

# SWES POLICY

Written by:

Charmaine Thompson & Camilla McGee

December 2012

Reviewed by:

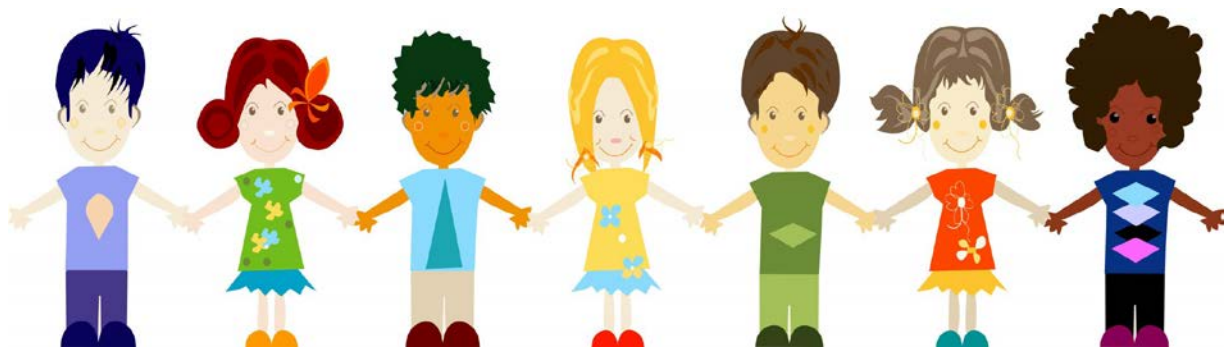
Kirstie Stroud

Reviewed on:

May 2018

Next review due:

May 2020



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## **Background**

Sussex Way Extended School (SWES) is a joint partnership between Duncombe Primary School and St Marks CE Primary School in Islington. Learning activities run on the premises of both schools as well as at Archway and Sobell Leisure Centres and Mount Carmel School, although Duncombe Primary School is the lead registered school with Ofsted. It provides after school hours activities for children aged 4-11 years.

SWES's aim is to contribute to achieving the five outcomes of the Every Child Matters agenda. In particular, it seeks to increase the number of opportunities available to children of both schools engaging in extended school learning, including sport and physical activities outside normal school hours. SWES hopes to support children on the pathway to an active healthy lifestyle and prepare them effectively for their future. As well as this, SWES aims to support families in the community by meeting their child-care needs.

SWES places emphasis on helping all children achieve higher standards of attainment, building and stretching their existing learning during normal school hours as well as addressing social inclusion and targeting pupils' health and physical activity. SWES, as a pioneer project in Islington, is special because it concentrates on academic attainment where tutors and coaches deliver programmes of high quality multi-skilled sessions with a specific focus under the guidance of The National Curriculum. A committee consisting of head teachers, school governors, manager and school co-ordinator from Duncombe and St' Marks school will meet every three months (quarterly) to review the policy, procedures and financial matters of SWES.

## **Child Protection**

SWES fully recognises its responsibilities for child protection as outlined in the 1989 and 2004 Children's Act. Our policy applies to all staff, including volunteers employed by SWES. All staff working at SWES should be familiar with the risks that cause significant harm to children and young people and the necessary actions required along with their responsibilities if they have concerns. The SWES manager is the designated member of staff for child protection during the out of school provision. All staff, including volunteers, have a duty to report any suspicion or disclosure of relating to child protection issues to the SWES manager. All child protection issues will be dealt with following Islington's policy and procedures regarding Safeguarding Children as well as Duncombe Primary School's Child Protection Policy (this can be made available upon request or found on the school website).

If the school's designated child protection officer is not available, the SWES manager will follow the school's procedures and if appropriate seek advice/refer to duty social services on **(0207 527 7397 / 7175/ 7232/ 7231)** until 5.00pm.

After 5.00pm call the out of hours team on **(0207 226 0992)** or the Police Child Abuse Investigation Team **(0207 421 0307)**. If the SWES manager has serious cause for concern regarding a parent/carer's ability to care for the child when collecting them, she/he will suggest that the parent make other arrangements for caring for the child and consult with the school's CPO if available. If CPO not available, the SWES manager will call the Police Child Abuse Investigation Team. If a child's safety may be seriously at risk (e.g. where a parent intends to drive a vehicle with the child as passenger and he/she is under the influence of alcohol or other substances) it will be necessary to call 999.

Significant Harm can be categorised as:

- **PHYSICAL ABUSE:** Physical injury to a child where there is reasonable suspicion that the injury was wilfully inflicted or knowingly not prevented.
- **NEGLECT:** The persistent or severe neglect of a child which results in serious impairment of the child's health or development. This may be exposure to danger or failure to see to the physical and developmental needs of a child.
- **EMOTIONAL ABUSE:** Persistent or severe emotional ill-treatment or rejection of a child which has severe adverse effect on the emotional and behavioural development of the child.
- **SEXUAL ABUSE:** This involves dependent, developmentally immature children and adolescents in sexual activities they do not truly comprehend and are unable to give informed consent; that violates the social taboos of family life, or which have been knowingly not prevented by the carer.

There are often children whose situations do not currently fit the above categories but for whom there is concern about the possibility of abuse. If a SWES staff member becomes aware of the above or is concerned for the child, they should inform the SWES manager immediately.

Allegations against members of staff and volunteers will always be taken seriously and should be reported to the SWES manager and designated CPO as soon as possible.

IF YOU SUSPECT CHILD ABUSE:

<u>DO</u>	<u>DON'T</u>
	<ul style="list-style-type: none"><li>• Do not ask leading questions.</li></ul>

<ul style="list-style-type: none"> <li>• Refer the child to the SWES Manager Immediately.</li> <li>• Write up a full report for the SWES Manager and keep a copy.</li> <li>• Allow the child to do the talking.</li> <li>• Listen quietly and encouragingly.</li> <li>• Remain calm and caring</li> <li>• Allow the child to finish.</li> <li>• Explain you may have to tell someone.</li> <li>• Record as soon as possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Do not allow any breach of confidentiality.</li> <li>• Do not postpone or delay the opportunity to listen.</li> <li>• Do not make promises of secrecy.</li> <li>• Do not interrupt, just listen.</li> </ul>
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In the event of a child disclosing information:

**Respond**-Listen but do not ask leading questions, promise confidentiality or make any value statements

**Report**- To the SWES manager

**Record**- What was actually said and when - the date, time, place, people present

Mobile phone use by parents/ carers

Posters are displayed in all SWES Ofsted registered sites in relation to parent/carer use of mobiles. The termly application form includes an agreement by parents/carers not to use their mobile phones on site.

Registration

All children attending SWES must be registered. Registration means a signed registration form for the current half term. Payment should be completed a half term in advance both for the efficiency of SWES and as a less expensive method for parents. One-off sessions can be booked through the school but cost more per session; it is still necessary for the children to be registered. Duncombe families must make payments through the School Money system. St. Mark's families must make payments through the St. Mark's school office. Parents with arrears of debts may not register their children for a new half term unless debts have been paid in full. Debts include both unpaid charges for SWES and any unpaid fines for late collection of children. Children whose parents fail to collect them from Duncombe Primary School or St Marks Primary School by 3:45 may be placed in SWES only if they are registered as described above. Otherwise they will be supervised by a Senior

Manager at the school. A £5 charge per child will be incurred regardless of who is caring for them, the school or SWES.

### **Behaviour management**

All members of staff including volunteers are expected to work hard to make SWES a secure and happy place for learning and enjoyment to take place. We want:

- Children to feel safe, secure and happy.
- A place which is calm, where children can work hard and do well.
- To show children that we value good behaviour and reward it.
- Children to have respect for themselves, other people, property and their environment.
- All SWES staff to manage behaviour in a consistent way.
- Parents and carers to work with us to foster good behaviour.
- Everyone to understand and follow the SWES Golden Rules.
- Everyone to understand what happens when things go wrong and how they can be put right.

### **SWES fosters good behaviour by:**

- Creating a happy and caring environment.
- Providing a consistent approach involving all children, parents/carers and SWES staff working as a team.
- Maintaining regular attendance and punctuality in both children and SWES staff
- Establishing clear boundaries of acceptable behaviour
- The use of a quiet voice and a calm manner.
- Recognising everyone's need to be heard.
- Promoting self-esteem by rewarding achievements.
- Developing good communication and relationship between children, parents/carers, and staff.
- Regular reviews of our approaches.

### **How good behaviour is rewarded**

At SWES we will do our utmost to recognise and reward good behaviour. Children can expect to receive regular praise from our staff who may also give stickers or award certificates at the end of six weeks for children with the best behaviour. Children may be asked to tell the head/deputy head of their school or SWES manager about their achievements. The SWES manager may tell, write to or phone their families to tell them about their children's good behaviour.

Each child starts the after school session with 10 minutes of Free Play Time. The SWES manager may withdraw this play time from the child for not following the SWES Golden

Rules. Any time that has been lost will need to be earned back. Free Play Time could be earned back if the child makes it up with sensible behaviour.

### Behaviours not allowed on SWES sites or during SWES activities:

- Bullying.
- Fighting.
- Running inside the school buildings/playground and while travelling between SWES sites.
- Shouting inside/outside the school building and travelling between SWES sites.
- Swearing.
- Interfering with other people's belongings (bags, snack boxes, pockets, coats or work).
- Dropping litter.

### A definition of bullying

Bullying is hurtful behaviour, which is often but not necessarily deliberate. It is repeated over a period of time. It is difficult for those being bullied to defend themselves.

### Bullying can take many forms, but the three main types are:

- Physical - hitting, kicking, pushing, taking belongings.
- Verbal - name-calling, insulting, racist remarks, sexist remarks, homophobic remarks.
- Indirect - spreading nasty stories about someone, excluding someone from a social group.

### What can children do to help?

- Follow the SWES Golden Rules.
- Listen to others.
- Transfer from SWES sites in calm and quiet manner.
- Show consideration for others at all times.
- Behave patiently and politely at snack times.
- Keep all premises tidy and respect school property.
- Take responsibility for their own possessions.

### Children can expect Tutors/Coaches and other SWES staff to:

- Be fair and clear when things go wrong.
- Be prepared to listen to their views and, wherever possible, respect the individual's right to confidentiality.
- Stop fights, conflicts and aggressive behaviour.
- Help pupils work towards their full potential.
- Encourage and support children to make sensible decisions.

- Value all as individuals and appreciate their achievements.
- Question inappropriate behaviour without shouting.
- Do everything to ensure that the Golden Rules are abided by.
- Reward good behaviour where ever possible.

### SWES Golden Rules

Do be kind and helpful	Do not hurt people's feelings
Do work hard	Do not waste your or other people's time
Do look after property/playground	Do not waste or damage things
Do listen to people	Do not interrupt
Do be honest	Do not cover up the truth
Do play well with others	Do not spoil others' games
Do keep to the SWES Golden Rules	Do not break the SWES Golden Rules

(Adapted from Jenny Mosley 2001)

The SWES manager will introduce these Golden Rules to all children at the start of each six week period. All SWES staff are responsible for reminding and endorsing the above Golden Rules with children from their first session at SWES.

### Procedures for dealing with poor behaviour

At SWES the following sequence will be followed. We hope that most incidents will only reach Step 1.

- Step 1 - Dealt with by the Tutor/Coach in charge of the session or staff helper (during or after the session)
- Step 2 - Incident referred to the SWES manager
- Step 3 - Parent/carer informed.
- Step 4 - Meeting between parent/carer and SWES manager
- Step 5 - Meeting between parent/carer, SWES manager and Head/Deputy Head Teacher of the relevant school

### Sanctions

The purpose of having clear and unambiguous sanctions is to ensure that children can see that all unacceptable behaviour will be dealt with and to give them the opportunity to



moderate their behaviour. Children must be given encouragement to behave well and make a fresh start. A card system (Red, Yellow and Green) is used during the sessions to reinforce good behaviour and correct poor behaviour. All staff are required to carry with them “Behaviour Cards” (available from the SWES manager) which are given out to children in the following circumstances:

- Green Cards- given out to children who are behaving very well during the session.
- Yellow cards- are “5min time out” given for breaking SWES Golden Rules. Children are asked to stand a way from other children (but where the Tutor/Coach can monitor) “calm down” and think about how their behaviour is affecting others.
- Red cards- given out for:
  - Fighting with other children
  - Being rude or insolent to a member of staff
  - Racist name calling
  - Swearing at other children/staff

However, SWES staff are required to use their own judgment in situations when there is unacceptable behaviour which warrants a red card but does not fall into the above mentioned. If a child receives a red card, step two of sequence behaviour procedures should be followed which means the incident should be reported in writing to the SWES manager. The SWES manager will record the incident in the Behaviour Log Book kept in the SWES manager’s office. Children given Red cards will be sanctioned appropriately (removal of the free play time before the session). If a child misbehaves frequently (receives more than one Red card) then step 3, 4 and 5 should be followed. The poor behaviour should be discussed with the class teacher and SENCO, along with regular encouragement for the child to behave well. In extremely challenging behaviour the child may be excluded from the session and the parent will be called to pick him/her up from SWES immediately and the Head teacher will be informed by the SWES manager in detail with a formal report.

## **Health and safety**

SWES recognises the need to promote Health and Safety in order to maintain a high standard of safety in the immediate environment both for children and SWES staff. The SWES manager as the designated Health and Safety representative for after school activities will ensure that all Health and Safety legislation and Codes of Practice are followed and adhered to. The SWES manager ensures that there is a generic risk assessment which covers most aspects of out of school hours learning life including movement of children between sites. However all Tutors /Coaches are required to complete risk assessment specific to their activity and make it available to the SWES

manager prior their first session. The SWES manager will also ensure that all staff carries out their duties in accordance with the Health and Safety policy and procedures including fire prevention and take action in minimizing any unreasonable risks. The SWES manager will carry out a daily inspection of the equipment and the entire premises before the children arrive for after school sessions. All SWES staff are required to make themselves familiar with SWES's Health and Safety policy and have responsibility to detect and report any possible hazards/defects to the SWES manager. All SWES staff are responsible for ensuring that activities are safe at all times. Children are supervised during free play time by a member of SWES staff before their sessions start.

### Recording Accidents and Incidents

An Accidents and Incidents Record Book is kept in the SWES manager's office for recording any accident and/or incident that takes place at after school provision. These records are then transferred by the SWES manager to separate Accidents and Incidents Record Books kept in each school with a designated person as a mechanism for ensuring that Head teachers are aware of any incidents/accidents occurring after school. All staff are responsible for recording and reporting to the SWES manager any accident and/or incident that takes place. The SWES manager should record these in the Accidents and Incidents Record Book, inform the parents/carers of the child or children concerned at the end of the session in which the accident or incident took place and where this is not possible, the information should be passed on at the earliest possible opportunity.

### Information to be recorded includes:

- The time, date and nature of the incident, accident or dangerous occurrence
- Details of the people involved and witnessing the incident
- The type, nature and location of any injury sustained
- Any equipment involved
- The action taken at the time and by whom
- The signature of the SWES staff member who dealt with the event, any witnesses and if deemed necessary, a countersignature by the parents/carers of the child or children involved
- The action taken by the SWES manager following a review of the incident, accident or dangerous occurrence

### First Aid

All SWES staff are qualified First Aiders. The SWES manager is the Paediatric First Aider.

The SWES manager will assume the responsibilities of the Appointed Person in the absence of a nominated First Aider.

The responsibilities are:

- To take charge in the situation where personal injury or illness has occurred and where further medical help is needed.
- To ensure that a first aid box is provided and stocked with designated items **ONLY**.

In cases of serious injury, an ambulance should be called by dialling 999 and the responsibility of the Appointed Person ends when the patient is handed over to the ambulance service or parent/guardian. All serious injuries should be transported to hospital by ambulance in the event of the patient's condition deteriorating. No attempt should be made to move an injured person until appropriate examination and assessment have been completed.

#### Accidents involving external bleeding

Normal first aid procedures should be followed as described below.

- First Aiders washing hands before and after administering first aid, otherwise wearing disposable gloves where ever possible.
- When bleeding has stopped, blood should be washed off surrounding skin with plenty of soapy water without disturbing the wound.
- Splashes of blood into eyes or mouth of another person should be washed out immediately with plenty of water.
- Contaminated surfaces should be washed thoroughly - 1 part bleach to 10 parts water, using rubber gloves and protective apron.
- In the case of small cuts, whenever feasible, the injured person should wash the affected area him/herself with soap and water and cover the wound with a dressing provided.

#### Cuts and puncture wounds

Free bleeding should be encouraged and the effected part washed with soap and running water and then dressed.

#### IMMEDIATE ACTION

Necessary medical attention must be given as first priority and the safety of all ensured. Parents/guardians or next of kin must be contacted as soon as possible. If parents cannot be contacted or are unable to cope, where possible, SWES will provide an escort.

**An ambulance should be called (999) for anyone requiring hospital treatment.**

**SWES STAFF SHOULD NOT USE THEIR OWN CARS UNLESS THEIR INSURANCE POLICY SPECIFICALLY PERMITS THIS USE.**

**PARENTAL CONSENT – is always requested by SWES**

The written approval of parents must be obtained when there is a significant risk of injury before children participate in any activity.

### MEDICINES

SWES adopt Duncombe School's First Aid and Medicines Policy which can be made available upon request and is on the school website.

#### Non-prescription

These treatments/medicines must not be given, including aspirin/ paracetamol.

#### Prescription

No child may carry or receive prescribed medicines in after school provision

Exceptions will be when a child suffers from conditions which require on-going medication e.g. cystic fibrosis, asthma, serious allergies. An appropriately trained person will be responsible for administering such medicines.

#### Epi-pens and Inhalers

The names and photographs of children who may require an epi-pen or inhaler are displayed in both SWES settings. All staff are reminded of their identity each half term and new staff are shown as part of their induction. Issues relating to this are to be found in the school's First Aid and Medicine Policy and the Asthma Policy.

#### First Aid Boxes

First Aid Box should be carried by the SWES staff when traveling with children between SWES sites.

#### Sun Protection

In hot weather, staff will encourage children to drink water frequently. Parents/carers are encouraged to provide a hat and sunscreen for their children; all staff will remind children to use these if needed.

## Hygiene

The premises manager will ensure that there is an adequate supply of soap and hand drying facilities for both staff and children in the toilets at all times

## Snack Handling

Staff and children will wash and dry hands thoroughly before coming into contact with food.

## Unauthorised adults

All SWES staff will be responsible for observing and supervising the main entrance and exit points to the spaces where activities are taking place, and where appropriate, will challenge any unknown adults and young people regarding their authorisation to access the premises. Staff will introduce themselves and establish who the visitor is and their reason for visiting. If the visitor has no suitable reason to be on the service's premises, then they will be asked to leave immediately and escorted from the premises. The SWES manager will consult the Head Teachers if available and report the incident to the police if appropriate. If the visitor repeatedly refuses to leave, the police will be called for assistance. All visitors must sign in on arrival and out on departure in the schools visitors' book. Visitors to the service will not be left unsupervised with children at any time.

## Fire and emergency procedures

Fire drills must be carried out at least once per term to enable everyone to become familiar with the evacuation procedure during the after school provision. All visitors spending a length of time in the school should be made aware of arrangements in the case of **fire**. All SWES staff are required to be familiar with Fire and emergency procedures and have full responsibility to apply these procedures in case of fire. SWES adopt Duncombe School's Fire Safety Management Policy which can be made available upon request and is on the school's website.

### ACTION ON HEARING THE FIRE ALARM

- On sounding the alarm, all staff, pupils and visitors must leave the building immediately, closing doors behind them if possible.
- Tutor/Coach or responsible adult will supervise children leaving the building by appropriate exit, closing the door when the last person is out.
- **Everyone** is to proceed to the agreed assembly point in the playground.
- **Everyone** should walk quickly but do not run.
- Keep quiet.

- Do not stop or return for any clothing, belongings or books.
- In response to an alarm sounding Tutors/Coaches should carry their register for roll call.
- If it is not a Fire drill, the fire brigade will be called by SWES manager. If the SWES manager as authorised person is not available then staff must proceed to - Dial 999.
- Access must be clear for the fire brigade.
- The SWES manager or appointed person will check the building before children or staffs are allowed back in.

### IF YOU DISCOVER A FIRE:

- OPERATE THE NEAREST ALARM
- GO TO THE NEAREST TELEPHONE AND DIAL 999
- CARRY OUT ANY PREVIOUSLY ARRANGED DUTIES TO BE DONE IN THE EVENT OF FIRE OR GO TO NEAREST ASSEMBLY POINT
- If there is no risk to personal injury attempts may be made to tackle the fire using a suitable extinguisher, also switching off power supplies from the mains.

### Smoking

Smoking is not allowed on school premises.

### SAFETY DURING THE ACTIVITIES

When working with tools, equipment and materials in practical activities and in different environments, including those that are unfamiliar, Tutors/Coaches should be aware:

- About hazards, risks and risk control
- To recognise hazards, assess related risks and to take steps to control the risks to children, themselves, and others
- To manage their environment to ensure the health and safety of others.
- To know steps they take to control risks.

All SWES Tutors/Coaches have responsibility to make risk assessments for their activity, and provide it to the SWES manager before their first session starts, ensuring that children are supervised and safe at all times.

### Emergencies

In an emergency the SWES manager will attempt to contact the Head teacher/Deputy and if necessary the local police station, hospital, or duty social worker. In exceptional circumstances, the service may need to be closed at very short notice due to an unexpected

emergency. In such circumstances, the SWES manager and staff will inform parents/carers as soon as possible. All children will be supervised until they are safely collected.

### Risk Assessment

The SWES manager ensures that there is an appropriate generic risk assessment which covers most aspects of out of school hours learning life. The generic risk assessment includes all necessary control measures to eliminate/ minimise the risks of slips, falls and traveling between SWES sites. All SWES staff must be made aware of the risk assessment. All Tutors/Coaches are required to complete risk assessment specific to their activity and make it available to the SWES manager prior the first session (see copy attached)

SWES generic risk assessment includes:

- Identifying the hazards
- Asks who may be harmed and how?
- A series of control measures suggested - do we have them in place?
- Review and revise

“A hazard is the **potential** of a substance, activity or process to cause harm. A risk is the **likelihood** of a substance, activity or process to cause harm. A risk can be reduced and the hazard controlled by good management.”

### Equal Opportunities

SWES considers equality of opportunity to be at its heart and does not discriminate against anyone, staff or pupils, on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. This is in line with the Race Relations Act (1976) and covers direct and indirect discrimination. SWES follows the SWES Equal Opportunities Policy which is available on request. SWES will promote the principles of fairness and justice for all through the out of school learning we provide. We will ensure that all pupils have equal access to the full range of out of school learning opportunities provided, and will constantly strive to remove any forms of indirect discrimination that may form barriers to learning. All recruitment, employment, promotion and training will be fair to all and provide opportunities for everyone to achieve. SWES will celebrate the diversity of the community and show respect for all minority groups and all pupils.

### Anti Racism

SWES will not tolerate any form of racism or racist behaviour. Should a racist incident occur, the SWES manager will act immediately to prevent a repetition of the incident, record it in the SWES Incident Log Book and report it to the Head Teacher/Deputy of the relevant school.

## Institutional Racism

The findings of the Stephen Lawrence inquiry report (1993) defines institutional racism as: *“The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people”*.

## What is Racist Behaviour?

A racist incident is one where an offence has been perpetrated for racist reasons or one where the victim or anyone else perceives that the incident has a racist overtone. The incident can have occurred either accidentally or deliberately, either covertly or overtly. These include:

- Verbal abuse or threats.
- Name calling.
- Racist jokes and comments.
- Incitement of others to behave in a racist way.
- Physical assault against a person or group which is racially motivated.
- Refusal to co-operate with other people because of their ethnic origin.

All racial incidents are challenged and acted upon immediately. All incidents are reported to the SWES manager where he/she acts accordingly with the SWES behaviour procedures.

## Children with Disabilities

Some children may have disabilities or special needs and consequently need additional resources. SWES is committed to providing an environment that allows these children full access to all areas of after school learning. Tutors/Coaches are required to modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities/Special Needs to complete certain activities. In their planning Tutors/Coaches ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the learning activity.

## Monitoring and Review

It is the responsibility of the SWES committee to monitor the effectiveness of Equal Opportunities.



## Care and Learning

The SWES manager will liaise with parents/carers and other SWES and school staff regarding children's individual needs, and pass information to all staff as appropriate.

All staff will ensure that they are aware of the child's preferred name.

New children will be:

- Shown around
- Introduced to all SWES members of staff
- Told about how the service is run and activities on offer
- Reminded of the SWES's behaviour policy
- Introduced to the other children and, if appropriate, will be allocated a "buddy"
- Have the signing in/out procedure made clear
- Told about the fire evacuation procedures and shown the location of all fire exits and fire assembly points.

Parents/carers are welcome to stay with their child for a period of time if this is beneficial; staff will observe children to see if they are settling in, and will raise any concerns with the child and /or their parent/carer.

## Planning the Programme

The SWES manager will ensure that there is a well-planned and organised learning environment that offers children rich and stimulating experiences, alongside opportunities to explore, experiment, plan and make decisions for themselves. Activities will change on a six weekly basis and be planned to enable children to build on their natural curiosity, advance their thinking, use their imagination and develop positive relationships. Children will have free play, supervised by SWES staff every day before their activity starts. Children will be involved in the process of planning activities and events so the programme reflects their opinions, and so that children have some ownership of the service. The SWES manager will ensure that sessions are regularly monitored and reviewed. He/she will carry regular observations and supervision for the Tutors/Coaches in order make sure that SWES provides activities with enjoyment and excellence.

## Daily Arrangement

Each evening relevant staff will assemble in readiness for the ensuing activities. The timetable will be as follows:

3.30pm SWES Staff arrive (the SWES manager arrives 2:30pm)

3.30 – 3.45pm Children participating in SWES gather and eat their snack

3.45pm Walk to site of activity

4.00 Activity begins

5.00 Activity ends/Fun Club begins

### Observation of children

All staff are encouraged to recognise, support and promote children's achievements. The SWES manager will share information about significant achievement with class teachers, so they can be acknowledged as part of their school's celebration achievement. Children will not be left unsupervised at any time during activity sessions. The SWES manager will ensure that levels of staff supervision are sufficient to ensure that the safety of children is assured, and set according to the type of activities and equipment being used, along with the ages and number of children involved in a given activity.

### Involving and Consulting Children

SWES values and actively promotes the participation of children in making decisions about out of school provision. All children will be listened to and actively consulted. This will include:

- Listening and observing (verbal and non-verbal communication)
- Drama and role-play
- Group based discussion
- Questionnaires and other regular feed back
- Suggestion boxes, or survey
- Support for children to be involved in the children's parliament

The SWES manager will take part in both schools' council meetings and listen to their views as well as answering their questions about after school provision. Consultation and involvement will be regularly monitored and acted upon, so that children are able to see that their involvement has led to visible outcomes.

### Consulting parents

SWES welcomes feedback from parents. By consulting with parents and involving them in the planning of the activities we provide, SWES will be able to further develop packages of

activities responsive to the evolving needs of the community. It is important to involve parents for the following reasons:

- Empowerment - encouraging parents to be more confident and fulfilled individuals, which in turn has positive effects upon their parenting capacity that enriches their children's lives.
- Listening to and involving SWES users often leads to increased use and access to the activities that we provide.
- Parents are more motivated when they can experience a difference that affects them in a positive way.
- Parents feel that their contribution is valued
- Parents build a solid and trusting relationship with SWES
- Without parental involvement, SWES will not realise its full potential which will allow the project to grow and improve

### Consultation Methods

Questionnaires sent home with pupils for completion, face to face discussion or by facilitation of children's involvement. Other ways of engaging parents in consultation will include a selection of events where after school activities are displayed and demonstrated by children for parents to attend and see a small version of what they learned at SWES.

### Physical environment

The Head Teacher will ensure that OFSTED requirements are met. The SWES manager will monitor the premises and report to the Head Teacher and Premises Manager regarding any issues that may arise. Members of staff will have access to the SWES's telephone at all times, for official reasons only.

### Equipment

The SWES manager will ensure that all furniture, toys and equipment are kept clean and well maintained. He/she will ensure that all equipment, books and other resources are age appropriate and provide opportunities for all.

### Food and drink

All children will be offered a healthy drink and snack before the start of their activity after the registration process. Staff will ensure that there is a regular supply of water available to children at all times, especially in hot conditions. The SWES manager will ensure that food and drink offered to children takes account of any information in children's Registration Forms about special dietary requirements. The food provided will reflect the cultural diversity of the families that use the service. Children, parents and carers will be involved in

planning the menus through consultation. No child will ever be forced to eat or drink something against their will.

## **Organisation and Staffing**

The SWES team will comprise:

- Manager
- Assistant Managers
- SWES staff helpers
- Adventure Playground Staff
- Tutors /Coaches
- Pool Staff for cover

The SWES manager will be responsible for:

- Developing a high quality service that meets all national standards for out of school provision
- Reporting as appropriate to the Head teachers and keeping them fully informed of all relevant issues.
- Planning monitoring and evaluation of the provision provided by SWES

## **Staff recruitment**

All SWES staff will be employed by the school in accordance with the school's standards safer recruitment policy. Any person who has not received an enhanced Criminal Records Bureau check (such as a member of staff awaiting registration clearance, or occasional volunteers) will not be left alone with any child. Regular volunteers will be treated as any other member of staff. Where staff are employed by another organisation, SWES will require that organisation to follow safe recruitment practices i.e. request a copy of his/her CRB check.

New students and volunteers will work under the supervision of a member of staff who will have day-to-day responsibility for supervising and overseeing their work. Students and volunteers will be provided with a written agreement at the start of the placement agreeing placement hours, dress code and expected appropriate behaviour, and what the student or volunteer can expect from the SWES project. Students and volunteers will be encouraged to attend SWES staff meetings.

## **Tutors and coaches**

Self –employed tutors and coaches will be subject to the same recruitment procedures as staff employed by the school. They will sign a contract of agreement for six weeks. Based on the needs of SWES and the employees’ commitment, the six weeks contract may be extended. SWES management committee reserves the right to terminate a contract prematurely should at any stage an employee fail to meet the SWES requirements and standards. The SWES manager will maintain records that the/she has seen a current enhanced CRB check for all Tutors/Coaches, and the reference number and date of when the certificate was issued. This record will be kept in a confidential file in the SWES office. Where Tutors/Coaches are employed by a contracted organisation, the SWES manager will monitor the contractor’s compliance with safe recruitment procedures.

### Staff records

The SWES manager will ensure that the staff list is kept up-to date, including records of qualifications and training. It must be updated when new staff are appointed, as well as any temporary staff cover and volunteers, including students, are recorded.

### Induction

The SWES manager will induct new staff and volunteers, using this manual.

The induction should include:

- Showing new staff around the premises
- Introducing the new member of staff to our colleagues, children and parents/carers
- Introduction to SWES child protection, behaviour management, equal opportunities and health and safety policies including fire safety and First Aid. All staff must read and sign the Staff code of conduct for ICT (which includes use of mobile phones)
- Explaining all aspects of day to day management and running of the service
- Indicating the whereabouts of further information instructing on the requirements of high quality service provision, including the requirements of the National Daycare Standards

### Staff support, supervision and appraisals

All staff, including volunteers, will have regular managerial supervision with the SWES manager, who is their line manager. This should take place at least once a term, during contracted hours but outside of direct work with children. The support, supervision and appraisal for the SWES manager will be conducted by one of the Head teachers who is his/her line manager. The appraisal will aim to link individuals and SWES’s needs by reviewing the past performance of the individual and identifying specific objectives and developmental needs for the period up to the next appraisal. Full details of the appraisal

scheme should be sought by the school. The appraiser and the appraisee should have an initial meeting where they agree the date, time and venue of the appraisal meeting, and also agree what other material or evidence if any, should be collected to form part of the appraisal process. It is the responsibility of the appraiser to evaluate the performance of the appraisee, and to collect any appropriate supporting evidence. The appraisee has also responsibility to evaluate his/her own performance. The SWES manager will arrange half-termly staff meetings. All staff are expected to attend, and contribute to the development and quality of the service, and to the programme of activities provided.

### Training

The SWES manager will have a level 3 qualification, along with at least two years' experience of working in management in after school setting. The Assistant manager will have a level 3 qualification appropriate to the post or working towards one along with at least two years' experience of working with children in an educational setting. The SWES manager should ensure that all staff has a minimum level 2 or level 3 in an appropriate qualification to their role. Training needs will be identified through the supervision and appraisal process, and recorded as appropriate. Some core training courses are obligatory; these may include Equal Opportunities, Child Protection, First Aid and Health and Safety and behaviour management. It is the responsibility of the SWES manager to ensure that staff are kept up to date with the current legislation and attend courses that are necessary to fulfil the SWES legal responsibilities. He/she will identify and promote suitable training courses for staff and make arrangements for staff release as well as delivering INSET days directly to his/her staff. All training undertaken at either school setting or off-site is SWES training. Staff need to recognise this and will be expected to keep a log of on-going training received. The SWES manager will ask to see these logs on a termly basis.

### Staff code of conduct

- All staff members are expected to conduct themselves at all times in a professional and courteous manner.
- All members of staff are required to work within the SWES's equal opportunity and health and safety policies
- Members of staff will dress appropriately for working with children
- See section below about use of personal mobile phones.
- SWES adopts Duncombe's ICT Security Policy which can be made available upon request and is on the school's website.

### Personal Mobile Phones

Staff should be aware of issues relating to personal mobile phones and safeguarding. However, we have a unique structure where we could be caring for children over three

sites. Both St. Marks School and Duncombe School are registered sites of SWES provision and we may also be utilising other opportunities available locally, such as the Sobel Centre or Archway Pool. It is important that all staff are contactable at all these sites. Therefore, use of personal mobiles will be permitted for SWES business, for calls only.

Personal mobile phones are never to be used to take photographs during the time of SWES operation. Personal calls are not permitted during SWES operational times however, it is reasonable to note that a personal contact has been made and respond to it outside of SWES operation.

### Absence and contingency plans

All SWES staff are required to sign in when they arrive and sign out when they leave at the signing staff notebook. If staff are unable to attend work due to illness or other reasons, they must contact the SWES manager no later than 12p.m. at the latest on the day they are due to be at work. In cases where the SWES manager is unable to attend work in similar conditions, he/she must contact the Head Teacher no later than 12pm. The SWES manager will ensure that suitable contingency plans are in place to cover planned and unexpected staff absences i.e. there will be a pool of suitable staff listed from both schools where they will cover Tutors/Coaches. Children will still take part in a similar activity with a defined learning structure, not as free time. If two Tutors/Coaches are absent and they do not send a cover then, the SWES assistant manager will provide a learning activity. The SWES manager will be available to cover for an activity in extreme circumstances when there is no other staff available. If the SWES manager is unable to attend work, the assistant SWES manager will take full responsibility of the provision for that day and his/her role will be covered by a suitable member of staff from the pool.

### Staffing Ratios

In all cases the minimum-staff ratio for children under 8 years olds will be 1:8. SWES will ensure that the presence of children over 8 will not negatively affect the care of children under 8 with a minimum of two staff at all times. The level of staffing required to ensure a safe and high quality service will be continuously monitored and reviewed by the SWES manager.

### Confidentiality

Staff will ensure that information about children is kept confidential, and only shared when it is in the best interest of the child. Staff will raise any issue of concern with the SWES manager, who will consult with their line manager as appropriate.

## **Complaints/ Disciplinary**

### Disciplinary procedures

All disciplinary and grievance issues will be dealt with in accordance with the Islington council's policies and procedures.

### Complaints by parents

The SWES manager is responsible for making decisions on a daily basis about SWES's internal management and organisation. If parents have a complaint or a concern about general issues they should make the complaint to the SWES manager. SWES adopt Duncombe School's Complaints Policy and Procedure which can be made available upon request and is on the school website.

Issues may include:

- Child's academic progress in the after school activity
- Bullying in the after school provision
- Something that has happened during the after school provision
- The overall running of the after school provision
- SWES policy issues.
- The management of the SWES budget

If the complaint is against a SWES member of staff, the SWES manager will try to resolve the issue and if appropriate will seek guidance from the Head Teacher or HR. If the complaint is against the SWES manager, it needs to be directed to the Head Teacher/SWES management committee. Or write to

Ofsted

Royal Exchange Buildings

St Ann's Square

Manchester

M2 7LA

## **Admissions/ Registration**

When a parent/carer contacts the service about a place for their child, they will be given:

- A registration application form
- Information about availability, fees, and opening times
- The names of staff



- A current programme of activities
- Information about the provision for children with disabilities and special needs
- Any other relevant information

### Waiting list

If necessary the SWES manager will keep a waiting list of children waiting to attend the service. The SWES manager will contact parents/carers to inform when a place becomes available.

### Registration

The parents/carers of all children using our service must complete a Registration Form.

On arrival from the school/classroom to after school provision, a member of SWES staff will record the child's attendance in the daily signing-in sheet. The Tutor/Coach is also required to take a separate register each time prior to a specific activity starting and account for the same number when he/she transfers the children to the SWES manager/assistant manager. If a child that is expected to attend after school provision doesn't turn up, the SWES staff taking the register should inform the SWES manager immediately. The SWES manager then has to find out if the child attended the school that day or not and if the child did attend the school, then he/she must consult the school office staff in case other arrangements were made or phone the parent.

### Departures

It is the responsibility of all SWES staff to ensure the following signing in and out procedures are carried out. The adult nominated to collect a child must be one of those named on the Registration Form. If the child is to be collected by someone other than one of the nominated parent/carers, the staff must be informed and the information recorded. The SWES manager ensures that the sign out is done appropriately and according to the SWES's procedures every day. The parent/carer **must sign** the child out and record the time the child is signed out. If a child is allowed to go home on their own they should sign themselves out and record the time. Children will only be able to leave the service without adult supervision if this has been recorded on the Registration Form. No adult other than those named on the Registration Form will be allowed to leave the service with a child unless the staff have been informed in advance by the nominated adult. In the event that someone else should arrive without prior knowledge, the SWES manager will contact the parent/carer before releasing a child into his/her care.

### Late collection

If the parent/carer is going to be late to collect their child, they must inform SWES. The SWES manager is provided with a mobile phone which he/she collects from the school at the beginning of each afternoon session and parents/carers can call. All incidents of late collections must be recorded by the SWES manager and discussed with parents/carers at the earliest opportunity. If the parent/carer is late in picking up their child without prior warning, a possible extra charge large enough to deter frequent use, will be made as a penalty. Parents and carers will be informed that persistent late collection may result in the loss of their child's place at the service, and could lead to a referral to social services. If a parent, carer or designated adult has not arrived at the school by 6.00 pm, the SWES manager will contact the parent/carer. If no contact can be made with the parent, carer or designated adult by 6:30pm, the SWES manager will contact Islington Police Section **(Tel:0207 704 1212)**.

### Missing children

If a member of staff cannot account for a child's whereabouts during a session, she/he must inform both the SWES manager and the rest of the team that the child may be missing. If the child cannot be found, the SWES manager will consult with the Head Teacher if possible, and contact the child's parent/carer to check that the child has not gone home. If the child's whereabouts have not been established the police will be informed. All incidents of children going missing must be recorded in the Incident Record Book.

### Sussex way Extended School Lost Child Policy:

To prevent a child going missing all children are checked on the register at the start of the session. Children are supervised at all times, with all visitors recorded arriving and leaving. If the children are taken off site for a trip or an activity the register is taken prior to departure and on arrival on departure from venue.

### If a child is found to be missing from the site:

- Contact the SWES Manager immediately.
- Call the register to check and establish which child is missing.
- Workers must immediately check the site to ensure the child has not been hidden or locked in anywhere.
- Other sites should be contacted to ensure that the child has not mistakenly joined another group.
- SWES Manager will contact the police and the child's parents /carer.

### If a child is found to be missing whilst on an outing

- Contact the SWES Manager immediately.
- Call the register to check and establish which child is missing.
- Workers must immediately check the site and alert site staff to ensure the child has not been hidden or locked in somewhere.
- SWES Manager will contact the police and the child's parents/carer

### Financial procedures

Payment of fees should be made in advance on a six weekly basis. If fees are not paid on time, the SWES manager will notify the parent/carer that the fees are late and request payment. If this is not forthcoming or if parents/carers are consistently in arrears, the SWES manager will inform the Head Teacher of the relevant school. This may result in the child's place being withdrawn.

### Collection of fees

All fees (whether cash or cheque ) will be collected by the SWES manager, who will issue a school receipt immediately and transfer monies to the SWES bursar at his/her earliest opportunity (date, place and time of fee collection to be confirmed with parents in advance). A full record of fees is kept in the SWES manager's office.

### Penalty fees

Penalty fees should be collected by the SWES manager and handed over to the SWES bursar. The SWES manager will have a standard sum of £60 as a cash float in his office, for change required for penalty collection. A full account record of penalty charges collected will be kept in the SWES manager's office. These records are retained for one year at least with the SWES manager.

## **Documentation and Information**

### SWES policies and procedures

The SWES manager will ensure that all relevant SWES policies and procedures are up to date and he/she is able to inform and advise staff as appropriate as well as ensure they are easily accessible to all staff and parents (on request). He/ she will ensure that all staff are familiar with these policies.

### Registration

Parents/carers are required to complete a Registration Form for all children attending out of school provision.

The SWES manager will ensure that the daily register is completed by SWES staff as well as individual activities registers completed by Tutors/Coaches. The individual activities registers will be kept in the relevant schools and the daily register will be kept in the SWES manager's office. The SWES manager ensures that the signing out register is completed according to the SWES procedures each day. The parent/carer **must sign** the child out, unless the child is allowed to go home on their own, in which case they should sign themselves out. All the hard copy data of these registers will be transferred to a computer database the next day by the SWES manager.

### Maintaining records

The Head Teacher will be responsible for ensuring that the Ofsted childcare registration is up to date, and that Ofsted is informed of any relevant proposed changes. This includes;

- Any change in members of staff
- Any significant change to the premises
- Any significant change to the operational plan of the service
- Any allegation of abuse by a member of staff or volunteer or any abuse which is alleged to have taken place on the premises
- Any other significant events

The SWES manager will ensure that the following records are held in the SWES manager's office:

- Up to date SWES policies and procedures
- The Staff list which will contain up to date records and appraisals of all staff, tutors, students and volunteers who work at the service. This includes their name, address, telephone number, emergency contact details, CRB check reference number, qualifications and record of training attended. Staff employment details are held centrally by the CEA@Islington at Laycock Street
- Daily register for children
- Daily register for staff
- Updated registration forms for each child.
- Personal information about any child attending the after school provision
- An up to date waiting list with details of all children waiting for a place at the service
- Accident and incident records book
- Behaviour record Log Book
- Records of any medication being held by staff on behalf of children, and the signed administration of medication form
- An inventory of all equipment used by the service
- Archived and up to date health and safety checks

- Generic Risk assessment and individual activities Risk Assessment
- Current fee structure
- Monthly budget sheet
- SWES budget plan
- SWES action plan
- SWES self-evaluation form (SEF) contributing to the 5 outcomes of ECM, updated six monthly
- Theft and losses record

## **Monitoring and evaluation**

The three main reasons why SWES will be regularly monitored;

First, to account for expenditure on resources, and evaluation of expected outcomes of activities provided. This will be monitoring in both formative, as the project takes place and summative - at the end of every six months. Secondly, to improve the SWES project by celebrating areas of excellence and striving to work on areas for improvement. Thirdly, as SWES is a pilot project in Islington, to understand the project, specifically in terms of; why and how is it having effects on our children's attainment, and how far it's effect has reached. Monitoring and evaluation methods will be reviewed by the SWES manager every six month.

### **Planning**

Now that the after school hours learning is being integrated into school provision, it is necessary that SWES planning is included in both schools' development plans. It will address the five key principles of the Every Child Matters agenda and be in line with current policy and practice such as equality of provision, local needs, social inclusion and the voice of young people. Children and parents will be consulted on how to shape the nature and direction of SWES provision. However, SWES recognises that children's suggestions might reflect a limited awareness of appropriate and innovative strategies. The SWES manager will have greater time available to manage SWES as well as other duties that are complementary to his/her work including fundraising and recruiting volunteers. This will promote his/her knowledge base, planning time, and the opportunity to build networks that would enhance out of school hours learning provision.

### **Monitoring**

The SWES manager will collect quantitative and qualitative data, six monthly with annual reviews to present to the SWES committee in order to show how SWES is progressing, to plan and to account for deviations. He/she will review all activities, initiatives and

outcomes from the start, and explore the relations between them, seeking to understand processes as well as measuring data.

Such methods will involve interviews with children, staff, parents and focus groups and analysis of SWES documentation, its provision and policies. Monitoring of SWES will be flexible to reflect the various contexts in which the provision is provided. It will take into account the national principles and practices of “How Good is SWES” and the Code of Practice for study support and after school learning evaluation criteria by the DfES. The SWES manager will make sure that the monitoring of the provision must be realistic, feasible and manageable. He/she will carry out regular observation with the Tutors/Coaches as well as provide termly supervision for SWES staff and offer regular written and oral feedback to the Head Teachers/SWES management committee. Where the SWES manager does not have direct expertise regarding an activity i.e. piano lesson, he/she will seek advice from other professionals including the subject coordinator in school or someone from the authority who oversees that particular activity at local level. Activities will change every six weeks. They will focus on developing pupil’s broader skills, physical activity levels and promoting wellbeing. Those activities that will consistently provide excellence as well as enjoyment for participants will be replicated. As SWES aims to place a greater emphasis on promoting specific learning skills and targeting pupils, it is necessary for regular monitoring of the provision and consultation with the stakeholders including the children and their parents/carers in order to assess whether the provision is meeting the needs of all pupils including those that are usually difficult to attract, or who face barriers to participation. Class teachers also will be interviewed in order to measure a positive contribution to children’s attainment, self-confidence, motivation to learning and wellbeing.

### Funding

The SWES management committee and the SWES manager will monitor the funding for provision. Currently there are sufficient funds to meet all of SWES’ priorities. However, the SWES manager in collaboration with the Head Teachers and schools’ bursar will look into ways of managing the current funding effectively and securing further funding.

### Evaluation

The SWES manager will provide reports each term for the SWES committee showing evidence of programme and activities that have been implemented. It will measure how contributions of the five ECM outcomes are impacting upon children in both schools and provide an appraisal of the outcomes of the project. Evaluation methods will include

surveys and questionnaires to children, parents, and teachers as well as discussion with other key stakeholders such as Head Teachers of both schools. The SWES manager will complete a Self-Evaluation Form (SEF) at the end of a six month period measuring the evidence of contributing to the five ECM national outcomes and its impact on children, celebrating areas of excellence and identifying areas for improvement. This evaluation report then will be submitted to the SWES management committee for feedback. A questionnaire will be sent to parents with specific questions regarding the activities in the programme in order to identify areas for improvement and attract more parents to sending their children to after school learning activities. An open evening will take place to demonstrate the activities on offer. Parents will be invited, aiming not only to promote SWES but also strengthen relationships with parents and the local community by listening to their views and receiving feedback. The SWES manager will deliver a presentation to teachers in both schools once a year regarding the out of school learning provision. It is hoped to keep teachers up to date with what's going on after school as well as collecting feedback and gathering additional children's needs that require inclusion in after school provision. Discussions will take place with the stakeholders to develop SWES page on the Duncombe School website where we can get feedback on line from parents/carers as well as further promoting our after school provision. The SWES committee will explore potential partnerships with agencies, organisations and providers that can help SWES address its identified out of school learning priorities.

### **SWES EYFS Policy**

This policy is for the care of children attending SWES from four years old (up to the 31<sup>st</sup> August) until a child's 5<sup>th</sup> birthday.

SWES's aim is to contribute to achieving the five outcomes of the Every Child Matters agenda. In particular it seeks to increase the number of opportunities available to children of both schools engaging in extended school learning. SWES hopes to support children on the pathway to an active healthy lifestyle.

SWES provides a safe and secure environment where children are able to learn and develop. Activities are planned so that they are accessible for all children according to their interests and individual needs. Every child is included and assessed to ensure they are making good progress.

*'Wrap around and holiday providers should be guided by, but do not necessarily need to meet, all the learning and development requirements. Practitioners should discuss with parents and/or carers (and other practitioners and providers as appropriate) the support they intend to offer, seeking to complement learning in settings in which children spend more time.'*

## *Statutory framework 2012*

Duncombe Primary School's EYFS Manager is the EYFS advisor and trainer for SWES. The primary key person for each EYFS child is their class teacher. They are contacted via email if there are any issues or concerns about the child by the SWES Manager/ Assistant Manager.

All SWES staff are informed of any EYFS child who register for SWES from either Duncombe Primary School or St Marks School. The key person for any EYFS child, during out of school hours, is either the SWES Manager or Assistant Manager. Any other member of staff who has concerns about an EYFS child must report it to the SWES Manager or Assistant Manager. All SWES staff will receive relevant EYFS training by Duncombe Primary School's EYFS Manager.

SWES will use current systems that are in place in Duncombe Primary School and St Marks School to communicate and exchange information with class teachers and parents (e.g. Tapestry Early Years software). This will help us to record progress, aiding teacher assessment, and agree on next steps for the development of each child. EYFS teachers hand over key information about any pupils attending SWES. Each pupil's individual 'Learning Journey' is shared where relevant to outline the individual needs of each EYFS child. All activities run by SWES are reviewed in accordance with EYFS areas of development (see document for current activities).