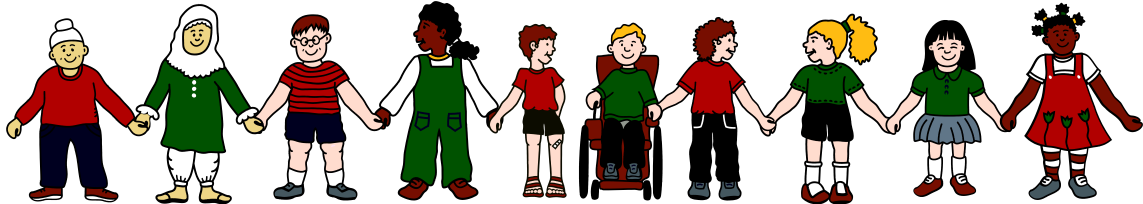


**THE GILES
NURSERY
AND
INFANTS' SCHOOL**



Extended Schools Policy

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Extended Schools Policy

The Context

Extended Schools Aims – The Core Offer

As a school we are committed to providing of a core offer of extended services, which is made up of five elements:

- 1. High quality wraparound childcare** provided on the school site or through other local providers, available 8am – 6:15 pm all year round or to reflect community demand.
- 2. Varied menu of activities** offered by the school as well as clubs offered by external providers.
- 3. Parenting support** including curriculum talks and workshops, information sessions for parents at key transition points, parenting programmes run with the support of other children's services and family learning sessions to allow children to learn with their parents.
- 4. Swift and easy access** to a wide range of specialist support services such as speech therapy, child mental health services, family support services, intensive behaviour support. Some may be delivered on other school sites. This list is not exhaustive, and services may change.
- 5. Community use** means providing wider community access to ICT, sports and arts facilities and adult learning and signposting to existing community facilities.

Extended Schools Objectives – The Delivery

As a school we do not expect to provide these services alone, or necessarily to deliver them on site. Instead, **we are committed to:**

- **Developing partnerships** with other schools, agencies and community organisations to create appropriate sustainable services which integrate with the schools and the communities they serve.
- **Engaging in consultation** which is meaningful and effective; identifies local priorities or needs and give pupils, families and the local community a voice.
- **Providing easy access to information for parents** regarding local extended services by signposting existing services where appropriate, fulfilling statutory duties to promote pupil well-being and community cohesion in the community.
- **Offering extended services at school** where appropriate in order to ensure the core offer is available to all families and the services we provide are integral to school improvement whereby school attainment levels rise as does the aspirations of pupils. School funding can be made available for Pupil Premium pupils to attend after-school clubs at school to ensure equality of access.
- **Auditing provision of the core offer to school families** to identify gaps in provision, respond to emerging needs and maximise use of school resources and premises to greater effect.

Charging

Some after-school clubs, including ballet, are charged at an amount that covers the costs of the clubs. In certain situations, clubs may be charged a slightly higher fee to cover costs associated with working with external providers. Charging of clubs is regularly reviewed. School funding can be made available for Pupil Premium pupils to attend after-school clubs at school to ensure equality of access.

Monitoring and Evaluation of Provision

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

- 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 providers on club sessions, learning, attendance and future programmes.
- 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 school provision 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 School provision adheres to The Giles Nursery and Infants' School's child protection policy. This policy is based on the model policy produced by Hertfordshire County Council. Copies of this are available from the school office and on the school's website:

www.gilesnurseryandinfants.co.uk

Both internal and external providers receive an induction programme which includes the school's child protection, behaviour, whistleblowing and health and safety policies, together with the latest 'Keeping Children Safe in Education (Part 1)' guidance and 'Prevent Duty' guidance. Signed logs are kept in the main school office. All providers are made aware of who the designated safeguarding lead (DSL) is (Mrs Rouane Mendel, headteacher) and her Deputy DSLs.

DBS Checks

Every provider has an up-to-date DBS check. External providers with a previous DBS check must provide proof of a valid DBS certificate.

Health and Safety

Extended School provision follows the health and safety procedures of The Giles Nursery and Infants' School and complies with the established health and safety policy. 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.

Risk Assessments

A risk assessment is carried out for each club delivered at the school by external providers. All risk assessments are kept in a file in the school office. They are regularly reviewed and updated.

Any concerns or incidents are reported back to the headteacher. These are then recorded and monitored closely.

Behaviour

Behaviour expectations for clubs are the same as during the school day. All clubs follow the guidelines outlined in the school's behaviour policy, which is available from the School Office and on the school's website.

Extended Schools Success – The Impact

As a school we are committed to offering extended services to positively impact the pupils in our care. The senior leadership team and governors conduct an annual review to ensure that our pupils benefit in various ways, including:

- Increased motivation
- Higher attainment levels
- Improved attendance and behaviour
- Greater aspirations and achievement of success
- Meaningful engagement with the community
- Healthier and more active lifestyles
- Better community access and use of local services
- Positive peer group friendships from community involvement
- Influence of positive, on-going and lasting community role models
- Increased inclusion of vulnerable groups of pupils
- More effective transition