

# Annex 2: Community Focused Schools pre-service/activity checklist for specific services/activities

Please note that this checklist is not intended to replace any other forms or procedures specified by the school or the LEA, nor is this an exhaustive list. It is meant to be an *aide-mémoire* of issues to consider and a trigger for any further action when planning specific Community Focused Schools activities and services. All LEAs have officers who can offer specialist advice and guidance on these issues and can be contacted through the LEA's Community Focused Schools co-ordinator.

See 'Developing Community Focused Schools', section 4 of this guide, for more information.

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| Name of school:  |
| Name of person completing the form (for the school):   |
| Title and contact details:   |
| Details about the service or activity being provided (What is the nature of the service/activity? Who is the provider? Who will be responsible for running the service/activity – including contact details? Is it a one-off activity? How long will it run – for a month, a term, some other length of time? Where will it be provided – on or off the school site? Provide details.) |
| Provider's contact details:  |



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| <b>Health and safety</b>   |  |
| Has responsibility about health and safety been clarified and understood by both parties – the school and the provider?  |  |
| Has the provider been given a copy of the school’s health and safety policy, and does this cover Community Focused Schools provision?  |  |
| Has the provider read and understood the policy?   |  |
| Is the school satisfied that the provider – and any others who will be delivering the service/activity – has undergone health and safety training?   |  |
| Has the provider been given guidance about, and understood, the school’s behaviour policy?   |  |
| Have potential participants been asked to notify the school if they have any illnesses or special needs about which the school and the provider should be aware?   |  |
| Has the provider been notified about any child, young person or adult taking part who has an illness or disability?  |  |
| Has guidance been offered about this, and have any necessary arrangements been put in place?   |  |
| Has a risk assessment been completed and made available to both parties – the school and the provider?   |  |
| Have any actions arising from the risk assessment been satisfactorily completed?   |  |
| Is it clear who is responsible for health and safety <b>after core school hours</b> ?  |  |
| If Community Focused Schools activities are taking place <b>off</b> the school site, <b>during core school hours</b> , whether for students or for adults, has responsibility over health and safety been clarified and understood?    |  |
| If Community Focused Schools activities are taking place <b>off</b> the school site, and <b>after core school hours</b> , whether for students or for adults, has responsibility over health and safety been clarified and understood? |  |
| Are there clearly communicated and understood procedures in place for first aid and emergency contact?   |  |
| Have key contact details been made available to the provider in case of an emergency?  |  |
| Are there clearly communicated and understood procedures in place for reporting accidents?   |  |
| Are there clearly communicated and understood procedures in place for fire procedures and drills?  |  |
| Are there clearly communicated and understood policies and procedures in place when students are taking part in Community Focused Schools services/activities <b>off the school site</b> ?   |  |
| Are parental consent forms needed for the service/activity?  |  |

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| If so, have they been returned and satisfactorily completed before the service/activity begins?  |  |
| Is it clear whose responsibility it is to provide and maintain attendance registers?   |  |
| Are there clearly communicated and understood policies and procedures in place about the collection of pupils – from other schools to attend the service/activity (where relevant) and/or at the end of the activity/service?  |  |
| If the activity being provided is a food/cooking based activity, are you sure that you are meeting all safety and hygiene requirements? (See ContinYou Cymru's <i>Cymru Cooks</i> for guidance – to find out more, email <a href="mailto:info.cardiff@continyou.org.uk">info.cardiff@continyou.org.uk</a> .) |  |
| Are there any special needs requirements (eg relating to accessibility or food)?   |  |
| Are there satisfactory arrangements for lone workers on the school site (eg do you ensure that someone knows the whereabouts and the contact details of a lone worker)?  |  |

## Premises

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| Has a review of school security been considered?  |  |
| Have existing opening hours and systems for controlling visitors been reviewed?   |  |
| Is it possible to separate areas used to provide the service/activity from the remainder of the site?   |  |
| Have the human and physical resource implications of an increased use of the building been considered?  |  |
| Has there been a review and enhancement of fire safety procedures? Are there registers in place for pupils, staff and others on site after hours? Are fire evacuation procedures reviewed and monitored during this period? |  |
| Are there sufficient refreshment, changing and toilet facilities?   |  |
| Is a public entertainment licence necessary?  |  |

## Child protection/safeguarding

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| Is there a child protection policy in place which covers Community Focused Schools provision?                             |  |
| Does the school's child protection policy cover activities and services being provided through Community Focused Schools? |  |
| Does the provider organisation have its own child protection policy?  |  |
| Have child protection policies and procedures been clearly communicated and understood?                                   |  |

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| Are both parties – the school and the provider – clear about whose responsibility it is to ensure that: <ul style="list-style-type: none"> <li>• those delivering services are CRB checked?</li> <li>• relevant CRB checks are carried out?</li> </ul>   |  |
| Have providers of the service/activity been CRB checked for their current employment?  |  |
| Is the school satisfied that those providing services/activities have been CRB checked?  |  |
| Will the service/activity mean that there will be adults on the school site either during or after core school hours?  |  |
| Have procedures been put in place to manage this? (eg Are participants/service users clear about where they need to go? Do school reception staff know where to direct participants/service users? Are arrangements in place to accompany participants/service users if necessary? Are all school staff and pupils aware that there will others attending activities/services on the school site?) |  |
| If volunteers have been recruited to deliver the service/activity: <ul style="list-style-type: none"> <li>• is it clear and has everyone understood who is responsible for making sure that volunteers are CRB checked?</li> <li>• is the school satisfied that those volunteers have been CRB checked?</li> </ul>   |  |

## Insurance

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| Has insurance cover been considered and discussed?   |  |
| Do both parties – the school and the provider – understand the insurance requirements?   |  |
| Are both parties – the school and the provider – clear about whose responsibility it is to ensure that appropriate insurance cover is in place, and about who pays for it? |  |
| Has appropriate insurance been arranged to cover the activity/service for the necessary period?  |  |

## Accessibility

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| Have facilities been checked – both on and off the school site – to make sure that they are accessible for participants/service users? |  |
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## Funding

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| Has it been agreed how services/activities are being funded?   |  |
| If services/activities are being charged for, is there a policy in place setting out what can and cannot be charged for? |  |
| Are procedures and systems in place to deal with charging for the service/activity?                                      |  |

## Caretaking and cleaning

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| Have caretakers and cleaners been consulted before the service/activity is provided?                                |  |
| Do caretakers and cleaners know where in the school the service/activity is taking place and at what time?          |  |
| Are both parties – the school and the provider – clear about caretaking and cleaning requirements and arrangements? |  |
| Does the provider/deliverer have contact details for the caretaker?   |  |

## Parking

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| Is there enough car parking space for service users/participants?         |  |
| Have service users/participants been made aware about parking facilities? |  |