

## Our Lady and St Joseph

### Extra - Curricular Enrichment and Activities Policy

Date	Review Date	Coordinator	Nominated Governor
April 2021	April 2022	Theresa O'Hagan Sean Flood	Paul Mokwenye

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.

We use a combination of teaching staff and parents as providers. All activities develop and re-enforce skills. All health and safety issues are dealt with and are in line with all school policies. All pupil achievements are celebrated at the annual Presentation of Awards in the summer term when certificates and other prizes are awarded.

We provide at different times the following range of extra-curricular activities:

- art
- athletics
- board games
- brass

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- chess
- cycling proficiency
- Irish folk dancing
- homework club
- netball
- strings
- choir
- dance
- football
- karate
- recorders
- traditional band
- computer club
- drama
- gardening club
- rugby
- woodwind
- Eco club
- gymnastics
- modern dance
- science
- Yoga

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.'

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. However, at times we also provide some lunchtime clubs for those children who have difficulties staying after school.

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

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.

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### 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:

- appointed a member of staff to be the co-ordinator of extra-curricular activities which take place before school, at lunchtime and after school;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to:
  - visit the school regularly;
  - work closely with the Headteacher and the coordinator;
  - ensure this policy and other linked policies are up to date;
  - ensure that everyone connected with the school is aware of this policy;
  - attend training related to this policy;
  - report to the Governing Body every term;
  - annually report to the Governing Body on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

### Role of the Headteacher

The 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;

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- ensure all relevant health and safety policies are adhered to;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
  - monitoring learning and teaching through observing lessons
  - monitoring planning and assessment
  - speaking with pupils, school personnel, parents and governors
- 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 Headteacher and the nominated governor;
- 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
  - provision for children who cannot attend after school
- 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;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

## 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
  - fire safety
  - 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
- have an opportunity to meet, and work with, children from several age groups;
  - 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;

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- provide contact and medical details for their children;
- be encouraged to organise or help with after school clubs or groups;
- 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
  - class assemblies
  - school concerts
  - fundraising and social events
- be asked to take part in periodic surveys conducted by the school;
- encourage effort and achievement;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

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

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- 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

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- 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.

### Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

### Linked Policies

- Health and Safety
- Lettings
- Medical and First Aid
- Reducing the Impact of Poverty and Disadvantage on Pupil Attainment
- Safeguarding and Child Protection
- School Security

### See Appendices Documents section on Policies for Schools Website

- Frequency of Policy Monitoring
- Monitoring Implementation and Policy Effectiveness Action Plan
- Initial Equality Impact Assessment
- Policy Evaluation
- Policy Approval Form

<b>Headteacher:</b>	Sean Flood	<b>Date:</b>	April 2021
<b>Chair of Governing Body:</b>	Paul Mokwenye	<b>Date:</b>	April 2022

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### **Pre- Pandemic Visits March 23<sup>rd</sup> 2020**

### **February 2019 to February 2020**

### **Parents, Community, Visitors and Outings (chronological order) February to May 2019.**

Chess club is still running every week in school thanks to our PTA and some of our star players attended a school's chess tournament.

Year 5 went to the LSO. Year 2 also went to the LSO and did the Nursery all for different events and concerts.

An artist in residence started from Riva studios to model painting and art skills for pupils.

Scooter Safety class ran for Year 2.

Year 4 visited the Ragged School.

Year 5 went to the Planetarium and Year 3 visited the Curve Garden in Dalston.

Perform theatre group came in and did workshops with Nursery to Year 3.

Have new ideas for Summer Fair. New parents hopefully will now get involved too.

### **May to October 4<sup>th</sup> 2019 Visits - in the order they took place:**

Year 3 went to the Museum of London.

Reception went to the Little angel Puppet Theatre in Islington sponsored by the PA.

Year 2 went to the Hackney Music Festival and performed well.

15 KS2 pupils took part in instrumental concert at the Hackney Music Festival.

Year 3 went to the Tate Gallery for the Steve MacQueen photo exhibition.

Year 4 took part in the Summer Aquathon Clissold Baths.

8 pupils took part in the Hackney Chess Tournament and did well against strong opposition.

Year 4 and Year 5 both had picnics in Rosemary Gardens in the Summer.

Year 5 went to the British Museum.

Year 6 school journey to an adventure camp in Surrey was a big success and a new place this year.

Year 2 and Year 4 both had days out at Clissold Park in the heatwave Summer.

### **Visitors**

Reception School photographer came in for individual pictures.

Pizazz Theatre and Marlon did his final show before moving on to new challenges.



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Local Steiner school visited to forge closer links and we have offered to be their evacuation muster point in the event of a terrorist or other amor event.

Cycle training continues for year 5 all year round fortunately as we had a good response.

NSPCC have been in twice and will write more about this under Safeguarding.

The Early Years, Nursery and Reception class had a great visit from the LSO opera who performed 'Up Close'. On the very same day ...

We hosted 48 pupils and 6 teachers from Beijing who spent time in the school and playgrounds.

Our artist in residence Lily Hawkes returned for another year I am delighted to report.

Jane Goring, Chief Inspector from the WDES visited to discuss the new inspection framework for RE.

Dean Davis from the Met Police spent a morning in Year 6 discussing how to stay safe and knife crime in the first of a series of talks.

## **Parents, community, school events etc (in chronological order).**

There were so many music concerts organised by Ms Dyer over the Summer and highlights were the key stage 1 and 2 concerts which were packed out with parents. Hispanic Week in July saw lots of activities and cooking with parents across the school. Sports Days took place in Rosemary Gardens and also in our own school for Nursery and Reception Year children and as always great run outs.

Summer Fair was well attended and a nice atmosphere around the school and again a beautiful warm evening well attended and no dramas.

The Year 6 leavers play was Oliver and I have to say it was the best one in years. Up there with the very best and I found myself humming the songs for days afterwards. Was a joy.

We just celebrated Roald Dahly Day and also Poetry Day (theme of TRUTH) organised by Ms Ruminska. the recent Book Fair also just raised £1,000 and means lots of new books for the school.

99% turn out for the recent parent teacher consultation meetings the first one of the year. Really encouraging sign.

Also a strong turn out for our new parents in the Early Years in the recent coffee morning.

## **October - February 2020**

### **Parents, Community, Visitors and Outings (chronological order) October to January.**

Year 4 went to the Natural History Museum

2 student teachers started from St Mary's College and also returned in the next term, both doing well.

16 pupils went with Mr James to Hackney Town Hall on Democracy Day.

M & M productions did a whole school Dick Whittington show.

Year 2 did a series of local area walks around Dalston.

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Year 5 girls took part in a STEM visit to Our Lady's Convent. Science and Technology..

Year 5 went to the Houses of Parliament

Year 5 also went on walks of Dalston and the local area.

Whole school did the Joe Wickes workout on Children in Need day.

Year 2 went to the Elizabethan Sutton House.

Road Safety from Hackney spent an afternoon talking to our pupils.

5 Year 5 pupils went to UBS as finalists in the STEAM challenge.

10 pupils performed a woodwind concert for everyone.

The PA celebrated a very successful Christmas Fair and made a lot of money I am led to believe.

Key stage 2 did a packed afternoon Advent Concert with Ms Dyer and a host of musicians.

Ms Dyer took the choir to our local Alms Houses to sing at Christmas.

Year 4 visited the Tate Modern to see their photo in the Steve MacQueen art project.

Nursery and Reception did their Christmas nativity play together.

Year 6 visited the Hackney Museum

Year 5 visited the Imperial War Museum

Key stage 1 did a packed house performance of their Christmas Nativity.

Perform did a dance workshop at Christmas.

Year 5 went to the Royal Observatory at Greenwich

The whole school went on a great trip to the Rio Cinema funded by the PA on a morning visit.

Year 2 went to the Museum of Childhood in Bethnal Green.

All the events around Christmas in one or two lines do not truly convey the hard work and commitment people put in. Truly Outstanding provision for Wider Personal Development.