



## Extra - Curricular Activities

Date	Review Date	Coordinator	Nominated Governor
May 2019	May 2022	TLR - Sport	Chair of Standards

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 2002
- Children's Act 2004
- Education Act 2005
- Equality Act 2010
- Education Act 2011

The following documentation is also related to this policy:

- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We understand extra-curricular activities are activities undertaken by pupils that fall outside the realm of the normal school curriculum.

We believe that children benefit considerably in many aspects of their overall development when they experience a wide range of extra-curricular activities. By providing them with these experiences we are encouraging our children to continue to pursue them into adult life. When taking part we want our children to have fun and enjoyment and the opportunity to build friendships and to work together cooperatively. All activities develop and re-enforce skills. All health and safety issues are dealt with and are in line with all school policies.

Recent research maintains that extra-curricular activities improves the academic performance and social, emotional and behavioural skills of disadvantaged pupils and plays a major role in 'closing the attainment gap between children from economically disadvantaged backgrounds and those with more family resources.'

It also points out that 'for children from economically disadvantaged backgrounds, who have lower take-up of formal out-of-school activities, school-based clubs appear to offer an affordable and inclusive means of supporting academic attainment.'

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Therefore, by holding after-school clubs we are ensuring children have access to 'both the core curriculum and wider enriching activities.'

We ensure all extra-curricular activities are advertised to all pupils. All clubs run for approximately one hour after the end of the school day.

The Y6 pupils provide lunchtime clubs for those children who want alternative activities during their break times or have difficulties staying after school.

We ensure for any activity a member of the school personnel is available at all times to support all pupils.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

### **Aims**

- To provide a wide range of quality extra-curricular activities for all pupils during school clubs.
- To ensure children have fun and enjoyment and the opportunity to build friendships and to work together cooperatively.
- To encourage children to continue to pursue an interesting activity/hobby into adult life.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

### **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;

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- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
  - ☐ determining this policy;
  - ☐ discussing improvements to this policy during the school year;
  - ☐ organising surveys to gauge the thoughts of all pupils;

### **Role of the Executive Headteacher**

The Executive Headteacher will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure all Disclosure and Barring checks are in place;
- ensure all relevant health and safety policies are adhered to;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- annually report to the Governing Body on the success and development of this policy.

### **Role of the Coordinator**

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Executive Headteacher;
- at the beginning of the academic year plan all extra-curricular activities with regard to:
  - ☐ providers
  - ☐ times and days
  - ☐ venues
  - ☐ Disclosure and Barring Service checks for providers
  - ☐ health and safety procedures
  - ☐ evacuation procedures
  - ☐ permission slips from pupils
  - ☐ collection arrangements
  - ☐ medical details of pupils
  - ☐ risk assessments
  - ☐ first aid procedures
  - ☐ first aid qualifications of providers
  - ☐ arrangements for pupils with special needs
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- undertake risk assessments when required;

### **Role of Providers**

All providers will:

- comply with all aspects of this policy
- complete a Disclosure and Barring Service check
- undertake appropriate training in:

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- ☐ organising and managing an extra curricular club
- ☐ health and safety
- ☐ first aid
- ☐ evacuation of the school building in the event of fire
- ☐ risk assessments
- ☐ supporting pupils with additional learning needs
- ☐ pupil behaviour and discipline
- ensure that before a club commences the following are in place:
  - ☐ pupil contact and medical details
  - ☐ permission slips
  - ☐ risk assessments
  - ☐ another adult is on the school premises while the club is taking place
- communicate with pupils and parents via:
  - ☐ 'pupil post'
  - ☐ assembly time
  - ☐ school website
  - ☐ email/parent mail
- expand their interests, expertise and experiences by sharing these with others;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

### **Role of Pupils**

By attending extra-curricular activities pupils will:

- discover new interests and try out unfamiliar skills and experiences;
- be offered a wider, richer range of experiences than is possible in the normal school day;
- be introduced to new activities;
- learn new skills;
- meet children from different age groups and will share ideas, skills and experiences;
- widen their social horizons;
- build relationships with teaching and non-teaching whom they would not normally meet during the school day.

### **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- provide contact and medical details for their children;
- be encouraged to work in school as volunteers;
- be encouraged to take an active role in the life of the school by attending:
  - ☐ parents and open evenings
  - ☐ parent-teacher consultations
  - ☐ school concerts
  - ☐ fundraising and social events
- be asked to take part in periodic surveys conducted by the school;
- encourage effort and achievement;

### **Raising Awareness of this Policy**

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We will raise awareness of this policy via:

- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- information displays in the main school entrance

### **Training**

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
  - ☐ All aspects of this policy
  - ☐ Health and Safety
  - ☐ Safeguarding and Child Protection
  - ☐ Lettings
  - ☐ Medical and First Aid
  - ☐ School Security
  - ☐ Equal opportunities
  - ☐ Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### **Linked Policies**

- Health and Safety
- Lettings
- Medical and First Aid
- Safeguarding and Child Protection
- School Security

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	