



Barrow CEVC Primary School

Inspire, Create, Discover, Together



Extended Schools' Policy

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| Originated by: | Helen Ashe |
| Reviewed by: | Nadine Fairweather |
| Review date: | January 2019 |
| Distributed to: | All staff, governors & volunteers |
| Distribution date: | February 2016 |
| Adopted at Governors' Meeting | |
| Signature of Chair of Governors: | |
| Next review date | Spring 2021 |

Extended Schools' Policy

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 Barrow.

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 Barrow.

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.

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 eg, 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

Childcare and Varied Menu of Activities

At Barrow Primary School we offer high quality wraparound childcare for school aged children, in the form of "Barrow Extra." This facility is staffed from 8am-8.50am and 3.20pm-6.00pm five days a week. "Barrow Extra" provides a variety of planned and child initiated activities, as well as specific 'themed nights' including cooking and swimming.

Our varied menu of activities include before, lunchtime and after school clubs, childcare provision, childminders and holiday clubs. In addition we signpost parent/Carer to Children's Information Services for further support.

We provide a range of services and support for parents which includes access to family support worker and family learning. We also provide support at key stages of transition when children start school in Early years and move on to the Middle School.

Provision and Providers

The Extended schools programme aims to deliver a varied choice of clubs and activities providing stimulating learning and enjoyment. Provision is made for all children across the school including Reception. Children on free school meals or with social economic issues are considered. Wherever possible, funding is made 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.

Role of the extended schools co-ordinator

- To facilitate the extended school and club provision.
- Research available provision for Barrow.
- Select appropriate provision and manage bookings.
- Manage providers, both internal and external providers.
- Timetable activities termly.
- Liaise with the school office, the organisation of letters and information.
- Meet regularly with admin to update records and data. Discuss applications and finance matters.
- Work and liaise with the Head Teacher on club opportunities and progress.
- Invite parents to watch and sometimes take part in sessions.
- Monitor clubs overall, looking at children with special educational needs, free school meals, attendance, boy/girl ratios.
- Comply with all insurance.
- Update and add to any data recorded.
- Actively promote clubs in the school environment through displays, newsletters and other means

Charging

Lunchtime clubs are generally free of charge. External providers charges may vary and payment is organised directly with them. The school makes every attempt to keep these costs to a minimum and makes no additional money from them.

Monitoring and Evaluation of Provision

To ensure good quality of the extended schools programme, regular feedback and monitoring is carried out.

- Yearly questionnaires with parent and pupils. Data from these questionnaires provide us with information to continue to improve our service.
- Termly feedback from internal and external deliverers on club sessions, learning, attendance and future programmes.
- Co-ordinator to monitor the quality of club sessions, given feedback where necessary.
- Monitoring of data collected from surveys, feedback and numbers of children attending and across the school.
- Meet regularly with staff to evaluate progress of individual children and the sessions as a whole

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 of Safeguarding at Barrow. (See Safeguarding policy)
Both internal and external deliverers are made aware of who the designated officer for safeguarding is at Barrow.

DBS Checks

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

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.

Premises

Areas of the school suitable for delivery of Extended Services and equipment will have updated Risk assessments and Health and safety checks.
Where appropriate a rental/lettings agreement will be agreed upon between outside agencies and the school.

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. Parents are frequently informed of any behavioural incidents. Positive behaviour is promoted, role modelled and fed back to parents, governors and the school.

Future

The future of extended schools is to continue a good and vibrant programme. The extended schools team always look to promote new initiatives, projects and ways in which to take the extended provision further and develop. Ideas and future projects are ongoing.

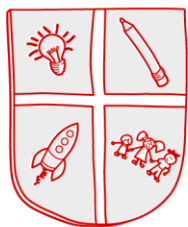
Links with outside agencies, local schools and contacts help provide and enrich the programmes Barrow offers. Clubs which are popular sometimes continue for more than one term, otherwise we feel it is essential to rotate and where possible, introduce new clubs.

The benefit for children at Barrow is that there is an opportunity to take part in clubs and other extended school projects. Children are also given chance to mix with other year groups as well as their own. Thorough data and monitoring it is important that all children at some stage during their time at Barrow are able to take part in the extended schools programme.

Community Use

The hall, swimming pool and grounds are available for community use. The hall is used by Rainbows, Brownies, Dance School, Sports clubs and Performing Arts. The grounds are used

by a local football camp. The swimming pool is available at weekends and during school holidays.



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EQUALITY IMPACT ASSESSMENT

| | | | | | | | |
|---|------------|--------------------|-----------------|-------------------------|------------------------|--------------------|--------------------|
| Part A :- SCREENING EIA | | | | | | | |
| General Information | | | | | | | |
| 1. Title of the policy or practice being assessed: | | | | | | | |
| Extended Schools Policy | | | | | | | |
| 2. Aim(s) of the policy or practice being assessed: | | | | | | | |
| <ul style="list-style-type: none"> ● The purpose of Barrow' Extended Schools policy is to: <ul style="list-style-type: none"> Outline role of extended schools co-ordinator. Outline process and procedures for extended schools provision. | | | | | | | |
| 3. Type of policy or practice being assessed: | | | | | | | |
| Existing | | | | Proposed | | | |
| | | | | | | | |
| 4. Name of person responsible: | | | | | | | |
| For the policy or practice | | | | For completing this EIA | | | |
| Miss Nadine Fairweather | | | | Miss Nadine Fairweather | | | |
| 5. Which members of our school community are affected/likely to be affected by the policy or practice? | | | | | | | |
| Pupils | Staff | Parents and carers | Governors | School volunteers | Visitors to the school | Other – | |
| | | | | | | | |
| 6. Does or could this policy have a negative impact on any of the following? | | | | | | | |
| Age | Disability | Gender | Gender identity | Pregnancy or maternity | Race | Religion or belief | Sexual orientation |
| X | X | X | X | X | X | X | X |
| Undertake a full EIA if any answer is 'yes' or 'not sure'. | | | | | | | |
| 7. Does or could this policy help promote equality for any of the following? | | | | | | | |
| Age | Disability | Gender | Gender identity | Pregnancy or maternity | Race | Religion or belief | Sexual orientation |
| | | | | | | | |

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| <i>Undertake a full EIA if any answer is 'no' or 'not sure'.</i> | | | | | | | |
| <i>Any adverse impacts are explored in Part B :- the Full Impact Assessment below.</i> | | | | | | | |

Part B :- FULL EIA

1. Identify the aims of the policy and how it is implemented.

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2. Assessment of impact (with regard to protected characteristics)

| Protected Characteristics | Assessment of impact | Consideration of alternative measures or adjustments. | Consulta |
|---------------------------|----------------------|---|----------|
| Age | | | |
| Disability | | | |
| Gender | | | |
| Gender identity | | | |
| Pregnancy or maternity | | | |
| Race | | | |
| Religion or belief | | | |
| Sexual orientation | | | |

3. Monitor for adverse impact in the future

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4. Publication of results of the impact assessment

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Part C :- EIA ACTION PLAN

Actions recommended as a result of this impact assessment.

| Issue/Objective | Action required | Lead person | Timescale | Resource implications |
|-----------------|-----------------|-------------|-----------|-----------------------|
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