#)

[Performance management during COVID | Amba \(amba-uk.com\)](#)

[How do we ensure our clients are happy? | Amba \(amba-uk.com\)](#)

[CIPD: Top 10 tips for managing remote teams | Amba \(amba-uk.com\)](#)

If you are interested, please contact the Amba Team Via Bill Crocker.

Amba
Good work.



How we can help

Managing people doesn't have to be overwhelming. It's about having the right employee in the right place at the right time. This is integral to building a successful business and at Amba, we know how it's done.

Whether you're a small organisation with no in-house HR team, or a larger business that needs help from time to time with complex issues, we can help. We deliver refreshingly different HR advice and support.



What we offer

Our HR services help to create an outstanding employee experience. We really understand how smaller businesses work and our HR expertise is a perfect fit.

- Line manager training and development
- Promoting a positive culture
- Identifying values and how to use
- Organisational change
- Managing performance and progress
- Leadership development
- Clarifying role and requirements
- Reward and recognition
- Absence management
- Disciplinary and grievance
- TUPE transfers
- Contracts, policies and procedures

We provide an outsourced service that can slot straight into your organisation – big or small – and deliver expert help. And better still, we offer flexible solutions tailored to fit your requirements and your budget.

How it works

Our pricing is clear and transparent with no hidden fees. You choose the level of service and help that's right for your organisation.

Project work

Fixed prices based on project requirements. No hidden extras. Sample projects include:



Retainers

- ✓ Phone and email support for easy-to-access HR advice and templates.
- ✓ Affordable monthly retainers.
- ✓ Ideal for support with day-to-day people challenges.

Refreshingly different HR from Amba

Our expertise

- Years of front-line and board-level experience.
- Informed insights, pragmatic advice and clear solutions.
- Each of our experts has a successful HR career track record.
- Ideal for smaller organisations with no in-house HR department, or bigger businesses needing support with complex projects.

Refreshingly different approach

- We're pragmatic, not coercive – we'll provide the facts, explain what we think will work and why, then let you decide.
- We offer total flexibility, slotting into your team as required.
- We're a friendly bunch with a great sense of humour and we love helping organisations succeed.

What our clients say

“ Amba are highly responsive and completely live up to their ‘refreshingly helpful’ mission statement! ”
Trevor Bell, Director, Trunki

“ Excellent, no-nonsense, thorough, professional and knowledgeable approach...Highly recommended. ”
Darren Clare, CEO, Stratton Craig

“ Amba gave us excellent advice and support during a recent organisation restructuring. ”
Andrew Steel, MD, Airmec

“ Amba has provided us with a great combination of expertise and flexibility. ”
Maggie Telfer OBE, CEO, Bristol Drugs Project

Amba
Good work.



Refreshingly different HR

We're more than just HR advisors

Dr Rachel Briggs EdD ~ Behaviour, Social, Emotional & Mental Health Needs Specialist & NMS



Supporting educators' development and psychological wellbeing, with a special interest in those teaching children and young people experiencing vulnerabilities and/or trauma. I offer coaching, reflective (non-managerial) supervision, consultancy, and training.

Relevant experience:

- 30 years in primary education, mostly teaching in a number of primary schools in England and one in Egypt. Experience includes time as SENCo/INCo, DSL and 8 years' experience as a Deputy Head (with two periods as Acting Head)
- Worked in a residential setting in the USA for young people with ADHD/MLD
- Worked for VSO as a teacher trainer in international development education in the Gambia
- Partner with Delegated Services providing behaviour/SEMH support and training and 1:1 therapeutic activities for pupils
- Delivering and researching coaching and supervision in education, leading to a collaboration with the Centre for Supervision, Training and Development to develop supervision training specific to the education sector.
- Trainer/speaker for school staff, governors, ITE providers and researchers, providing an increased understanding of workplace psychological wellbeing, including the concepts of compassion satisfaction and compassion stress injury and how they relate to educators.

Relevant qualifications/training:

- B.Ed (hons) and NPQH
- PGC in Leadership and Management/Coaching and Mentoring
- MA in Education – dissertation focused on action research using cognitive behaviour coaching for teacher wellbeing
- Doctorate in Education (Learning, Leadership and Policy) - research involved exploring the impact on teachers' psychological wellbeing when teaching pupils experiencing vulnerability and/or trauma and how teacher psychological wellbeing can be supported through coaching and supervision
- Fundamentals of Supervision course
- 12 module CPD course in Counselling Children and Young People.



BEHAVIOURAL MANAGEMENT AND CLASSROOM MANAGEMENT TRAINING

Dr Rachel Briggs EdD (left) is DS' Behaviour, Social, Emotional and Mental Health Needs Specialist with over 20 years of 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

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.

Rich Berry ~ Team Teach/Positive Handling



Positive Handling /Team Teach

This nationally accredited popular course, which looks at the neuroscience of behaviour and how we as adults can support our children through our verbal & physical communication, de-escalation and safe holding is run by Rich Berry, former SEMH Headteacher.

Team Teach is 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.

Rich 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.

Rich 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. **NB A certificate number & date of previous training MUST be supplied ~ Otherwise their training will have lapsed and they will need to do a 6 hour course.**

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.

Recent Testimonial Received:~

Engaging and interesting training which will improve our practice. Rich's depth of knowledge and experience made for an excellent day - thank you"

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.

Claire Leheup ~ Outdoor Learning Training



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. 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.**

Training Offered By Claire:

- Education Visits Co-Ordinator Training {EVC}
- Visit Leader/Deputy Visit Leader Training {VL/DVL}
- Half Day EVC/VL/DVL Training

NB At least every 3 years Refresher Training is required in order to keep current skills up to date.

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.



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.

"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



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.

*"Thank you Delegated Services, and in particular Shelley, for your perseverance in these ever-changing times to arrange for the EVC Refresher course to go ahead online. It was very useful and great to be able to share experiences and ideas with colleagues from other schools. We'd all have preferred to be in the same room but Claire did an amazing job, making it fun as well as informative to keep us all engaged for the morning. Great job DS!" **Fiona Rogers, EVC***

DL Offsite notification helpful tips

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.

Just to remind you, day educational visits can now take place & residential activities are permitted from 17th May 2021, with specific COVID secure measures in place.

Please see the government advice below updated 6th April 2021:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak#educational-visits>

Off Site Visit/Risk Assessment Training

Claire is our Outdoor Learning Specialist & we are lucky to have had her working with us for several years, providing invaluable support for off site visits & outdoor learning training.....She also enjoys bodyboarding!

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: *Offsite 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 & Offsite Visits Training, as a half day/twilight.

If you would like some training or support in risk assessment for offsite visits please contact Shelley Brown for details.

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.

Guidance on Sepsis

Following the tragic death of a Bristol pupil on a school trip in 2019, The OEAP have produced useful guidance about Sepsis. Sepsis is a life-threatening condition arising when the body's immune system reacts to an infection. It can be triggered by any infection, including pneumonia, urinary infection, skin and soft tissue infection, abdominal infections such as appendicitis and meningitis.

Symptoms

Sepsis is difficult to spot, even for an experienced healthcare professional, so the key for a leader is to trust your instincts and to act if you are concerned.

If someone develops any one of the following symptoms, it is vital to get them to hospital as quickly as possible (in the UK, take them to A&E or dial 999).

- Slurred speech or confusion;
- Extreme pain in the muscles or joints;
- Passing no urine in a day;
- Severe breathlessness;
- 'It feels like I'm going to die';
- Skin that's mottled, discoloured or very pale.

Prevention of Sepsis

By cleaning and caring for any wounds and ensuring that everyone washes their hands regularly, this will reduce the likelihood of infections and help to prevent sepsis.

Please ensure that all Visit Leaders are aware of Sepsis and read the OEAP guidance 7.2a found at

<https://oeapng.info/downloads/download-info/7-2a-sepsis/>.

Catering & Food on Educational Visits & Trips

The OEAP has amended four National Guidance documents to draw attention to the importance of considering potential allergies when providing catering for young people on educational visits, with specific reference to the **new "Natasha's Law"** which came into force in October 2021.

The amended documents are:

3.2a Underpinning Legal Framework and Duty of Care

3.3e Checklist – Visit Leader

4.2b Residentials

6o FAQ: Allergies and Anaphylaxis (which has also been revised and renamed to cover allergies more generally).

Transport in Minibuses

For those of you who might be venturing overseas soon, did you know that if you drive abroad, your vehicle must now have a UK identifier?

If your number plate has any of the following:

- A GB identifier with the Union flag
- A Euro symbol
- A national flag of England, Scotland or Wales
- Numbers and letters only – no flag or identifier

You **must** display a UK sticker clearly on the rear of the vehicle.

If you are driving in Spain, Cyprus or Malta, you must display a UK sticker no matter what is on your number plate.

If you have a GB sticker, you must cover or remove it before driving outside the UK.

OEAP National Guidance document 4.5b Transport in Minibuses has been amended accordingly.

SEPSIS: THE FACTS

WHY WE SHOULD ALL KNOW THE SYMPTOMS

Sepsis is a life-threatening condition, caused when the body overreacts to an infection. **It kills 44,000 people a year in the UK** – yet it's treatable if caught early. The problem is, sepsis is often mistaken for other conditions such as flu, gastroenteritis or a chest infection, or dismissed as a simple fever in children. So in many cases, sepsis is not diagnosed in time for people to get the treatment they need.

That's why everyone should know the signs of sepsis. And if you think someone may have sepsis, just ask: **"Could it be sepsis?"**

CHILDREN

A child may have sepsis if he or she:

- Is breathing very fast
- Has a 'fit' or convulsion
- Looks mottled, bluish, or pale
- Has a rash that does not fade when you press it
- Is very lethargic or difficult to wake
- Feels abnormally cold to touch

ADULTS

An adult may have sepsis if they show any of these signs:

- S**lurred speech or confusion
- E**xtrême shivering or muscle pain
- P**assing no urine (in a day)
- S**evere breathlessness
- I**t feels like you're going to die
- S**kin mottled or discoloured

WHAT TO DO IF YOU SUSPECT SEPSIS:

Call 111 or **contact your GP** if you're worried about an infection.

Call 999 or **visit A&E** if someone has one of the sepsis symptoms.

JUST ASK "COULD IT BE SEPSIS?"

Our 'Streets Against Sepsis' campaign is encouraging local communities to look out for each other and learn the signs of sepsis.

CONTACT UK SEPSIS TRUST

If you need advice or support, call our free sepsis helpline. Run by trained sepsis nurses, it is open from 9am - 4pm, Monday - Friday.

STREETS AGAINST SEPSIS



Call us on 0808 800 0029. For more info, visit sepsistrust.org

Key People & Services

Bill Crocker: CEO

Roger Smith: Business Development Manager

Risk Management & Reassurance {RM&R}

Health & Safety

Wellbeing & Mindfulness

Competent Person Service

Policies

Risk Assessments

Educational Visits & Outdoor Learning

Compliance

Incident advice, Monitoring & RIDDOR Reporting
including near misses

Walk Rounds/Premises H&S Inspection

Supportive Auditing

Helpdesk via Telephone & Email

Fire Risk Assessments & Review

Training ~ A Blended Approach ~ Training Matrix

Covid 19 {Coronavirus} Risk Assessment & RIDDOR
Reporting

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

Sophie Kear: Publications Editor

Kim Harler-Elias: Databases and Go To Editor

Claire Leheup: Outdoor Learning and Educational
Visits Adviser

Philip Tranter: Risk Management and Reassurance
Adviser

Mark Howard: Risk Management and Reassurance
Adviser

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

Jo Hughes: Risk Management and Reassurance
Adviser

Jane Meakin ~ Risk Management and Reassurance
Adviser

Network Partners ~ Safeguarding

Mandy Parry: Safeguarding Specialist

Lucy Wyatt Safer Recruitment

Network Partners ~ Wellbeing, Mindfulness, Non Managerial Supervision {NMS} & Coaching/Mentoring

Dr Rachel Briggs EdD: Behaviour, Social,
Emotional and Mental Health Needs Specialist &
NMS

Tom Pyne: Behaviour and Positive Handling

Kerry James: Coaching & NMS

Cat Mangham: Coaching & NMS

Mandy Parry: Coaching & NMS

David Hussey: Coaching and Mentoring

Rich Berry: Coaching, Leadership, Mental Health
& Senior Leadership Supervision

Clare Haddow: Occupational Health Nurse
Specialist

Sam Carrier: Counselling & Trauma Support

Mary Wyatt & Kate Gager: LeaderPulse:
Confidential Staff Surveys, Coaching and
Mentoring

Laurel Pyne: Wellbeing/Mindfulness

Michael Earle: Wellbeing

Clare Davis & Fabiola Doano: Mental Health
Training & Wellbeing

Network Partners ~ Business Support, Property & Projects

David Potter: Headteacher Appraisal, Recruitment, School Improvement Plan Reviews and Managerial Investigation
David Hussey: Managerial Investigation
Geoff Mountjoy: School Governance Specialist

Curriculum Support

Rhys Thomas: Design and Technology Specialist
Lucy Wyatt: Science and PE H&S support

Business Management Support

Jonathan Davis: Business Manager Support/Compliance/Income Generation
Amba: HR Support
Kerry James, Leadership Management, Coaching & Non Managerial Supervision
Catriona Mangham, Coaching & Non Managerial Supervision
David Hussey: Coaching & Managerial Investigation
Sue Dix, Business Management

Project Management Support

Lucy Rothwell: Project Management Support
Tristan Cowell: Management, Bid Writing Support & Condition Surveys {A to D and 1 to 4 approach}
Kevin Kendall, Kendal Architecture: Plan Measurement, Preparation & Drawing

Facilities Management

Bristol PAT Testing EICR 5 Year Checks
Cornish Garden Services {Bristol} Ltd : Grounds Maintenance
G&L Consultancy Ltd: Asbestos Specialist
GB Sports & Leisure: External Play Equipment Inspections & Supplies
iAM Compliant: Cloud Based Compliance System & Cloud Based Training
Legionella Compliance Services: Water Hygiene Consultancy & Training
Silverback Arboricultural Consulting: Tree Surveys
Triangle Networks: Broadband & Network Consultancy
Mark Allen: Technology for more efficient Business Use/Enhanced Learning Specialist

Training

We draw specialist training from the list above & a further network of other specialist trainers. DS also promotes a blended approach with some above also providing online content through to a comprehensive training package available from iAM Compliant.

Chief Executive Officer

Bill Crocker

Executive Chairman

Peter McCarthy

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

For Further Information

Chief Executive Officer

Bill Crocker

Telephone: 07795 190 130

Email: bill.crocker@delegatedservices.org



Delegated Services Training Co-ordinator:

Shelley Brown

Shelley.brown@delegatedservices.org

Business Development Manager

Roger Smith

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 and 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/>