



Policy Document:	Alternative Education Provision
Schools Lead Member of Staff:	Head Teacher
Lead Governors (monitoring):	Full Governors
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Purpose:	How CFS safeguard pupils who attend alternative education provision

Chair of Governors signature:

A handwritten signature in black ink, appearing to read 'G. Milling', with a large, stylized flourish at the end.

Safeguarding procedures for Alternative Educational Provision (AEPs)

Change log (December 2025 revision)

- Updated for KCSIE 2025 and Working Together 2023.
- Introduced clear Roles and Responsibilities section
- Broadened Section 4 to include flexi-schooling, reduced timetables, and enrichment activities.
- Introduced proportionate expectations for short-term or low-risk providers.
- Clarified that Heads of any phase of the School, not solely Head of Upper School, are involved in planning and approving AEPs.
- Embedded DSL oversight and CPOMS recording across all types of provision.
- Strengthened **governance accountability** and monitoring requirements.
- Appendices provide safety and quality assurance checklist, attendance and communication actions, and a template AEP agreement form.

ALTERNATIVE EDUCATIONAL PROVISION (AEP) POLICY

1. Purpose and scope

This procedure outlines how Christian Fellowship School (CFS) safeguards pupils who attend Alternative Educational Provision (AEP). It ensures compliance with:

- Keeping Children Safe in Education (KCSIE 2025)
- Working Together to Safeguard Children (2023)
- The Education Act 2002 (Sections 157 and 175)
- Independent School Standards (2019)
- School's Safeguarding Policy (2025)

It applies to all pupils attending part-time or full-time AEP placements commissioned or agreed by the school, whether on- or off-site, and to all staff involved in arranging, monitoring, or visiting AEP providers.

2. Safeguarding principles

- The safeguarding and welfare of CFS pupils **remains the responsibility of the school** while attending AEP.
- All AEP providers must meet appropriate safeguarding standards as set out in *KCSIE 2025*.
- The **DSL must be satisfied** that every provider has suitable arrangements for safeguarding, staff conduct, and safer recruitment.
- Proportionate checks will be made depending on whether the AEP is a **registered educational provider** or a **smaller activity-based provider**.

3. Roles and responsibilities

Governing body: Provides strategic oversight; ensures compliance with KCSIE paras. 187–190; reviews monitoring reports and QA evidence.

Headteacher: Overall accountability for safeguarding and risk management of AEP placements; ensures compliance with DfE and KCSIE 2025; approves all placements.

Designated Safeguarding Lead (DSL) : Conducts and records due-diligence checks; confirms safeguarding compliance; maintains communication with AEP safeguarding leads; ensures safeguarding incidents are recorded on CPOMS.

Deputy DSLs: Support the DSL with checks, monitoring, and safeguarding responses.

SENDCo: Ensures placements meet educational and SEND needs; contributes to risk assessments and reviews.

Parents/Carers: Attend pre-placement visits, arrange transport, and report concerns promptly.

AEP Providers: Maintain appropriate safeguarding and safer recruitment practices; share attendance data and safeguarding information promptly.

4. Pre-placement procedures

Alternative Educational Provision (AEP) may be arranged for a variety of reasons, including but not limited to:

- part of a flexi-schooling agreement with parents or another setting;
- a reduced or personalised timetable as part of a reintegration, medical or wellbeing plan
- an enrichment or vocational opportunity to complement the pupil's curriculum; or
- a short-term intervention to support attendance, engagement or behaviour
- a co-curricular or enrichment activity (e.g. trampolining, performing arts, or outdoor learning) delivered by an external provider.

Regardless of purpose or duration, the school retains overall safeguarding responsibility for the pupil.

4.1 Planning and authorisation

Before any placement begins, the following must occur in proportion to the nature and length of the arrangement:

1. Planning Meeting

- Convened by the appropriate Head of School, with the DSL, SENDCo (if relevant), parents/carers and, where appropriate, the pupil.
- Establishes the educational purpose, safeguarding and welfare considerations, communication lines, and review arrangements..

2. Safeguarding and quality assurance checks

The DSL completes the *AEP Safeguarding and Quality Assurance Checklist*. Evidence required is **proportionate** to the activity:

- For formal or ongoing placements, full written assurance as set out in Section 5.
- For short-term or low-risk activities, confirmation of DBS status, safeguarding awareness, insurance and supervision arrangements is sufficient.

3. Site visit and risk assessment

- For extended placements, a site visit will be carried out to confirm safety, welfare and suitability.
- For short, low-risk sessions (e.g. weekly external sports coaching), risk assessments may rely on provider documentation, insurance evidence and prior experience.

4. Written agreement

For formal placements, a written agreement signed by the Headteacher (or delegate) and provider will specify:

- safeguarding and reporting expectations
- attendance and communication protocols
- curriculum and pastoral support
- review and termination arrangements.

For short-duration activities, a simplified confirmation is acceptable, provided it outlines:

- supervising adults and their DBS checks
- emergency and first-aid arrangements
- safeguarding contact details
- a clear reporting route to the CFS DSL.

5. Record keeping

All documentation (planning notes, risk assessments, and provider assurances) are stored on the pupil's safeguarding file and referenced on CPOMS.

The DSL maintains a register of all external provision for audit and monitoring.

4.2 Proportionality principle

The extent of checks and documentation depends on:

- the length and frequency of the placement
- the degree of pupil contact and whether it constitutes *regulated activity*
- the risk level of the environment
- the vulnerability of the pupil involved.

Where activities are short, supervised by CFS staff, or hosted by well-regulated community organisations (e.g. local sports centres), full written agreements are unnecessary, but appropriate due diligence must still be recorded.

5. Safeguarding assurance and pre-placement checks

The DSL ensures safeguarding standards are verified and recorded before placement.

All Providers

The DSL obtains written confirmation that:

- Staff working with CFS pupils hold enhanced DBS checks (with barred list checks where appropriate)
- A Designated Safeguarding Lead is identified at the AEP
- Staff have current safeguarding training consistent with *KCSIE 2025*
- The provider has a child protection policy, staff code of conduct, and safe working practices.
- Premises meet health, safety and insurance requirements.

Registered Educational Providers (e.g. colleges, independent training centres, registered alternative providers)

The DSL obtains assurance that the provider:

- Maintains a Single Central Record (SCR)
- Conducts all DfE pre-employment checks (identity, DBS, barred list, qualifications, right to work)
- Has at least one staff member trained in safer recruitment
- Is compliant with any Local Authority Section 175/157 audit findings.

Unregistered or activity-based providers (e.g. sports, arts, vocational or community activities)

The DSL adopts a proportionate approach. The provider is not required to maintain an SCR but must confirm:

- All staff in contact with pupils hold enhanced DBS certificates
- Staff have completed basic safeguarding training
- There are clear supervision and vetting arrangements
- A named safeguarding contact and reporting route are in place.

Where deficiencies are identified, the placement does not commence until rectified.

6. Attendance and Monitoring

For **formal AEP placements**, the provider shares daily attendance information with the school.

For **short-term or enrichment activities**, the school records attendance before departure. The provider is only required to notify the school immediately if:

- a pupil does not arrive as expected
- a pupil leaves early or there is a welfare concern.

This ensures the school maintains oversight of pupils' whereabouts while avoiding unnecessary administrative reporting.

7. Ongoing oversight and quality assurance

- Regular visits to monitor safety, curriculum quality, and welfare.
- Feedback from pupils and parents informs evaluation.
- Safeguarding concerns are immediately reported to the DSL and recorded on CPOMS.
- The DSL ensures appropriate multi-agency involvement in line with *Working Together 2023*.
- Governors review monitoring reports as part of safeguarding oversight.

8. Governance and Assurance

Governors' oversight evidences that:

- Provider registration and safeguarding compliance are verified
- Pupils' progress, wellbeing and personal development are supported
- Attendance, behaviour and outcomes are monitored
- Safeguarding incidents are managed correctly.

Records of scrutiny are retained in governing body minutes for inspection.

9. Guidance and policy framework

This procedure must be read alongside:

- CFS Safeguarding Policy (2025) – especially Section 26: Safeguarding children who attend alternative off-site provision
- Safer Recruitment Policy
- Behaviour and Discipline Policy
- Trips and Off-Site Visits Policy
- School Improvement Liverpool Safeguarding Handbook (2025–26)
- KCSIE 2025 and Working Together 2023

10. Appendices

- Appendix A: AEP safeguarding and quality assurance checklist
- Appendix B: Attendance and communication flowchart
- Appendix C: Template AEP Agreement Form

Appendix A: AEP Safeguarding and quality assurance checklist

(To be completed and retained by the DSL before any placement begins.

Standard / Expectation	Required Evidence	Applies To	Evidence Seen /Date	DSL Notes
1. Rationale for placement clearly recorded; purpose agreed with parents and pupil.	Planning meeting notes / Flexi-School or Reduced Timetable Agreement.	All		
2. Placement approved by appropriate Head of School and DSL.	Signed record of authorisation.	All		
3. Provider's safeguarding and child protection policy reviewed.	Copy held on file or online link confirmed current (within 12 months).	All		
4. Provider has a Designated Safeguarding Lead and clear reporting route.	DSL name and contact details provided.	All		
5. All staff in regular contact with pupils hold enhanced DBS certificates (barred list check where appropriate).	Written confirmation from provider.	All		
6. Provider confirms regular safeguarding training for all staff.	Copy or written statement of compliance with <i>KCSIE 2025</i> .	All		

7. For registered educational providers, a Single Central Record (SCR) is maintained and all DfE pre-employment checks completed.	Written confirmation or assurance letter.	Registered providers only		
8. For activity-based or short-term providers, confirmation of DBS vetting, supervision, and basic safeguarding awareness.	Provider statement / evidence.	Short-term only		
9. Provider has public liability insurance and complies with health and safety requirements.	Copy of insurance certificate / risk assessment.	All		
10. Provider premises and supervision ratios are appropriate.	Site visit record or photographic evidence.	All		
11. Attendance and reporting arrangements agreed and documented.	Written agreement / communication protocol.	All		
12. Information-sharing agreement and consent recorded.	CPOMS reference / parental consent form.	All		
13. Review schedule established (minimum termly for longer-term placements).	Diary entry / monitoring plan.	All		
14. Pupil voice collected before and during placement.	Notes / survey / meeting record.	All		

15. Provider has responded to LA Section 175/157 audit (if applicable).	LA confirmation or provider declaration.	Registered providers only		
16. DSL satisfied that provision is suitable, safe, and in pupil's best interests.	DSL signature and date.	All		

DSL name:

Signature:

Date:

Head of School approval:

Headteacher (if required):

Appendix B: Attendance and communication actions

Purpose: To ensure that attendance and welfare monitoring for all pupils in alternative provision or external activities remains continuous and that safeguarding concerns are escalated without delay.

Daily Monitoring and Communication

Morning / session start

- AEP provider notes attendance and sends a register to school **by specified time** (typically by 10:00 a.m. for morning sessions).
- For short afternoon or weekly activities, the provider confirms attendance immediately after the session.

If a pupil is absent:

- Provider attempts to contact the pupil's parent/carer directly.
- If there is no response, the provider informs the CFS DSL or Attendance Officer immediately.
- The school marks the pupil as *absent (unauthorised)* until contact is made.

School action

- If there is no contact within the first hour, the school conducts a safe and well check (calls, home contact, or visit as appropriate).
- Persistent or unexplained absence triggers a DSL review and may be referred to the local authority / police if there are safeguarding concerns.

Safeguarding concerns raised by AEP provider

- Provider reports immediately to the CFS DSL via telephone and follows up in writing.
- DSL logs on CPOMS, takes action in line with *Safeguarding Policy (2025, Section 11–13)*, and notifies other agencies if required.

Ongoing Communication

- DSL maintains regular contact with provider safeguarding lead.
- Attendance data reviewed weekly; termly reports shared with governors.

Communication contacts:

Role	Name	Contact Details
CFS DSL		
Deputy DSL		
AEP Provider Safeguarding Lead		
Attendance Officer		

Appendix C: Template AEP Agreement form

(To be adapted for the nature of the arrangement — formal AEP or enrichment activity.)

Alternative Educational Provision Agreement

Between: Christian Fellowship School (CFS) and [Name of Provider]

Pupil Name:

Year Group:

Start Date:

Review Date:

Expected Duration:

1. Purpose of Placement

State rationale (e.g. flexi-schooling, reduced timetable, vocational enrichment, or short-term intervention):

2. Safeguarding and Welfare

The provider agrees to:

- Maintain a safe environment compliant with *KCSIE 2025* and local safeguarding procedure
- Ensure all adults working directly with pupils are subject to enhanced DBS checks and appropriate vetting.
- Identify a Designated Safeguarding Lead (DSL) and report any concerns immediately to the CFS DSL.
- Provide copies of the Safeguarding Policy, Code of Conduct, and Insurance Certificate to the school.
- Support **attendance monitoring** by reporting daily attendance or immediate confirmation after each session.

3. Educational and Pastoral Arrangements

Outline of learning or activity objectives

Supervision and staffing

Curriculum links or qualifications (if applicable)

SEND or pastoral support considerations

4. Communication and Reporting

Provider contact for day-to-day communication

CFS contact (DSL or Head of School)

Attendance reports submitted (*highlight frequency*)

- Daily
- Weekly
- After each session

Safeguarding concerns reported immediately by phone to the CFS DSL (followed by written record).

5. Health and Safety

- Risk assessment completed and reviewed by CFS: Yes / No
- Emergency procedures and first aid arrangements confirmed: Yes / No
- Insurance documentation provided (minimum £5m liability): Yes / No

6. Monitoring and Review

Placement will be reviewed (highlight applicable frequency):

- Half-termly
- Termly
- Other

Review to consider attendance, progress, safeguarding, and pupil/parent feedback.

7. Signatures

Role	Name	Signature	Date
CFS DSL			
CFS Head of School			
Provider Representative			
Parent/Carer			
Pupil (if appropriate)			

Copies retained by:

- School
- Provider
- Parent/Carer

Notes for Use

- For *short-term or enrichment activities*, a simplified version (Sections 2, 4, 5 and 7 only) may be used.
- For *formal or ongoing AEP placements*, all sections must be completed in full.
- All completed agreements to be logged on CPOMS and filed in the pupil's safeguarding record.