

community languages • know-how  
finances • quality • resources

# *the* **Bullet!**n

Spring 2010

Issue 14

The National Resource Centre for Supplementary Education

## Sharing the challenge

**Supplementary and mainstream schools in Leicester have been working in partnership to bring opportunities for sport to children and young people who may usually find it difficult to take part in out-of-school physical activities. Kerry Marganelli, PE and Sport Development Manager for ContinYou and the Youth Sport Trust, explains how the project was established.**

Crown Hills Community College serves about 1,200 school students, aged from 11 to 16, in an inner city area of Leicester. Its school sport partnership (SSP), together with the Youth Sport Trust, identified a need to improve access to sport and physical activity out of school hours, particularly for children and young people attending supplementary schooling, who had fewer opportunities for access

to extra-curricular sport activities, due to commitments to their culture and faith.

Mohammed Rayaz, the school sport co-ordinator based at Madani High School, said: 'The challenge I faced was that students at this school, like Muslim students at other mainstream schools, do not have an educational life that goes from 8 to 3 or 9 to 4; it sometimes

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'Ensuring that our children are happy and safe, and that they achieve their full potential': I'm sure that every one of you reading this *Bulletin* would agree how important this is – after all, that is why so many community members, parents and teachers turn up at weekends and in the evenings to provide supplementary education for thousands of children across England. With funding and premises often difficult to secure, there are many competing claims on the time of supplementary school co-ordinators, the

majority of whom are unpaid. The responsibility for ensuring that children are safe is the same for a small voluntary sector organisation as it is for a big public agency, though. A major difficulty for volunteer-led organisations is keeping on top of changing legislation and making sure that their policies and procedures signpost staff and volunteers to the right support agencies.

To help with this, the National Resource Centre has teamed up with the Safe Network (set up by the National Society for the Prevention of Cruelty to Children and Children England) and the solicitors Bates, Wells & Braithwaite to bring you a four-page pull-out 'Know-how' on safeguarding children (pages 7–10 of this issue). We've added an 'Introduction to safeguarding for supplementary schools' session to our training programme (see page 6). The event on 10 February, 'Safeguarding children – guidance for madressahs and supplementary schools', run in partnership with Kirklees Council, aims to stimulate discussion and encourage faith groups and community organisations to take action, with support from local authorities and Local Safeguarding Children Boards.

On page 6 you will also find details of various events we are holding across the country, to which you are warmly invited. If you can't manage to attend, you'll be able to read about them in the summer issue of the *Bulletin*.

On page 15 there's information about the financial and fundraising support that the Charities Aid Foundation (CAF) offers. This includes a banking service for charities and help with claiming gift aid on donations.

In this issue we report on the success of a number of supplementary schools in Leicester that are working in partnership to bring opportunities for sport to children and young people from migrant and faith communities. We also report on the work of London-based African Future Development, which has expanded the range of activities on offer to include mentoring sessions for young people to encourage them to plan and continue their education beyond the age of 16.

We're always on the lookout for news about the wide range of activities that supplementary schools are offering. If you're doing something new – running an innovative scheme to involve parents in their children's education, or giving young people the chance to gain experience as volunteers, or getting ready to offer cultural or sporting activities as part of your local summer university – then let us know! We'd love to feature you in a future issue of the *Bulletin*.

Kelly Saini Badwal, Director, NRC

The National Resource Centre for Supplementary Education (NRC) is a strategic and support organisation for the supplementary education sector across England. It aims to champion excellence, innovation and partnership in supplementary education. It is working closely with supplementary schools to help:

- raise standards
- raise the profile of supplementary education
- raise pupils' achievement levels
- raise funds.

The NRC is funded and supported by the Department for Children, Schools and Families and the Paul Hamlyn Foundation.

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## Sharing the challenge *continued from front page*

extends up to a further two hours each day, due to their commitments to attending the madrasah. Therefore, these students do not have the same levels of access to the extra-curricular and extended activities that are available.'

With the help of funding from the Paul Hamlyn Foundation, a pilot project has been running in Leicester, which aims to:

- increase the number of young people from ethnic minority and faith communities who are attending out-of-school hours sports activities, and taking up leadership and volunteering opportunities
- instigate and develop new partnerships between local supplementary schools and sport partnerships in local mainstream schools.

The SSP started by establishing links with a number of local organisations. 'I'm fortunate that within Leicester I was able to establish a link with the project manager from the Federation of Muslim Organisations, who is heading the Safeguarding Children in Madrasah project, in conjunction with important stakeholders such as Leicester Safeguarding Children Board, the local police and the Leicester, Leicestershire and Rutland local authorities.'

Advice was also sought from Leicester City Sports Regeneration, the Leicester Complementary Schools Trust and Khidmah Organisation. These partnerships were important to the success of the project. Leicester as a city was too large to cover completely within the scope of this project, since it has, for example, over 66 registered madressahs. Therefore, with advice from partners, the decision was taken to manage the project in geographical areas, initially targeting certain supplementary schools.

Pupils from these supplementary schools were then consulted about the types of sports activities they would like to do, covering both team games and individual activities. Staff and parents were also asked when were the most appropriate days and times to run the sessions, so that activities would not clash with the



timetables of supplementary schools.

A number of activity sessions, lasting from six to ten weeks, were then provided. These included dance, football, badminton, fitness and other multi-sport sessions, with over 205 young people taking part.

Seventeen pupils, aged from 3 to 15, from Leicester Sunday Chinese School participated in ten weeks of badminton coaching sessions, using the courts at Beauchamp College. They were coached by Billy Chen, who used to be a professional player in China. During the ten weeks, children were challenged physically, but they also learnt to work with others from different age groups and discovered a new skill – for many of them this was their first experience of playing the sport. Many parents said that they would let their children continue to play badminton and that organised sports activities such as these were a good way for the Chinese community to get together.

The SSP also offered an opportunity for staff from two supplementary schools to attend a staff training day for the PE team at the mainstream school, so that staff could begin to offer young children more opportunities for play and physical activities, using a number of enjoyable resources provided as part of the training package, back in their own supplementary school setting.

To help develop partnership links between the mainstream and supplementary schools, all the supplementary schools now have a named contact person through

whom they can continue to communicate with the SSP, so that they can share ideas and good practice beyond the lifetime of the initial project. The SSP also recognised the value of having a dedicated member of staff in its team with responsibility for equity in sports participation and supplementary schools, which led them to appoint Mohammed Rayaz, to co-ordinate the ongoing delivery of the project.

Phase 2 of the Leicester project will target a further 250 young people, with a particular emphasis on providing various fitness activities for girls from different madressahs in Leicester. 'When the girls have had opportunities in the past, they have valued this, and they normally go on to do further work in sport.' The madressahs have also developed their own sports mentor scheme with the help of an existing PE teacher. 'She has been able to empower some female students who are trying to share their opportunities with other students. I am hoping the scheme will further the involvement of these youngsters in all areas of sport, including volunteering and leadership.'

Mohammad offers this advice to other supplementary schools wanting to provide more access to sport for their pupils: 'My advice is to build links with existing organisations that have worked within the communities and supplementary schools that you are working in. As their existing links are already in place, you can build upon these.'



With language teaching in mainstream primary schools expected to become statutory from September 2011, CILT has been working with teacher training colleagues on materials to raise the awareness of future primary classroom teachers about community languages. We are highlighting the value of community languages skills, not just for their own sake but also for their potential contribution to achievement across the curriculum, and particularly in the study of other languages. Awareness of the role of the supplementary sector is a key element and we have tapped into the sector's existing expertise while exploring non-Roman script teaching.

As always, the news section brings together a range of information on free resources, key national developments and opportunities available to both teachers and learners of community languages, whatever the teaching context. Are you taking full advantage of what is available?

**Claire Dugard**

*Language Teaching Adviser, CILT, the National Centre for Languages*



# Teaching and learning a non-Roman script

**Welcome to this issue's focus on community languages, which takes a look at some of the challenges and opportunities of teaching a non-Roman script language to young learners.**

The vision for a diversity of languages to be taught in primary schools is shared by many, but progress is slow. One factor could be the limited experience and lack of official guidance available on non-Roman script languages within the mainstream primary sector. CILT has been working with experienced teachers from the supplementary sector on languages representing some of the main script groups, including Arabic, Cantonese/Mandarin Chinese, Japanese, Panjabi and Russian.

A natural consensus has become evident, that a balanced approach to script teaching is the way to keep young learners motivated. We must keep language alive and focus on communicative aspects. We need to take into account different learning styles, while recognising that some rote learning and significant practice need to happen if children are to memorise and internalise letter or character shapes – just as happens when they are learning basic literacy in English. We need to find ways of working with authentic materials, such as story books (for example, by using the International Children's Digital Library – <http://en.childrenslibrary.org>) or poems (one source of these is the 'Poems for...' website – [www.poemsfor.org](http://www.poemsfor.org)), There's no need to wait until children have mastered the alphabet to introduce them to materials such as these.

Our discussions have led us to conclude that we should introduce only letters that appear in words that learners already know. Also that we must take into account from the start how the shapes of letters or characters change in some languages as they form words; so learners need

to be given opportunities to recognise whole words as pictures, while still learning constituent parts. We have explored how this phenomenon differs between languages. For example: in Arabic, letter shapes change according to a letter's position in a word; in Panjabi, letters join together and vowel signs can be added above, underneath or to the side of letters; in Japanese, letters do not join together in words but some reduce to half size to create new sounds.



A 'detective' type of activity using words to familiarise learners with the alphabet or character set as a whole can work well. Given a copy of the alphabet (and a brief introduction to how letters are joined, how vowel signs are used and so on, where needed), learners can work in pairs to pronounce a series of words and note their meaning. These words might form elements of a simple story; or the activity could be made accessible to complete beginners by choosing words which sound like the same word in English (for example, 'tractor' – see above). You could also make this a team game in a race to 'translate' all the words.

Another idea is a simple matching game – either as a form of the card game 'Snap' or initially by placing word cards on their counterpart in a word grid. This requires learners to examine letters carefully and distinguish between similar shapes.

## Cilt news

### Resources

The Our Languages project is offering free copies of its new toolkit, *Partnerships in language and culture*, in order to support supplementary and mainstream schools in working together. You can order your copy from the CILT shop ([www.cilt.org.uk/shop.aspx](http://www.cilt.org.uk/shop.aspx)). There's also a wealth of new, free, teaching and learning materials in languages such as Arabic, Chinese, Gujarati, Greek, Malayalam, Polish, Somali, Tamil and Urdu. Other new resources to look out for include a report on the NRC's successful Share Our Languages pilot programme.

[www.ourlanguages.org.uk](http://www.ourlanguages.org.uk)

CILT launched its new website last term. This is designed to be a definitive source of knowledge on why languages matter in all aspects of our society. The refreshed community languages section brings together information about community languages from across the educational phases and sectors and the workplace.

[www.cilt.org.uk](http://www.cilt.org.uk)

### Awards

The five categories of the new National Awards for Excellence in Language Learning for students aged 14 to 19 are open to students of any language, with Bronze, Silver

and Gold winners in each. Only one entry per category can be made per school, and entries must include a testimonial form from a teacher. Supplementary schools in England are eligible. One category focuses on 'Community/heritage language learning for students aged 14–19'. The deadline date for entries is 9 April 2010.

See the CILT website for more information.

[www.cilt.org.uk/secondary/14-19/national\\_awards\\_for\\_excellence.aspx](http://www.cilt.org.uk/secondary/14-19/national_awards_for_excellence.aspx)

### Survey

The Training and Development Agency for Schools (TDA) is developing a 'world languages' strategy. The potential role of the supplementary sector forms part of its thinking, as it explores questions such as: 'How is teaching community language speakers different from teaching those who are just starting to learn a new language?' and 'Could mainstream and supplementary schools work in partnership to share staff and teach Somali?' A national survey began in November 2009; make sure your voice is heard by getting in touch with the TDA – you can email it at [languages@tda.gov.uk](mailto:languages@tda.gov.uk).

[www.tda.gov.uk](http://www.tda.gov.uk)

### Events

Last summer Medway brought together 150 children from junior,

secondary and supplementary schools for a special event, featuring a poetry workshop. Children had 40 minutes to produce a poem on a national animal. Some of the children's poems appear on the 'Poems For...' website, set up by poetry charity Hyphen-21, which offers a wealth of downloadable bilingual poems. The Our Languages website features guidance on organising a bilingual poetry event.

[www.ourlanguages.org.uk/teaching-learning/resources/other-resources](http://www.ourlanguages.org.uk/teaching-learning/resources/other-resources)

### Plurilingual and pluricultural education

19–20 February 2010,  
SOAS, University of London

A key conference bringing together academics, researchers and practitioners from across the world.

[www.soas.ac.uk/lwwcctl/events](http://www.soas.ac.uk/lwwcctl/events)

### Primary Languages Show

12–13 March 2010,  
ACC, Liverpool

The fourteenth annual conference and exhibition for anyone teaching languages in primary schools.

[www.cilt.org.uk/events.aspx](http://www.cilt.org.uk/events.aspx)

The Our Languages events calendar keeps you up to date with the latest training opportunities and cultural events.

[www.ourlanguages.org.uk/news-events](http://www.ourlanguages.org.uk/news-events)

If you decide to use the language in simple stories and dialogues as the basis for alphabet learning, rather than systematic 'A to Z' teaching, one idea is to have an alphabet poster on the wall with the letters in outline only, or in a pale tint; each individual letter is then inked in as it comes up and is studied thoroughly through a series of writing activities.

A good activity to promote discussion about spelling, sound discrimination and even the way in which letter shapes change in different positions within a word, is 'human words'. This can be a team game, where a group of learners are

given letter cards and asked to assemble themselves in the correct order; or a class game, where every child is given a card and has to go to the front to help form a word if their letter is contained within it. This idea can be extended to creating sentences or short texts with word cards, where the focus may be more on grammar than on letter shapes. As well as replicating language read out by the teacher, learners could be listening to a song or even creating a sentence or text from scratch.

A particularly effective activity for community language learners, tapping into different levels of

vocabulary knowledge, which can then be shared, is to use 'letter dice'. Each face of each die has a different letter glued to it. Dice are thrown and learners have to create as many words as they can from the letters given. Similar activities are included in a video clip on teaching Bengali on the Primary Languages website – [www.primarylanguages.org.uk](http://www.primarylanguages.org.uk); select Training Zone > Language > Bengali.

New resources aimed at teacher trainers will become available later this year. CILT's Curriculum Guides (see [www.cilt.org.uk/shop.aspx](http://www.cilt.org.uk/shop.aspx)) also suggest classroom ideas and offer a planning framework for script teaching.

# Bullet!n *Training and events*

## About our training

The NRC can provide training anywhere in England. We are running a selection of training courses in central locations (see the information on this page), but we are happy to work with you to organise training in your county or borough. We will provide a trainer and all training materials at no cost to NRC members. What we ask is that you:

- provide an appropriate venue with training equipment and refreshments
- promote the event among supplementary schools in your area
- ensure that a minimum of fifteen participants attend.

Please get in touch with your Regional Strategic Adviser (see page 13) or Hamza Anwar at our London office (020 7587 5080) to discuss your training needs and find out what courses are running in your area.

All NRC training courses are free of charge to supplementary schools which are members of the NRC. For more information and to apply to join the NRC, visit [www.supplementaryeducation.org.uk](http://www.supplementaryeducation.org.uk) or contact us at [nrc@continyou.org.uk](mailto:nrc@continyou.org.uk).

Join us at any or all of the events listed on this page to learn about how other local authorities work with supplementary schools and partnerships through extended services, and to celebrate the achievements of schools that have obtained awards under the Quality Framework.

For more information about these events, contact the relevant Regional Strategic Adviser. To book a place, contact the NRC office on 020 7587 5080 or email [hamza.anwar@continyou.org.uk](mailto:hamza.anwar@continyou.org.uk).

## Courses in London

The following courses are open to all members of the NRC.

**An introduction to safeguarding for supplementary schools** – Saturday, 20 February 2010, 10am–4.00pm, at The Lounge, Rivercourt Methodist Church, King Street, Hammersmith W6 9J

**Teaching with story** – Thursday, 4 March 2010 at ContinYou, 31–33 Bondway, Vauxhall, London SW8 1SJ: if you want to learn how to inspire your students with storytelling, the oldest teaching tool in the world, you will find this training session useful, whatever subject you teach.

**Starting up your supplementary school** – Thursday, 11 March 2010 at ContinYou, 31–33 Bondway, Vauxhall, London SW8 1SJ

### Quality Framework training for mentors

*Day 1: Introduction to the Quality Framework and supporting supplementary schools in achieving the Bronze Award* – Monday, 15 February, at ContinYou, 31–33 Bondway, Vauxhall, London SW8 1SJ.  
*Day 2: The higher levels, recognition and standardisation* (participants must have completed Day 1 of the training in order to register for Day 2) – Monday, 1 March, at ContinYou, 31–33 Bondway, Vauxhall, London SW8 1SJ.

## Regional events

The NRC invites you to four regional events to strengthen and develop support for supplementary education across voluntary and statutory sectors.

### Who should attend

Supplementary schools, extended services managers, CVS staff, headteachers, staff from children and young people's services, EMA and school improvement staff, BME attainment consultants, and anyone with an interest in supporting children from disadvantaged and minority backgrounds to achieve their best.

## Central region

### Strengthening and supporting supplementary education

4 February 2010, Wolverhampton, 1.00–5.00pm

11 February 2010, Nottingham, 1.00–5.00pm

These half-day events start with a buffet and include taster workshops on the new Vetting and Barring Scheme, on funding and on classroom/behaviour management.

## North region

### Safeguarding children – guidance for madressahs and supplementary schools

10 February 2010, starting at 9.30am, at Al-Hikmah Centre, 28 Track Road, Batley West Yorkshire, WF17 7AA

This event, run in partnership with Kirklees Council, will include keynote speeches on children's learning and on the work of madressahs in supporting faith and learning among Muslim communities.

## South region

### Regional event for London and the South East, including Pan London Supplementary Schools Network meeting

9 March 2010, Princess Diana Memorial Fund meeting rooms, County Hall, Westminster Bridge Road, London SE1 7BP

10.00am–1.00pm – Pan London Network meeting (by invitation only)  
The Pan London Network meets termly to bring together key players from all London boroughs to share good practice, discuss the role of supplementary schools in enabling children from black and minority ethnic communities to achieve their best, and facilitate the ongoing development of community-based out-of-school hours study support and mother-tongue teaching.

1.00–4.30pm – Regional event and awards ceremony

The spring term regional event is expanded to welcome practitioners from across the South East to an afternoon workshop on supporting safeguarding in supplementary schools and to the 2009/2010 Quality Framework Awards ceremony for South East England.



# Safeguarding or stifling?

## Getting the balance right

**To help supplementary schools keep up to date with their responsibilities for safeguarding children, this Know-how looks at recent changes in the field of child protection, with detailed information about the new Vetting and Barring Scheme.**

From a very young age children develop their skills and capabilities by exploring limits and trying out new experiences. To do that means taking risks. But children also need to stay safe and secure. Organisations working with children and families will be familiar with the need to balance risk and safety, the need to provide a dynamic and challenging environment, while ensuring that the children for whom they are responsible do not come to avoidable harm.

All organisations have a duty of care to both their service users and their workers, particularly when they are working with children and young people. Supplementary schools are community based, often run by parents and established with children's interests at the very centre of their work. Supplementary schools still need to have the right policies and procedures in place in case things go wrong.

There's no need to worry, though. There's plenty of support and information out there to help you to

put the best policies and procedures in place and to meet the requirements of mainstream schools and funders. Staff at the National Resource Centre are happy to give advice on the phone or via email. Just get in touch with your Regional Strategic Adviser (see page 13).

No organisation is the same. The policies and procedures you put in place need to be relevant to your organisation and your supplementary school. They should be clear and accessible to everyone in the organisation – teachers, parents and children. This will mean that some parts of your safeguarding policies and procedures need to be included in the documents and/or handbooks you give out to pupils and staff, and everyone must know where to find the full documents so that they can refer to them.

Clearly it is in the best interests of all supplementary schools and community organisations to have effective safeguarding procedures and practices in place. In addition, Section 11 of the Children Act 2004



places a statutory duty on all agencies – whether they are public, private or voluntary – that deliver services funded by public money, to do so. What this means is that organisations need to follow best practice in safeguarding and promoting the welfare of children, and must be able to show that they do so, if they want to receive any kind of public funding.

The information above is adapted from *Positively safe: a practical guide to safeguarding*, which is produced by Children England and distributed by the Safe Network, funded by the Department for Children, Schools and Families (DCSF). See the Resources section on page 10 for more information about how to obtain the guide.

### The Safe Network

The Safe Network has been set up by the National Society for the Prevention of Cruelty to Children (NSPCC) and Children England, with funding from the DCSF. Its aim is to work with the wide diversity of voluntary and community organisations that come into contact with children and young people, either as the core of their activities or as part of a wider remit. The Safe Network provides information and advice on protecting children, preventing bullying and ensuring that activities for children and young people are as safe as they can be.

The Safe Network's website ([www.safenetwork.org.uk](http://www.safenetwork.org.uk)) provides lots of advice on safeguarding and how to create safer environments. There are links to downloadable resources and information on free training and events. You can also go to the site to order your free *Are they safe?* pack to help you set up safeguarding measures in your school or organisation.

The NSPCC maintains a safeguarding and child protection information service known as CASPAR (current awareness service for policy, practice and research). You can sign up for weekly email alerts by going to [www.nspcc.org.uk](http://www.nspcc.org.uk). This will alert you to developments with the ISA (Independent Safeguarding Association) and remind you about the various deadlines for implementing the ISA vetting and barring scheme.

## The Vetting and Barring Scheme

**Q** *What is ISA registration and why is it happening?*

**A** The Vetting and Barring Scheme (VBS) was established as a result of the Bichard enquiry, which recommended that all those who work with vulnerable groups should be registered. The Independent Safeguarding Authority (ISA) is responsible for the decision making and maintenance of two barred lists for England and Wales and Northern Ireland, covering the children's and vulnerable adults' sectors. The new Barred Lists (which have been operating since 12 October 2009) replace the existing Protection of Children Act (PoCA) List, List 99 and the Protection of Vulnerable Adults (PoVA) List in England and Wales, as well as the current system of Disqualification Orders, which is operated by the Criminal Justice System. The VBS is designed to ensure that anyone who presents a known risk to vulnerable groups is prevented from working with them. It is an additional recruitment tool. It is not a guarantee that an individual is suitable for the position.

The VBS scheme applies to both paid and volunteer staff.

**Q** *Who needs to be ISA registered?*

**A** Most people who engage in a 'regulated activity' with children or vulnerable adults – that is, most people who work with children or vulnerable adults – will have to be ISA registered. This includes anyone who works regularly (at least once a month) for an organisation teaching children.

**Q** *When do people working with children have to be ISA registered?*

**A** Anyone starting or moving into in a regulated activity position after 1 November 2010 must be ISA registered before they start. Applicants can apply after 26 July 2010. Those who are already engaged in regulated activities before 1 November 2010 can start to apply for ISA registration from April 2011.

**Q** *How do you apply for ISA registration?*

**A** You apply to the Criminal Records Bureau (CRB), through a CRB registered or umbrella body, in the same way that a CRB check is requested.

**Q** *How long will ISA registration take?*

**A** The CRB is working to a standard whereby applicants for ISA registration in England and Wales will become registered within seven working days. Where applicants have a relevant conviction, caution, warning or reprimand, the CRB will send the information to the ISA, which will then take a closer look at the applicant and how appropriate it is for them to work with vulnerable groups.

**Q** *What does being ISA registered mean?*

**A** It means that there is no known reason to bar a person from working with children or vulnerable adults. Once a person is on the ISA register, they are subject to repeat checks, and if any new information such as a relevant caution or conviction, or information from employers, comes to light, the ISA will reassess the person's potential risk to vulnerable groups and decide whether or not it is appropriate to permit continuing registration.

**Q** *What if someone doesn't register?*

**A** In most cases, it is a criminal offence for someone to engage in a regulated activity if they are not ISA registered. This will apply from 1 November 2010 for people who start or move into new regulated activity positions after that date.

**Q** *What if someone is barred?*

**A** Since 12 October 2009, it is a criminal offence for anyone on one of the Barred Lists to engage (or even to seek or offer to engage) in a regulated activity with the groups from which they are barred. This criminal offence is punishable by a sentence of up to five years' imprisonment and a fine.

**Q** *What is the difference between ISA registration and a CRB check?*

**A** ISA registration means that there is no known reason to say that a

person is unsuitable in principle to work with children or vulnerable adults. In contrast, a CRB check gives the full picture with regard to an individual's criminal record and other information so that, as well as knowing that the individual is ISA registered, an employer can assess the individual's broader suitability for a particular post or position.

**Q** *How do the VBS and the CRB work together?*

**A** ISA registration will become part of the CRB process, whereas the ISA decides whether to bar people and maintains the Barred Lists.

**Q** *Have the criteria for CRB checks changed?*

**A** Yes. From 12 October 2009, anyone working in regulated activity for a regulated activity provider (that is, most people who work for an organisation with children or vulnerable adults) will be entitled to an enhanced CRB check. Supplementary schools will be classed as regulated activity. In other cases, a standard CRB check may still be available.

**Q** *Do you have to renew your ISA registration each year?*

**A** No. You only need to register once. Then when you are on the register any organisation you wish to volunteer or work for can check to see whether you are registered. However, the organisation may still require a new CRB check.

**Q** *Can employers still employ people while they wait for confirmation of their ISA registration, providing they are being supervised?*

**A** No. If an employer wishes to employ a person who will be working with children or vulnerable adults in a regulated activity, they must ensure that the individual is ISA registered before they start work. If an applicant isn't ISA registered, this could mean that they haven't applied or that they are on a barred list. In either case they must not be hired.

Anyone who applies for a job will need to provide their prospective employer with an ISA registration number. The employer will then be able to check online instantly, free of



charge, whether that person is ISA registered. The employer will not have to wait for written confirmation. The other way that an employer can check whether a person is ISA registered is by an enhanced CRB check – but this can take time.

**Q** *How much extra will this cost?*

**A** CRB checks and ISA registration for volunteers are free. However, umbrella bodies that process CRB checks and ISA applications may charge an administration fee, as they have to cover their costs. This varies in different local authorities. Some provide the service free, while others charge (usually no more than £15). If you are in a paid position, there is a charge for ISA registration. This currently stands at £64 (which includes an enhanced CRB check). If you obtain ISA registration as a volunteer, but at some subsequent point you take up paid employment in a regulated activity, the £64 fee would be payable at that stage. Enhanced CRB checks (without application for ISA registration) remain at £36 for paid staff.

**Q** *Does my supplementary school have to pay to check my ISA registration?*

**A** No. Checking the online ISA registration database will be free of charge. Prospective employers will ask you for your unique reference number and other personal data. They must have your consent in order to check whether you are ISA registered. Alternatively, employers can check ISA registration through an enhanced CRB check, which costs £36.

**Q** *Is a person's ISA registration transferable (to another employer or organisation)?*

**A** Yes. ISA registration involves a one-off application and will apply to any future setting where the person is working with children or vulnerable adults. This is good news for supplementary schools, as many of your staff may have registered with the ISA as part of their week-time employment, so won't have to pay for another registration. A person may have their ISA registration withdrawn if, as a result of new information about them, the ISA

decides to put them on one of the Barred Lists.

**Q** *Will the employer be told if a person loses their ISA registration?*

**A** Yes. If the employer has registered an interest in that person's registration status, the ISA will advise them that this person is no longer ISA registered.

**Q** *What will happen if an employer or organisation does not check whether staff are ISA registered?*

**A** From November 2010, it will be a criminal offence for an employer to allow an individual to engage in a regulated activity without checking beforehand that the individual is ISA registered (or to engage an individual who is not ISA registered).

It has also been a criminal offence since 12 October 2009 for an employer to permit an individual to engage in regulated activity if the employer knows, or has reason to believe, that the individual is barred. This offence carries a maximum penalty of up to six months in prison, plus a fine.

**Q** *When must an employer make a referral to the ISA?*

**A** An employer must refer information about an individual to the ISA:

- if the employer has removed the individual from a regulated activity (or would or might have done so, had the individual not ceased the activity)
- because the employer thinks that the individual has harmed or risked harm to a child or vulnerable adult, or may harm a child or vulnerable adult.

Since 12 October 2009, failure to refer information to the ISA without reasonable excuse is a criminal offence. For more information about the duty to refer, see the ISA Referral Guidance at [www.isa-gov.org.uk/Docs/SVGA2006\\_ISA\\_Referral\\_guidance\\_19-09-2009.pdf](http://www.isa-gov.org.uk/Docs/SVGA2006_ISA_Referral_guidance_19-09-2009.pdf).

**Q** *Where can I get more information about the VBS scheme?*

**A** You can visit the ISA website ([www.isa-gov.org.uk](http://www.isa-gov.org.uk)). This currently includes factsheets, FAQs, ISA referral guidance and guidance on the ISA decision-making process. Information

is also available on the CRB's website at [www.crb.gov.uk](http://www.crb.gov.uk).

These questions and answers on vetting and barring were produced in consultation with Bates Wells & Braithwaite London LLP ([www.bateswells.co.uk](http://www.bateswells.co.uk)). Our contact there is Dinah Tuck (email [d.tuck@bwbllp.com](mailto:d.tuck@bwbllp.com), tel: 020 7551 7749).

## Local Safeguarding Children Boards

Local Safeguarding Children Boards (LSCBs) came into existence following the death of Victoria Climbié and the subsequent inquiry and report by Lord Laming in 2003. The Children Act 2004 required each local authority throughout England and Wales to establish an LSCB. The Act places specific obligations on a range of agencies to co-operate in the operation of LSCBs in ensuring the safeguarding of children and the promotion of their welfare and well-being by working together in partnership.

The work of LSCBs is part of the wider context of children's trust arrangements that aim to improve the overall well-being of all children in a local area, as defined in the government's Every Child Matters agenda, which aims to enable children to:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being.

Your local LSCB will provide a programme of training on a wide range of child protection and safety issues. It will also run regular accredited courses for your designated safeguarding officers. At least one person in your organisation or supplementary school should be trained by the LSCB and should be fully aware of the local authority and legal requirements on the safeguarding of children. Most, if not all, of this training will be free of charge to local voluntary and community organisations working in the local authority area. You may be charged a deposit to ensure that you

attend the training, but this will be returned to you when you complete the session.

Many LSCBs also produce a termly newsletter which gives information about local events, training, key contacts and sometimes funding opportunities. Make sure that you sign up to receive this.

The easiest way to find your relevant LSCB is to enter LSCB and the name of your county or borough into a web search engine such as Google. For London LSCBs, you can go to the website of the London Safeguarding Children Board ([www.londonscb.gov.uk](http://www.londonscb.gov.uk)), which gives a list for each of the 32 LSCBs serving London boroughs, with named contacts.

### The Child Abuse Investigation Command

The Child Abuse Investigation Command of the Metropolitan Police investigates a variety of crimes against children. It works in partnership with colleagues from other agencies, in fields such as social care, health and education, to reduce the risk of harm to children and young people throughout London.

There are nineteen Child Abuse Investigation Teams covering the 32 London boroughs. These teams investigate allegations of abuse against children under 18 years of age, involving family members, carers or people in a position of trust. This includes allegations of physical abuse, sexual abuse, emotional abuse and neglect. The Met has specially trained officers to support young people in a child-friendly environment.

The command also has a range of specialist teams involved in other areas of child abuse investigation. This includes dealing with child homicides, online grooming, child

### Resources

The DCSF has produced a useful booklet *Guidance for safer working practice for adults who work with children and young people*. This is intended to support the work of Local Authority Designated Officers (LADOs) and the safeguarding teams of local councils. It gives information about government regulations on the safeguarding of children. It can be downloaded in Word format from [www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00311](http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00311).

As well as a LADO and/or a safeguarding team, each local authority will have a Local Safeguarding Children Board (LSCB) (see page 9).

#### Positively safe: a practical guide to safeguarding

This guide is very practical, just as it says, with chapters on child protection, risk assessment and the recruitment, supervision and training of staff. You can use it to support your organisation's development and help establish the good practice that is needed to achieve quality standards – including those in the Quality Framework for Supplementary Schools.

Each chapter contains a checklist to help you match your organisation's existing procedures with best practice. There are also lots of useful contact details of specialist organisations that can provide you with free information and support to meet the safeguarding requirements.

The National Resource Centre is currently piloting some safeguarding training for supplementary schools, making use of this guide, in order to help schools build safeguarding into every area of their organisational development.

You can download the booklet free of charge from [www.safenetwork.org.uk](http://www.safenetwork.org.uk) or order it from Children England (020 7833 3319 or [info@childrenengland.org.uk](mailto:info@childrenengland.org.uk)).



trafficking and the manufacture and distribution of indecent images of children.

The Partnership Team works closely with partner agencies and charities to build links with London's diverse communities, and to increase opportunities for them to contribute towards safeguarding children.

For more information about the work of the Met Police Child Abuse Investigation Command, visit: [www.met.police.uk/scd/specialist\\_units/child\\_abuse.htm](http://www.met.police.uk/scd/specialist_units/child_abuse.htm) or look at the Met Police page on YouTube: [www.youtube.com/metpoliceservice](http://www.youtube.com/metpoliceservice).

Each police service in the UK has

its own version of child protection teams (with various titles). In the main, these have the same remit as that of the Metropolitan Police Service. You should contact your local police to find out who their child protection teams are, if you need this service.

The Met Partnership Team sometimes gives advice to other police services on specialist projects such as Project Azure (female genital mutilation), Project Violet (children abused because of a belief in spirit possession) and Project Ocean (faith and supplementary schools).

**The information in this Know-how was correct at the time of going to press. Please check with your NRC Regional Strategic Adviser or local authority children's team for any updates.**



## BBC Children in Need

**BBC Children in Need's fundraising event in November 2009 marked its 30th anniversary. Its mission is to 'positively change the lives of disadvantaged children and young people in the UK'. Here staff from BBC Children in Need outline what grants are available and how to apply.**

Every year the public entrusts us with millions of pounds – our commitment is to distribute that money in a way that assists organisations all over the UK that work with children and young people to enable them overcome specific disadvantage in their lives.

In 2009 BBC Children in Need awarded over £25 million throughout England, to projects including:

- a youth club in a deprived area, where young people can create music and videos and have a safe place to meet
- play opportunities for children in a refuge, to enable them to have fun, learn, develop, and come to terms with their experiences
- supplementary and after-school activities to support disadvantaged children
- sports and leisure activities and trips out for children with visual impairments.

**Who we fund:** you can apply if you are a not-for-profit group working to make a positive difference to the lives of disadvantaged children and young people aged 18 or younger. The disadvantage that the children experience must fit with one or more of our criteria for disadvantage:

- poverty or deprivation
- disability
- behavioural or psychological difficulties
- illness, distress, abuse or neglect.

Your organisation must have:

- a governing document
- a management committee
- a bank account with at least two unrelated signatories
- a set of annual accounts
- a written child protection policy.

**Small Grants – making a big difference in your area:** for 2010 we have launched a Small Grants programme for grants of up to

£10,000 a year for one to three years. We know that there are thousands of organisations doing fantastic work in their local communities, which could put a small grant from BBC Children in Need to excellent use. If you have never considered applying to BBC Children in Need before, the Small Grants programme could be the ideal first step for your organisation.

There is support available throughout the application process via our website, from the dedicated helpdesk and from local staff, who are keen to hear from projects before they apply.

**When to apply:** there are four deadlines in the course of a year: 15 January, 15 April, 15 July and 15 October. All applications must be submitted online and we encourage you to apply in advance of the deadline.

**What we fund:** applications can be to cover anything from the cost of activities or equipment, to capital costs, salaries or volunteers' expenses – you define your needs. We fund a wide range of projects and services, including after-school clubs, sports, arts activities, youth clubs and play schemes.

### Tips for making a stronger application

- Read the guidance notes on our website to ensure that your organisation and your project are eligible.
- Many applications are not successful because they have not attached all the required information – see our website for full details of what we require.
- Ensure that your application focuses on achieving specific outcomes and on making a difference for disadvantaged children and young people.

### Further help and information

All the application materials, additional information and guidance are available on our website at [www.bbc.co.uk/pudsey/grants/apply\\_smallgrant](http://www.bbc.co.uk/pudsey/grants/apply_smallgrant).

You can speak to us before you apply – call our helpdesk on 0208 567 7788 or email us at [pudsey@bbc.co.uk](mailto:pudsey@bbc.co.uk), or contact your local regional office:

**Central: 0121 567 6707**

**London and South East:  
020 7557 0382**

**North: 0161 244 3439**

**South West: 0117 974 6600.**

### Our Languages wins award

On 11 November 2009, the Our Languages project was presented with the prestigious Threlford Memorial Cup for the work it has done to raise the profile of the learning of community languages. The cup, awarded by the Institute of Linguists Educational Trust, was given to the Our Languages project team in recognition of how the project has successfully built sustainable partnerships between mainstream and complementary schools for the teaching of community languages.

Sarah Cartwright, Consortium Programme Manager of the Our Languages project, was delighted to accept the award. She said: 'This award recognises the achievement of all the Our Languages team: partner organisations, school clusters and members of the advisory group, who have worked together over two years to promote the teaching and learning of community languages. But it also endorses the commitment of thousands of parents across the country in the complementary sector that support the bilingual education of their children. This diversity enriches us all.'



## Thumbs up for the Quality Framework

**The NRC is keen to discover how useful supplementary schools are finding the Quality Framework (QF). So we've been asking a selection of people for their views – both those in schools who are directly involved in implementing the Framework, and those in the public and voluntary sector who support schools in putting together their portfolios. Here's what some of our contacts in Yorkshire told us.**

The overwhelming message from all those we spoke to was how useful schools have found it to have clear information about all the paperwork and systems that they need to put in place, so that they can comply with legal requirements, gain the confidence of the community that they serve, and demonstrate to potential funders that they are credible organisations.

Dr Sharif Al-Ghazal of the Bradford Arabic School, which recently gained the Gold Award, told us: 'It's opened our eyes to what we should be doing. Regardless of the award itself, it's important for schools to know what is required.' His observation that volunteers running supplementary schools may not have previous experience of setting up an organisation, and will therefore need clear guidance, was echoed by Mr Onis Mallal of Al-Haadiyah in Leeds. Mr Mallal felt that Al-Haadiyah, which has only recently begun working towards an award, had already benefited from the structure and focus which the Framework had given. 'It's helped us identify what roles are needed on the management committee,' he said, 'and made us realise how important it is to make sure that everything is properly documented. We've now got clear role descriptions and feel that we are putting things on a much more professional basis.'

Other areas in which schools felt they had benefited from the Framework included policies on safeguarding children, putting CRB checks in place, health and safety procedures, financial systems, insurance liability, off-site policies, and lesson plans and targets.

Schools explained to us how they were embedding the lessons of the QF into the everyday life of the school. Dr Wuhu Feng, Chairman of

Leeds Community Mandarin Chinese School (LCMCS), which gained the National Excellence Awards for Supplementary Schools in 2008 and is currently awaiting the outcome of its submission for a Bronze Award, said: 'The areas covered by the Framework are on the agendas of our management committee meetings on an ongoing basis. Now we can use these headings for the future planning of our school.'

### From paperwork to partnership

Dr Al-Ghazal spoke of the 'learning curve' that his school had been through in the process of gaining the various levels of award, moving on from 'getting the paperwork right' to less tangible, but equally important, areas of achievement, such as encouraging the involvement of parents and children, and building partnerships with mainstream schools. 'Sharing experiences with mainstream schools has really helped us, and it has brought benefits to the mainstream schools as well – four local schools now teach Arabic at Key Stage 2, for which we provide the teachers. Without the Framework we wouldn't have pushed ourselves towards this', he said.

It was interesting to hear the viewpoints of people providing external support for supplementary schools. Carol Gatewood is based at Archway, a voluntary, community and faith sector organisation in Leeds that provides work on capacity building with young people aged 5 to 13 years. She has trained as a mentor and is currently working to help ACCESS, a supplementary school for African-Caribbean children, to put policies and procedures into place in order to comply with the Framework. One of the aims of the Voluntary Youth Sector Development team, Carol says, is to support this

school through the QF process, so as to give other schools an idea of how it works, and to show them what the benefits are.

### 'We want to show them it can be done'

'Some schools are a bit daunted and worry that it's going to be a lot of work,' she told us. 'So we want to show them it can be done – and to stress that a lot of what's in the Framework is stuff they ought to be doing anyway. This is just putting it all into a systematic context. When they achieve an award, this demonstrates to them, and to others, that they are doing good work.'

Jani Rashid of Education Bradford explained that, as Head of Diversity and Cohesion, he has responsibility for the strategic overview of its work with supplementary schools. Education Bradford agrees on priorities for its work with supplementary schools on a regular basis; promotes collaboration between supplementary schools and mainstream schools; and provides training on effectiveness in teaching languages and on capacity building.

As part of Education Bradford's plans for supporting supplementary schools, it has embarked on the QF process. This has been piloted in a number of schools, with one school (Bradford Arabic School) gaining a Gold Award, and another four schools currently developing their portfolios.

'The QF plays an important role in promoting community cohesion – recognising the contribution that supplementary schools make helps to "mainstream" their work, as users benefit from their openness and transparency. While they are voluntary organisations, they are seen as professional,' Jani Rashid said.

## Benefits of the QF

He is keen to get more schools in Bradford involved in the process – he believes that it has great value in developing the capacity of those running the schools for supporting children's learning. Education Bradford is aiming to train a number of mentors to help more schools gain awards. The manager and four co-ordinators of the Open Madressa Network have already trained as mentors, and will support other supplementary schools also.

Jani believes that the main benefits of the QF are that it:

- helps organisations to make sure that they have the necessary policies and procedures in place, especially procedures for child protection and safeguarding children
- encourages them to keep effective records of children regarding learning, assessment and the monitoring of progress
- helps them to manage their finances
- gives them a tremendous amount of confidence.

This last point was also mentioned by others – here's what Dr Al-Ghazal said: 'The effect of going through this process and of gaining the award has been extremely positive. It has raised the self-esteem of everyone at the school – there's a feeling that "We've done it! We've met the challenge." '

## How to get involved

Supplementary schools that are not yet working towards QF awards, and that would like to take up this challenge, or just find out more about the Framework, should contact their Regional Strategic Adviser:

- in the north west: Gill Morris – [gill.morris@continyou.org.uk](mailto:gill.morris@continyou.org.uk)
- in Yorkshire, Humberside and the north east: Wesley Wu – [wesley.wu@continyou.org.uk](mailto:wesley.wu@continyou.org.uk)
- in central England: Claire Arthur – [claire.arthur@continyou.org.uk](mailto:claire.arthur@continyou.org.uk)
- in the south and east of England: Pascale Vassie – [pascale.vassie@continyou.org.uk](mailto:pascale.vassie@continyou.org.uk)

Alternatively, you can ring the NRC's London office on 020 7587 5080.

# Bullet!n Support

## Spotlight on NCVO

Have you taken advantage of NCVO's free help and support?

As part of membership of the NRC, supplementary schools also get free community membership of the National Council for Voluntary Organisations (NCVO). Here we take a look at some of the ways that NCVO can help you, and see how small voluntary groups are already benefiting from NCVO membership.

NCVO is the largest umbrella body for voluntary organisations in England. It helps its 7,500 members by providing a wide range of specialised information and support services, as well as representing them to government and policy makers.

One of the key reasons that organisations join NCVO is to get specific, relevant information – from email briefings on topics such as ICT, funding, and governance, to the wealth of tips and advice on the website [www.ncvo-vol.org.uk](http://www.ncvo-vol.org.uk). These services, in addition to the freephone HelpDesk for members, will guide you through what can be a maze of information and form filling.

## Get free advice on funding and legal matters

One new project that NCVO has launched this year, which all schools, regardless of their size and experience, should be using, is the Funding Central website [www.fundingcentral.org.uk](http://www.fundingcentral.org.uk). This is a free website that gives details of over 4,000 grants, loans and contracts for the whole of the voluntary sector. It will provide you with access to thousands of funding and finance opportunities, plus a wealth of tools and resources to support you.

In addition, all NRC/NCVO members have access to the free 'email legal surgery,' provided by LawWorks. If you have a legal query or just need some clarity on your current procedures, simply send your query by email and an experienced lawyer will provide you with free advice. You can do this by logging on to the NCVO's website

and going to the page [www.ncvo-vol.org.uk/members/your-services-lawworks](http://www.ncvo-vol.org.uk/members/your-services-lawworks).

## Discounts on services

As a member of NCVO, you can also take advantage of a large number of discounted services that will help you and your school become more efficient. Over 3,000 NCVO members have taken up discounts on products and services, including up to 80 per cent on computer software, and 40 per cent on phone bills, accountancy, insurance and pension services. As Jill Howes from MOSAIC Black and Mixed Parentage Family Group explains, 'NCVO membership has been excellent value for us as a small and growing organisation. We have secured low-cost IT resources and benefited from a ready advice line on governance issues.'

## NCVO supports the smallest of organisations

Over a third of NCVO members are small, local-based groups with annual incomes of less than £10,000. The effect of joining NCVO and gaining that national awareness can be dramatic. Mary Green from the Three Rivers Council for Voluntary Service sums it up: 'NCVO is a great friend and a great resource for the voluntary sector.'



ncvo

Join the NRC and NCVO for free today

Join for free online today at [www.continyou.org.uk/nrcmembers](http://www.continyou.org.uk/nrcmembers).

For more information on NCVO, visit [www.ncvo-vol.org.uk/NRC](http://www.ncvo-vol.org.uk/NRC), email [membership@ncvo-vol.org.uk](mailto:membership@ncvo-vol.org.uk) or phone 020 7520 2414.

## AFD Supplementary School thrives

**We report on the success of the AFD Supplementary School, which has recently expanded both in numbers and in its remit, and is developing its work in interesting ways.**

AFD Supplementary School started in 2005, following the community needs assessment carried out by African Future Development (AFD). The supplementary school helps children improve their school attainments and overcome educational barriers. It encourages children, particularly those newly arrived in Britain, to interact with others, develop their communication skills and make friends.

Through the hard work of motivated staff and volunteers led by the School Co-ordinator, Belvien Tankala, the school has gone from strength to strength. From seventeen pupils and three members of the teaching team in 2005, the school has grown, so that it now teaches 92 children aged between 5 and 16 every week with four sessional teachers and sixteen active

volunteers. It focuses on the core curriculum subjects of English, mathematics and science, as well as individual learning and homework support.

Run on Saturdays from community centre premises, the school was previously open to black African children from refugee and asylum-seeking families in the London borough of Newham. It has become so popular that its remit has been broadened to include children from other minority ethnic communities and living in other boroughs of east London.

Classes are run in a friendly and supportive learning environment. The learners' needs are assessed when they first attend the supplementary school, and the children are placed within their particular age and ability group. Children are encouraged to

support each other and to volunteer, once they are over 16 years old.

### Mentoring, celebrating and consulting

AFD provides mentoring sessions to young people to help them with getting back to education, choosing GCSE subjects, planning and continuing their education after the age of 16, and gaining access to other relevant services that are available to them. It also encourages parents and carers to get involved in their children's education and development, and builds bridges between parents and children. To help parents and guardians support their children effectively, the school offers them basic numeracy, literacy and IT/computer classes, as well as information and referrals to training providers and local youth activities.

AFD runs an achievement award programme developed and funded by the Jack Petchey Foundation. The programme offers awards to young people aged 11 to 25 for their contribution to the supplementary school as a student or volunteer. The winners are chosen by other young people involved in the school. As part of the award, they receive a sum of money to spend on the project, and can decide how this is spent.

The school regularly consults children, parents and guardians to find out how effective it is and what impact it is having on children's education and social development. The school is delighted to report that more than 80 per cent of the children attending the school last year improved their achievement levels compared with the levels expected from the initial assessment at the beginning of the academic year.

### Policies and funding

The school has all the necessary policies and procedures in place. All staff and volunteers have been CRB





checked, and are well supervised by the management. They undertaken training, both through external training sessions – mainly those run by the NRC – and through in-house training delivered by Dr Tozun Issa from London Metropolitan University. AFD Supplementary School currently holds the Bronze Award of the Quality Framework for Supplementary Schools. It has been working towards the next level and is waiting for a recognition meeting for this.

Funding for the supplementary school comes through grants from foundations and trusts: the Ernest Cook Trust, the Garfield Weston Foundation, Go For It Grants (London Borough of Newham), Help a London Child, the Jack Petchey Foundation, the Paul Hamlyn Foundation, the Trusthouse Charitable Foundation, Trust for London and the Yapp Charitable Trust. The school also receives a small amount of money from fees paid by parents and guardians, as well as donations in cash from individuals and gifts in kind, such as educational books from Essex Primary School.

## Links with local children's services

The school works with the Ethnic Minority Achievement Team at Newham Children and Young People's Services, which helps it link with mainstream schools. The School Co-ordinator sits on the Newham Refugee Education Forum, along with local schools and other education organisations and agencies. In March 2009, he was member of a panel that raised issues affecting African pupils from the Republic of Congo (Congo Brazzaville) and the Democratic Republic of Congo (Congo Kinshasa) and answered questions on these issues.

The school is keen to build working partnerships with local schools, and would be delighted if schools in the area would get in touch.

To find out more about AFD Supplementary School, visit [www.afdevelopment.org](http://www.afdevelopment.org) or contact Mr Belvien Tankala by ringing 020 8478 0001 or emailing [info@afdevelopment.org](mailto:info@afdevelopment.org).

# Financial help from CAF

**Due to the economic crisis, many supplementary schools, like many other small charities, are having to make tough financial decisions and to increase their fundraising activity. Here's some information about the help that's available from the Charities Aid Foundation (CAF).**

Restrictions of time and money mean that you probably can't always do as much as you'd like to enable your school to help as many children as possible. But there are ways you can cut down on costs and increase your fundraising for little extra work.

CAF, a registered charity, exists to help other charities with financial issues and to create a culture of giving in the UK. Last year it distributed over £370 million to charities from individuals and companies, and it currently manages over £1 billion of funds from 15,000 mainly small and medium-sized charities with its subsidiary, CAF Bank.

CAF can help supplementary schools in a number of ways. Last year, its banking subsidiary saved the charitable sector over £22 million. Charities are attracted to CAF Bank because of its charitable ethos. Because it has no shareholders to take profits out of the business, it can offer some of the lowest charges around.

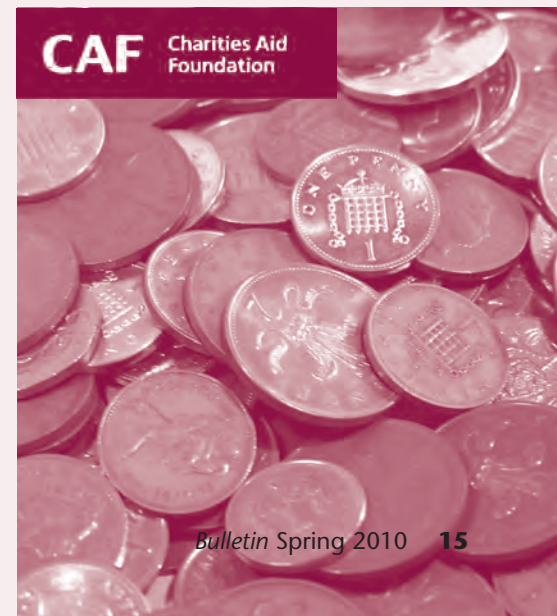
In addition to this, it is able to offer supplementary schools a personalised service for both current and savings accounts, and in most instances it will provide these free of charge. As with an ordinary bank, charities can pay by cheque or can access their account online.

If your supplementary school is funded or part-funded through donations, then you may need help in increasing the value of these gifts. One of the ways you can do this is through Gift Aid, which is a government scheme that returns the tax on donations made to charity by individuals. This means that for every pound donated, 28p extra is added

by the government. CAF's research suggests that each year charities across the country are missing out on an estimated £750 million of unclaimed Gift Aid.

CAF's fundraising support team can take the hassle out of claiming Gift Aid on donations to your organisation. In these tough economic times, this is money which supplementary schools would be missing out on. Last year, CAF managed around £23 million worth of donations on behalf of charities. You don't need to be registered with the Charity Commission to receive its help. In fact, CAF's services are specifically tailored for small organisations such as yours, and it only takes a small fee to cover its running costs. In addition to this, if you have a website, it can offer an online donation system to help you.

For more information about CAF Bank or its fundraising support, ring 03000 123 000 (calls will cost no more than a national call) or visit the website: [www.cafonline.org](http://www.cafonline.org) where you can also sign up for a free listing on CAF's charity search engine.



## The Islam and Citizenship Education project

**Kalid Mahmood outlines the process that the Islam and Citizenship Education (ICE) project has gone through to develop a curriculum on citizenship, using an Islamic perspective.**

The School Development Support Agency (SDSA) has been running the ICE project since January 2008. The project is funded by the Department for Children, Schools and Families and the Department for Communities and Local Government. Its aims are to:

- educate pupils aged 7 to 14 (at Key Stages 2 and 3), about Islamic traditions and values, and about their roles and responsibilities in society as good Muslims
- promote citizenship education in madressahs, and in independent and voluntary-aided Muslim schools, by developing resources and materials for teachers and pupils
- pull together and build upon the existing work done by many British Muslim communities in teaching citizenship education
- develop suitable materials which could be easily adapted for mainstream schools to use, if they wished to relate Islamic values to the citizenship curriculum.

The SDSA set up an Advisory Board representing various Islamic schools of thought as well as professional educationalists. The representation from leading organisations included the Muslim Council of Britain (MCB), the British Muslim Forum (BMF), the Mosques and Imams National Advisory Board (MINAB), the Sufi Muslim Council (SMC), the Al-Khoei Foundation, the Alullbayt Foundation, Building Bridges Pendle, the Karimia Institute, the Al-Mehdi Institute, Nida Trust, the National

Muslim Women Advisory Group, QED Bradford, ContinYou and the Citizenship Foundation. Some independent educational consultants were also part of the Advisory Board. The purpose of this board was to provide guidance on the resources the project was intending to develop and the methodologies it would use.

All the resources that the SDSA developed were reviewed by the Advisory Board and then put forward to a small Validation Board, consisting of Islamic scholars. This looked at the context of the Islamic guidance used in various lesson plans and advised on their suitability. Once the materials had been validated, they were trialled in 30 madressahs in Leicester, London, Bristol, Bradford, Kirklees, Oldham and Rochdale. The madressah teachers were trained to use the lesson plans and give feedback on them to the project team. After the trials were completed, the project team reviewed all resources in the light of the feedback received and edited the materials accordingly. Once again, all edited materials were presented to the Validation Board. Once they had been approved, the materials were put online for wider use.

In addition to the Advisory Board and the Validation Board, special thanks are due to the Nasiha Project, Tide~ (Teachers in development education) and the Citizenship Foundation, all of which provided valuable insights, and upon whose work the project has gratefully built. The SDSA is particularly grateful to Building Bridges Pendle, which kindly allowed us to use and adapt some of

their truly pioneering materials. The project has developed 50 lesson plans, 25 for KS2 and 25 for KS3. These lessons can be categorised into four clusters:

- Cluster 1: The skills of citizenship and Islamic enquiry
- Cluster 2: Rights and responsibilities
- Cluster 3: Identity and diversity
- Cluster 4: Democracy and justice.

Topics covered include:

- What is citizenship?
- Resolving conflict
- Community cohesion
- Living in a multifaith society
- Being a British Muslim
- Islam and the environment
- Equality issues: roles of men and women
- Dealing with racism and bullying
- Good Muslim, good citizen.

All the materials developed are now available online and can be downloaded from [www.theiceproject.com](http://www.theiceproject.com).

In summary, the ICE project:

- aims to teach citizenship using an Islamic perspective
- is based on the national curriculum programmes of study on citizenship that UK schools use, with Islamic guidance
- has developed 50 lesson plans and activity sheets for Key Stages 2 and 3
- has worked with Islamic scholars and professional educationalists in developing and validating resources
- believes that citizenship and Islamic values are broadly compatible
- believes that to be a good Muslim is to be a good citizen.