

Extra-Curricular Provision Policy

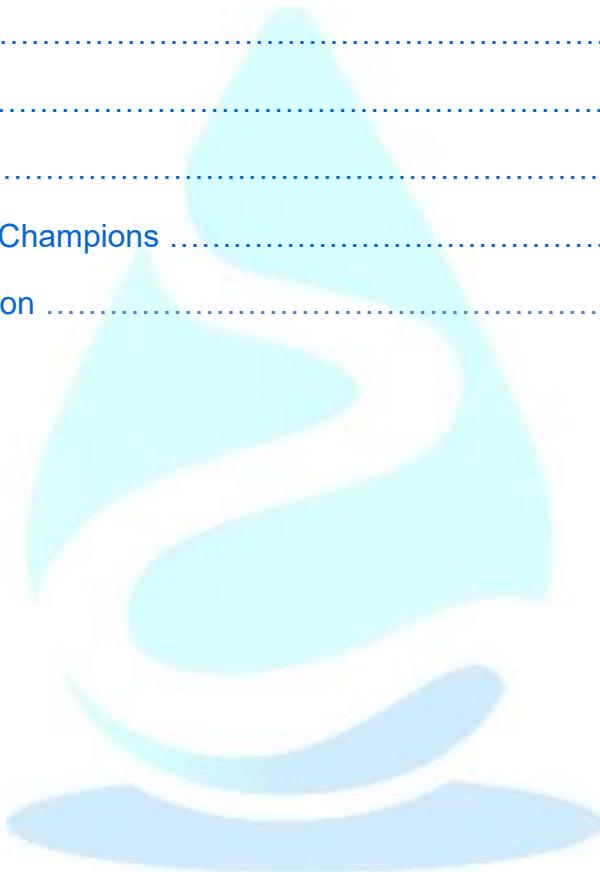


RIVERSIDE BRIDGE SCHOOL
INSPIRE, EMPOWER, ACHIEVE

Approved by: Ms Leila Amri
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1. Introduction

At Riverside Bridge School, we believe that extra-curricular activities play a vital role in promoting pupils' personal, social, and physical development. Our clubs provide opportunities for pupils to explore interests, develop confidence, and apply the school's values of Respect, Resilience, and Responsibility beyond the classroom. Participation in extra-curricular clubs helps pupils build relationships, develop communication and teamwork skills, and experience new challenges in a safe, supportive environment.

2. Aims of the Policy

The aims of this policy are to:

- provide a wide range of extra-curricular opportunities that enhance pupils' learning and personal development;
- promote positive physical, emotional, and social well-being through structured and enjoyable activities;
- ensure fair and safe access to all pupils regardless of ability, age, or background;
- encourage pupils to make healthy lifestyle choices and to contribute positively to the school community;
- strengthen the link between school, home, and the wider community.

3. Types of clubs offered

Riverside Bridge School offers a varied programme of clubs throughout the year to meet the diverse needs and interests of pupils across all learning pathways e.g. pre-formal, semi-formal, and formal. Typical clubs include:

- sports and fitness clubs (e.g. Sensory Cricket, Football, Dance, Gym);
- creative and cultural clubs (e.g. Music, Art, Cultural Cooking, Gardening);
- life skills and well-being clubs (e.g. Healthy Heroes, Social Games, Sensory Cooking).

Club availability may vary each term, and parents/carers will be informed of the timetable in advance.

4. Organisation and Timetable

After-school clubs run from 3:30pm to 4:15pm on Mondays, Tuesdays, and Thursdays.

No clubs are offered on Wednesdays due to staff CPD training and Fridays due to the Headteacher's briefing meetings.

Each club is typically delivered as part of a termly block, allowing for consistent attendance and progression.

Club places are allocated on a first-come, first-served basis, with consideration for ensuring equal

access across age groups and learning pathways.

5. Breakfast Club

Riverside Bridge School operates a Breakfast Club to provide pupils with a healthy, calm, and positive start to the school day.

Details:

- the breakfast club runs from 7:30am to 9:00am daily;
- the entry closes at 8:00am (pupils arriving after this time will not be admitted);
- the location: Riverside Bridge School through the parent gate drop off, off the East Wing;
- the cost is £4 per session (discounts for block bookings and siblings);
- all bookings are made via Bromcom on a half-termly basis.

A healthy breakfast is provided, followed by a range of calm, structured activities to prepare pupils for the day ahead.

Parents/carers are responsible for dropping off their child as transport is not available at this time.

For further details, please refer to the Breakfast Club Letter (2025–26).

6. After-school clubs

After-school clubs are an integral part of our enrichment programme, running between 3:30pm and 4:15pm.

Each session is designed to be engaging, inclusive, and developmentally appropriate.

Clubs are run by Riverside Bridge School staff or external specialists under school supervision.

Activities are carefully planned to promote teamwork, creativity, and resilience.

Registers are kept for every session to monitor attendance and engagement.

Parents/carers are responsible for arranging the safe collection of their child at 4:15pm promptly.

Repeated late collections may result in a review of the pupil's club placement.

7. Staffing and Supervision

All extra-curricular clubs are supervised by members of school staff or approved external providers who have undergone appropriate safeguarding checks with a maximum of 8 pupils to attend, with up to 3 staff delivering the club or to align with any individualised pupil ratios and pupils' needs. A Designated Safeguarding Lead (DSL) or deputy is always available on-site during club sessions.

Payment and Staffing Structure:

- staff who lead sessions are paid a flat rate of £18 per session;
- staff who support the running of the club are paid a flat rate of £10 per session.

Collection Procedures

- Parents will be contacted immediately if their child is not collected at 4:15pm.
- If a child is late being collected from school, the following procedure is followed:
 - staff supporting the club will supervise the pupil(s) until 4:30pm and make contact with the parent/carer from 4.15pm;
 - from 4:30pm onwards, a member of the Senior Leadership Team (SLT and DDSL) will supervise the pupil(s) until collection.
 - staff will make every attempt to contact parents/carers up until 5:00pm. If a child remains uncollected and no contact has been made by these times, an immediate referral will be made to the MASH team where advice will be sought from the duty senior social worker. Any previous late collections will be shared with the MASH team;
 - If a child remains uncollected by 5:30pm, a second call will be made to the MASH team to agree the next steps;
 - if parents/carers are late picking up their child on more than one occasion, a meeting will be arranged with a member of the Senior Leadership Team to discuss any issue and agree a way forward;
 - if a child continues to be collected late, a referral will be made to the MASH team (Multi Agency Safeguarding Hub).

Staff are responsible for:

- having accessibility to all pupils within their club parent/carer contact details through their register to make immediate calls;
- maintaining a safe and inclusive environment;
- recording attendance;
- reporting any incidents or safeguarding concerns in line with school policy.

8. Equal Opportunities

Riverside Bridge School is committed to ensuring that every pupil has equal access to extracurricular opportunities, regardless of ability, background, or additional needs. Activities are differentiated where necessary, and reasonable adjustments are made to ensure that all pupils can participate safely and meaningfully.

9. Health and Safety

All pupils are invited to attend clubs; however, any pupil deemed to be causing significant risk or harm to other individuals or school property may be replaced at the club under SLT discretion.

All activities are risk-assessed in line with the school's Health and Safety Policy.

First aid provision is available on site during all club sessions.

Parents/carers must provide up-to-date medical and emergency contact information when registering for clubs.

Pupils are expected to follow staff instructions to ensure their own and others' safety.

10. Personal Development Champions

At Riverside Bridge School, extra-curricular clubs will be strengthened through the Personal Development Champions Project.

The Personal Development Champions project celebrates pupils who demonstrate outstanding commitment to personal growth. Champions act as role models, supporting peers in building resilience, showing respect, and taking responsibility for their actions. Recognition is given through assemblies, displays, and certificates, promoting a culture of aspiration and achievement.

The Healthy Living and Personal Development Lead will jointly oversee the implementation, monitoring, and impact evaluation of all extra-curricular provision. They will work in collaboration with the Personal Development Champions (PDCs) to ensure that clubs contribute meaningfully to the wider personal development strategy of Riverside Bridge School.

Monitoring will include:

- reviewing attendance registers and participation rates for each club;
- gathering feedback from pupils, staff, and parents/carers to assess engagement, enjoyment, and accessibility;
- evaluating how club activities promote the school values of Respect, Resilience, and Responsibility and support SMSC, PSHE, and physical well-being outcomes;
- reviewing the impact of clubs on pupils' personal development, including improvements in communication, confidence, teamwork, and emotional regulation;
- analysing data on pupil leadership and involvement in the Personal Development Champions framework.

The Personal Development Champions play an active role in monitoring and strengthening the extra-curricular programme by:

- leading lunchtime and after-school clubs linked to their 'Sense of' areas:
 - Sense of Self with the Bridge Buddies Champion to support emotional well-being and peer mentoring;
 - Sense of Community with the Student Council Champion to promote responsibility, charity, and community involvement;
 - Sense of Culture with the Culture & Diversity Ambassador to celebrate diversity, creativity, and cultural capital;

- Sense of Wonder with the Eco-Team Champion to lead sustainability and curiosity-based projects;
- Sense of Future with the Pathfinders Champion to support independence, aspiration, and life skills.
- gathering and representing pupil voice to inform the future design of clubs;
- supporting display, assembly, and newsletter updates that celebrate achievements in clubs and enrichment projects;
- contributing to school-wide evaluation evidence for the Excellence in Pupil Development Award (EPDA) and Ofsted inspections.

Findings from these evaluations will be reviewed termly by the Senior Leadership Team (SLT) and shared with Governors. This ensures that Riverside Bridge School's extra-curricular offer remains inclusive, inspiring, and directly aligned with the school's strategic aims for Personal Development.

Monitoring and Evaluation

The Healthy Living and Personal Development Lead will oversee the implementation and monitoring of extra-curricular provision. Evaluation methods include:

- reviewing attendance registers and participation rates;
- gathering feedback from pupils, staff, and parents/carers;
- reviewing the impact of clubs on pupils' personal development and well-being;
- reporting outcomes to the Senior Leadership Team and Governors.

Findings from evaluations will inform future planning to ensure that the extra-curricular offer remains engaging, inclusive, and reflective of pupil voice.

Appendix 1

Personal Development Champion Roles

Overview

Post Title: Personal Development Champion (PDC)

Duration: One academic year

Reports to: R. Flowers (Personal Development Lead)

Hours: Lead one lunchtime club and one after-school club weekly

Purpose: To support and enhance the personal development of pupils across Riverside Bridge School through targeted initiatives, staff engagement, and pupil voice. Each PDC will lead one of the five 'Sense of' areas and the associated pupil-led committee.

1. Sense of Self – Bridge Buddies Champion

Linked Committee: Bridge Buddies

Committee Intent: To promote confidence, emotional wellbeing, and peer support so every pupil feels safe and valued.

Role Purpose: To lead and model initiatives that build pupils' self-awareness, self-regulation, and self-esteem. The Sense of Self Champion will help pupils recognise their strengths, celebrate achievements, and develop resilience and emotional literacy.

Key Responsibilities

- Lead the Bridge Buddies committee to run peer-mentoring and kindness campaigns.
- Promote activities around self-care, safety, and emotional regulation.
- Coordinate a lunchtime Well-Being Club and an after-school Confidence Builders Club.
- Support anti-bullying and mental health awareness activities.
- Gather and share pupil voice on emotional wellbeing initiatives.

2. Sense of Community – Student Council Champion

Linked Committee: Student Council

Committee Intent: To give pupils a democratic voice in shaping school life and building responsibility for others.

Role Purpose: To promote teamwork, empathy, and responsibility through community engagement and pupil leadership. The Sense of Community Champion encourages pupils to contribute positively to school life and the wider community.

Key Responsibilities

- Lead the Student Council to gather and represent pupil views.
- Support class representatives to lead charity, volunteering, and community projects.

- Coordinate a lunchtime Citizenship Club and an after-school Community Action Club.
- Embed respect, responsibility, and British Values across activities.
- Showcase community achievements in assemblies and newsletters.

3. Sense of Culture – Culture & Diversity Ambassador Champion

Linked Committee: Culture & Diversity Ambassadors

Committee Intent: To celebrate who we are and where we come from, and to learn about others' stories, traditions, and creativity.

Role Purpose: To champion inclusion and cultural understanding through the arts, heritage, and creative expression. The Sense of Culture Champion celebrates diversity and encourages pride in personal and collective identity.

Key Responsibilities

- Lead the Culture & Diversity Ambassadors in planning cultural celebrations and themed events.
- Coordinate displays and assemblies that celebrate languages, art, and traditions.
- Lead a lunchtime Cultural Creations Club and an after-school Diversity Celebration Club.
- Collaborate with staff to promote cross-curricular cultural appreciation.
- Support cultural capital development through creative projects.

4. Sense of Wonder – Eco-Team Champion

Linked Committee: Eco-Team

Committee Intent: *To spark curiosity, creativity, and care for our environment through exploration and discovery.*

Role Purpose: To inspire curiosity, environmental awareness, and a love for learning through nature and discovery. The Sense of Wonder Champion fosters a sense of awe, respect for the planet, and excitement about the world.

Key Responsibilities

- Lead the Eco-Team to plan and deliver sustainability and nature-based initiatives.
- Organise outdoor learning and science discovery activities.
- Coordinate a lunchtime Nature Explorers Club and an after-school Eco Champions Club.
- Promote respect for animals, the environment, and sustainability within the school.
- Support curiosity and inquiry-based learning across curriculum areas.

5. Sense of Future – Pathfinders Champion

Linked Committee: Pathfinders

Committee Intent: To help pupils 'find their way forward' by exploring new experiences, skills, and possibilities.

Role Purpose: To prepare pupils for their next stages in life by developing independence, decision-making, and aspiration. The Sense of Future Champion helps pupils understand how choices affect their futures and explore potential pathways.

Key Responsibilities

- Lead the *Pathfinders* committee to promote careers, independence, and life skills.
- Support “try-it” sessions (e.g., digital leaders, playground helpers, library roles).
- Coordinate a lunchtime *Life Skills Club* and an after-school *Pathways to the Future Club*.

