

Braywood CE First School



Extra Curricular Activities Policy

'From tiny acorns, mighty oak trees grow, watered and nurtured by God.'

At Braywood we recognise the importance of study support and the positive impact that it can have on a child. We will always seek to extend opportunity and provision for the benefit of all pupils.

"Study Support is a learning activity outside normal lessons which pupils take part in voluntarily. Study support is, accordingly, an inclusive term, embracing many activities – with many names and many guises. Its purpose is to improve young people's motivation, build their self-esteem and help them become more effective learners. Above all it aims to raise achievement."

*Study Support:
A national framework for Extending Learning Opportunities DfES 2006*

The purpose of study support

The purpose of extra-curricular activities (study support) is to raise achievement by motivating our pupils to become more effective learners through activities, which enrich the curriculum, improve key skills and raise achievement. These activities take place out of school hours. Study support in our school is grounded in the belief that all our pupils can achieve success through three key ingredients:

- Opportunities to learn for all
- Sustained support for learning
- A challenge to succeed

At Braywood we provide a range of out-of-class study and leisure activities designed to encourage good study habits and promote the idea that learning can be fun. Children can extend their out of hours learning beyond the range of the normal curriculum or have further experiences with topics and activities they enjoy or are good at.

Study support is a choice and offer children a positive experience of school life and their local community. It helps raise achievement and equips children with the skills and knowledge to enrich their lives and achieve personal fulfilment.

It is a considerable achievement for such a small school to provide a wide variety of extended activities to maximise the use of the school day. The whole ethos/aims of our school are reflected through our study support programme.

(See Appendix 1)

Study support at Braywood offers:

- An opportunity to fulfil their potential by providing access to a rich, broad, balanced and relevant curriculum matched to their individual needs.
- An inclusive approach where all children can benefit from innovative out-of-school activities and are all encourage/targeted to participate.
- Opportunities for personal successes which can be celebrated.
- An excellent range of experienced and well trained tutors who can guide, help and support learning through a variety of initiatives.
- A wide range of opportunities to learn new skills and a range of sporting, music, creative, leisure activities including access to additional resources.
- Opportunities to foster new friendships and express themselves outside the constraints of school life.
- Empowered stakeholders; as the children lead our study support activities through choice.
- Extended school club 'Braywood Extra' (including Breakfast club) facilities for parents
- Closer partnership with parents and improved links with the community

Activities include during the school year:

- Publishing club, writing club, ICT
- Sport including Rugby, Football, Tennis, Judo, Bench ball, Netball, Karate. Multi-skills
- Creative including Art, Film Club, Sewing Club, Languages (French)
- Music lessons
- Gardening club
- Extended schools including Breakfast Club
- Residential trip and day trips
- Family learning including local community i.e. keep fit, cooking

Guidelines for Study Support Provision within Braywood

Study support provision needs to be targeted in such way as to provide opportunities for the maximum number of children and to those that would benefit the most. It is part of our behaviour/ personal development strategy to offer activities which will be an incentive for pupil motivation and enjoyment. *(See Appendix 2)*

These children include:

- those that have limited opportunities outside of school;
- those who would benefit from working within a more informal environment with familiar members of staff;
- those who would gain from widening their social circle;
- our gifted and talented cohort.

Management and Leadership

Our range of clubs is as wide and as varied as possible providing a broad base of experiences. Clubs are planned and considered from a whole school perspective and there are many opportunities for staff to share between them, expertise and knowledge. Each session should have a specific learning outcome linked to whole school aims and objectives.

All activities provided are well thought-out in advance taking into account any health and safety issues and a risk assessment carried out. At every session a register of the children attending is taken.

All clubs are planned to ensure that they are adequately resourced. Where appropriate, children should be encouraged as part of their activities to participate in events in the local community such as tournaments. In such cases the school's guidelines for taking children on school trips must be observed and followed. Out of school provision needs to be considered of equal importance to lessons and treated as such by both staff and children.

Study support can be used by members of staff for continuing professional development and qualifications. When considered appropriate we encourage the use of external expertise, including parents. These providers are subject to the same child protection procedures as all staff.

Monitor and Evaluation

All study support activities are regularly evaluated by all stakeholders to ensure that we are achieving our aims. Any changes implemented must reflect Braywood's desire to seek to extend opportunity and provision for the benefit of all pupils. Consultation with students and parents forms an integral part of our evaluation process. Portfolios of activities and display areas are used for record keeping of activities, progress and a celebration of achievement.

Alongside the study support coordinator, the member of staff providing the activity is responsible for assessing each activity and deciding on any changes that are deemed necessary. The program as a whole is evaluated by the study support coordinator (PLT), with suggestions from all key stakeholders being taken into consideration. The Governing Body is informed of our action plan for study support three times a year.

Sustainability

At Braywood we aim to ensure that our study support programme is sustainable both financial and staffing. The school maintains study support through a regular allocated budget and where possible extra funds through grants and donations are always being looked for. Tutors are constantly sought to widen our provision.

Appendix 1

The Study Support Co-ordinator will:

- consult with key stakeholders to find out what they want, what they can offer and what's needed;
- continuously carry audit study support provision in the school and ensure that this is available;
- develop a marketing and communication strategy for study support to ensure that all students are aware of the opportunities available;
- ensure that the pupils who would most benefit from extended learning opportunities are encouraged to attend;
- meet with various parties to elicit ideas for study support;
- carry out an audit of interests and skills from staff within the whole school community;
- explore ways in which study support can enhance the school commitment to improve the quality of teaching and learning;
- ensure that staff working in study support have the necessary skills and expertise to undertake the role, and that further opportunities to explore insights gained into teaching and learning are offered;
- liaise with the wider school community to maximise opportunities for partnerships and joint community learning programmes;
- use the school rewards and incentives policy and procedures to ensure that the pupils achieving within a study support context have that achievement recognised in school;
- co-operate with pupils to explore ways in which pupils can take a full and active part in the planning, delivery and evaluation of study support;
- work closely with the senior management team to ensure that the study support programme reflects, supports and enhances whole school targets for school improvement;
- work closely with the senior management team to maximise opportunities for applications for future funding for out-of-hours learning programmes;
- liaise with the LEA, Sport's Partnership and with local and national funding and support organisations as necessary;
- ensure that the achievements of the study support programme are celebrated and well publicised and its profile remains high.

Appendix 2

Code of Conduct for Study Support

This Code of Conduct outlines the standard of behaviour expected of all study support tutors at Braywood. It is designed to provide guidance for ethical dilemmas and conflicts of interest.

All tutors and study support providers are interviewed by our Primary Link Teacher or Headteacher as to the suitability of their service and to outline the issues below in our induction process. RBWM guidelines are adhered to at all times with the legal regulations i.e. CRB

General Conduct

An important part of tutorial assistance is encouraging a positive attitude towards the benefits of education. Active involvement in tutorial sessions, enthusiasm and behaviour appropriate to the children you are working with is a critical part of being a tutor.

This means that the tutor should:

- remember that they are a role model for students;
- attempt to engage students in the tutorial session; offer educational support and encouragement; and use language appropriate to the situation.
- The tutor should be open and treat all students equally;
- Remember basic child protection issues and avoid situations where they are alone with a student or unnecessary physical contact;

Health and Safety

Tutors should minimise the health and safety risk to all students they are tutoring or supervising. Tutors must take such measures as are reasonable in the circumstances to protect students from known hazards and/or harm which could arise, and are responsible for taking reasonable care to protect their own and students' health and safety.

This means that tutors should:

- ensure that any equipment is safe for use;
- not attend a session if they are unwell or have a contagious illness. Tutors should advise the student, parent/caregiver, or school (as appropriate) in advance if they cannot attend a session;
- if a student becomes unwell or is injured, assess the situation and contact the student's parent, medical services or classroom teacher as appropriate.
- familiarise themselves with emergency procedures for evacuation.

Record Keeping

Tutors must keep appropriate records in accordance with their contract to support monitoring, assessment and reporting requirements. Tutors must also be aware that staff at Braywood could request to see any documentation relevant to the contract.

Conflict of Interest

Tutors should avoid situations in which their personal or financial interests might reasonably be thought to conflict with their duties. Tutors should discuss any situations likely to compromise them in the conduct of their duties with Braywood.

Professional Behaviour and Interaction with Clients and Colleagues

Tutors have a responsibility to treat all people with whom they have contact, with courtesy and sensitivity, and must conduct themselves with integrity, accountability and responsibility.

Tutors should work co-operatively with colleagues, support and learn from each other and accept differences in personal style.

Tutors are in a position of trust with students, and while it is important to develop a rapport with students, sensitivity should be applied to ensure that student and tutor relationships are maintained on a professional basis. Tutors must also be aware of interpersonal situations that could influence professional judgements.

Abuse

Tutors have a duty to report any suspicions that a student is being abused to the school ASAP. There are four main types of abuse are neglect, physical or sexual abuse and emotional abuse.

Student Behaviour

Students have a responsibility to treat tutors with respect and courtesy. Tutors should advise students if their behaviour is inappropriate or offensive. If unacceptable student behaviour continues, tutors should discuss with the parent/carers or teacher.

Gifts and Benefits

Tutors must not seek or accept favours or gifts for services performed in connection with their duties.

Confidentiality

Tutors must respect the absolute rights of clients' confidentiality as demonstrated in the school's confidentiality policy. Tutors are bound by the Information Privacy Principles which are included in the Conditions of Contract.

Delivery of Services

Tutors must aim to achieve value for money and avoid waste and extravagance in the use of public resources. Tutors should identify improvements to systems and procedures, where relevant, to achieve optimal effectiveness, efficiency and responsiveness.

Compliance with the Tutor Code of Conduct

If the tutor has breached this Code of Conduct, Braywood CE First School may undertake an investigation into the suspected breach. At the school's discretion, tuition arrangements may be suspended for the duration of the investigation and if we are not satisfied with the results then we will terminate the contract.