



Newton International Academy, Barwa

ECA Policy (EYFS & Primary)

*An International Community of Learners,
Striving for Excellence and Celebrating
Success*



NEWTON
INTERNATIONAL
ACADEMY | **BARWA**

Vision

An international community of learners striving for excellence and celebrating success.

Mission

We aim to provide the highest quality of education possible for students of all abilities. In doing so, we aim to positively encourage each student to achieve academic excellence at their level, enjoy creative diversity, develop critical thinking skills and become lifelong learners and responsible citizens.

To achieve this, we will provide a diverse education in a safe, supportive environment that promotes self-discipline and motivation. We will provide and maintain a calm, trusting and caring atmosphere where teaching and learning are meaningful and developed. We will work in partnership with our staff, students, parents and wider community to achieve our vision.

Newton Group Values



At Newton International Academy, we aim to create a balanced curriculum. We seek to develop a child's full potential by fostering talents and interests. An extra-curricular activities programme helps increase social awareness, social skills, group responsibility and empathy amongst peers.

Objectives of the Extra-Curricular Policy

- To ensure that staff, children and parents are fully informed of procedures regarding Extra- Curricular Activities.
- To ensure that parents and outside providers are aware of their responsibilities.
- To provide a safe environment within the school.

Procedures

Before the ECA starts:

- The offer letter is sent to parents a week before ECA’s commence.
- Parents return the signed reply slip indicating which ECA their child will be joining.
- Teachers return a confirmation slip to indicate the timing of the ECA the child will be joining.
- Parents enrolling their children in paid ECAs will make the payment at the cashier.



During the ECA:

Primary Paid ECAs:

- Children on the paid ECA list will be collected from their classroom at 13:30 and will wait, under supervision, on the bleachers for the coach to collect them.
- Teachers will indicate that the child has left for the ECA on the after-school tick list.
- Each coach will take a register for each of their clubs at the start of each session.
- The coach to communicate with the teacher/reception for children unaccounted for.
- The children will be taken to the reception after the ECA to be collected by their parents.

EYFS Paid ECAs:

- Children on the paid ECA list will be collected from the Aftercare classroom at 12:30/12:45 (depending on the external ECA teacher's arrangements).
- Teachers will deduct their headcount from aftercare & their name will remain on the aftercare register.
- Each coach will take a register for each of their clubs at the start of each session & the coach will communicate with the teacher/reception for children unaccounted for.

Primary Other ECAs:

- Children on the ECA registers will be collected from their classroom at 13:30 and will wait, under supervision, on the bleachers for their ECA teacher to collect them.
- Teachers will indicate that the child has left for the ECA on the after-school tick list.
- Each teacher is to take register at the start of each session. These registers are saved on the Drive.
- All involved must maintain punctuality – children to the activity, teachers must keep to time, parents/carers need to be on time to pick the children up. If there are special circumstances that prevent the above from occurring, then all parties must be notified.

EYFS Other ECAs:

- Children on the ECA list will be collected from their classroom by the hosting teacher's TA at 12:35 to be taken to their ECA classroom.
- Each teacher is to take register at the start of each session. These registers are saved on the Drive.
- All involved must maintain punctuality – children to the activity, teachers must keep to time, parents/carers need to be on time to pick the children up. If there are special circumstances that prevent the above from occurring, then all parties must be notified.

Primary After the ECA:

- All children are to be escorted to the designated areas at the end of the session by the teacher or coach. Parents are not to be on site unless formally invited for a special event.
- All children are to be taken to the reception if the parent is not waiting at the designated area.
- Parents to be contacted if they are not on time and DHOP and HOP to be informed if the parent is persistently late to collect the child(ren).

EYFS After the ECA:

- The children will be taken back to the Aftercare room again (be headcounted back on the list) after the ECA has finished - where parents will be called in the reception that they are finished and ready for collection - or children will stay until they are ready for collection.

Responsibilities

Parental

- To support the outlined procedures.
- To communicate any changes in circumstances to both the school and outside providers in sufficient time.
- To deliver and collect their children on time when necessary.

Teachers, Coaches and Club Leaders

- To provide at least one (weekly) extra-curricular club, activity or team that enriches the school's learning programmes.
- To support, approve and ensure every aspect of the policy is maintained.
- To liaise between interested parties – school staff, parents and children.
- To ensure good communication of the policy to all concerned.
- To communicate cancellation of a club due only to unforeseen circumstances.
- To contact the parent if they are not on time to collect the child(ren).

The School

- To provide a variety of activities for children.
- To be inclusive of all age groups, abilities and gender.
- To celebrate extra-curricular involvement at every opportunity.

Children

- To follow the school's behaviour policy.
- To attend clubs regularly and to perform at the very best of their ability.



Safeguarding & Supervision

All staff leading ECAs must follow the school's Safeguarding and Child Protection Policy. Attendance is recorded for every session, and students are supervised at all times. Any concerns arising during ECAs must be referred to the Designated Safeguarding Lead. Volunteers or external providers must have valid police clearance and safeguarding training.

Attendance and Follow-Up

If a student is absent from an ECA without prior notice, the teacher or coach must notify the class teacher or reception immediately. Repeated unexplained absences will be followed up with parents.

Evaluation and Feedback

All ECAs will be evaluated termly through attendance records, pupil feedback, and staff reflection.

Student Code of Conduct

Students are expected to follow the school behaviour policy during ECAs. Failure to do so may result in removal from the activity after consultation with parents.

Communication

Any changes to the ECA schedule (cancellations, rescheduling, etc.) will be communicated to parents via Class Dojo or official school email.

Emergency Protocols

In case of illness or injury during an ECA, the child will be taken to the clinic and parents will be contacted immediately. All ECAs have access to first aid provision.

Accessibility and Inclusion of SEN Students in Extra-Curricular Activities

Newton International Academy Barwa is committed to providing inclusive ECAs. Where necessary, reasonable adjustments will be made for students with Additional Educational Support Needs (AESN), and EAL learners will be encouraged to participate through differentiated support or peer mentoring. Staff should liaise with the SEN and Inclusion team when planning or reviewing ECA provision.

To achieve this, the following principles apply:

Reasonable Adjustments

ECAs will be adapted where necessary (e.g. modified equipment, alternative tasks, seating arrangements) so that SEN students can engage alongside their peers.

Support and Supervision

SEN students may be accompanied by their PLA, TA or other designated support staff during ECAs if required for safety, communication or access.

Where appropriate, volunteer peer "buddies" may be assigned to help facilitate participation and social inclusion.



Advance Planning and Communication

The AESN Coordinator/SEN Teacher/Class Teacher will be consulted before the start of an ECA to identify any specific needs or adjustments.

Staff Awareness

Staff may request access to the relevant pupil profile and provision map from the SENCO to inform their approach. ECA staff will observe and record SEN students' participation, noting any access issues or barriers.

Identified barriers will be addressed promptly, and access plans will be reviewed and updated to ensure effective inclusion.

Monitoring and Evaluation

ECA attendance and engagement are tracked termly. The DHOP (Pastoral) reviews participation trends, student feedback, and staff observations to ensure that the programme remains inclusive and impactful. Adjustments are made based on student demand and logistical capacity.

Student Voice and Leadership

Students are invited to suggest new ECAs through class feedback, surveys, and student leadership groups. Where appropriate, students may also assist in leading ECAs or act as mentors, especially in areas where they demonstrate strong skills or interest. This promotes leadership, responsibility, and engagement.