



Extended Schools Policy

Date of policy:	September 2015
Date last review adopted by governing body:	8 October 2018
Frequency of review:	3 years

1. Introduction

Extended schools encompass all activities which take place outside the normal school day. Extended schools' also include the wider support that we can offer to children and parents at Writtle Infant School.

Children who participate in extra activities can develop positive attitudes, gain enjoyment and build confidence and self-esteem. We aim to achieve the following through our extended schools provision at Writtle Infant School.

We aim to encourage and include as many children as possible to take part in extended school activities. We want all children to be given the opportunity to be part of a team, group or club where they can develop personally, socially and learn new skills.

2. Aims and objectives

- Children to participate and enjoy being part of a club of their choice.
- All children to be included and have access to clubs.
- Children with SEN are supported e.g., 1:1 adult support
- To co-ordinate and provide 'free' clubs where possible.
- To build relationships with other children and adults.
- Use a variety of club deliverers from within school and externally.
- Monitor how effective clubs are working.
- Seek funding where possible to help children who are disadvantaged.
- Seek alternative funding streams

3. Provision and providers

The Extended schools programme aims to deliver a varied choice of clubs and activities providing stimulating learning and enjoyment.

Children on free school meals or with social economic issues are considered and where possible, funding is available to support such cases.

Providers are selected carefully and a wide variety of clubs are offered. Often, providers work in school for more than one term. This is mainly due to demand or popularity of a particular club. It also builds up good links and relationships.

4. Extra-curricular activities

Part of the extended schools programme also works with local organisations. This develops good links and relationships within the community. Examples include Essex Cricket Club and All Saints' Church.

5. Charging

Please see charging policy.

6. Safeguarding

Extended Schools safeguards and promotes the welfare of the children who participate in clubs. It is recognised that there is a legal and ethical duty to promote the well-being of children involved in clubs and take appropriate action where we have concerns. Extended Schools follows the procedure and policy for safeguarding at Writtle Infant School. (See Child Protection policy).

Both internal and external deliverers are made aware of who the designated officer for safeguarding is at Writtle Infant School

7. DBS checks

Every deliverer has an up to date DBS check. A copy of all DBS checks is kept in school.

8. Health and safety

Extended Schools follow the Health and Safety procedures and work alongside the health and safety policy that is in place.

Where necessary, any health and safety issues that may occur during or in preparation of clubs are recorded and the appropriate measures are carried out.

9. Risk assessments

Each club's risk assessment is carried out by the Extended Schools co-ordinator prior to any club starting. External deliverers may also present their own risk assessment. All risk assessments are kept in a file in the head teacher's office. They are regularly reviewed and updated.

Deliverers are given a copy of the risk assessment before starting the club. Any concerns or incidents are reported back to the extended schools co-ordinator. These are then recorded and monitored closely.

10. Behaviour

Expectations are the same as during the school day. Clubs follow the behaviour guidelines as set in the school's behaviour policy. (see policy for details).

In some cases, unacceptable behaviour during a club session can result in a child missing a session. Behaviour is monitored by both the co-ordinator and deliverer. Issues or incidents are fed back regularly.

11. Equality statement

The governors and staff are committed to providing the full range of opportunities for all pupils regardless of gender, disability, and ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.