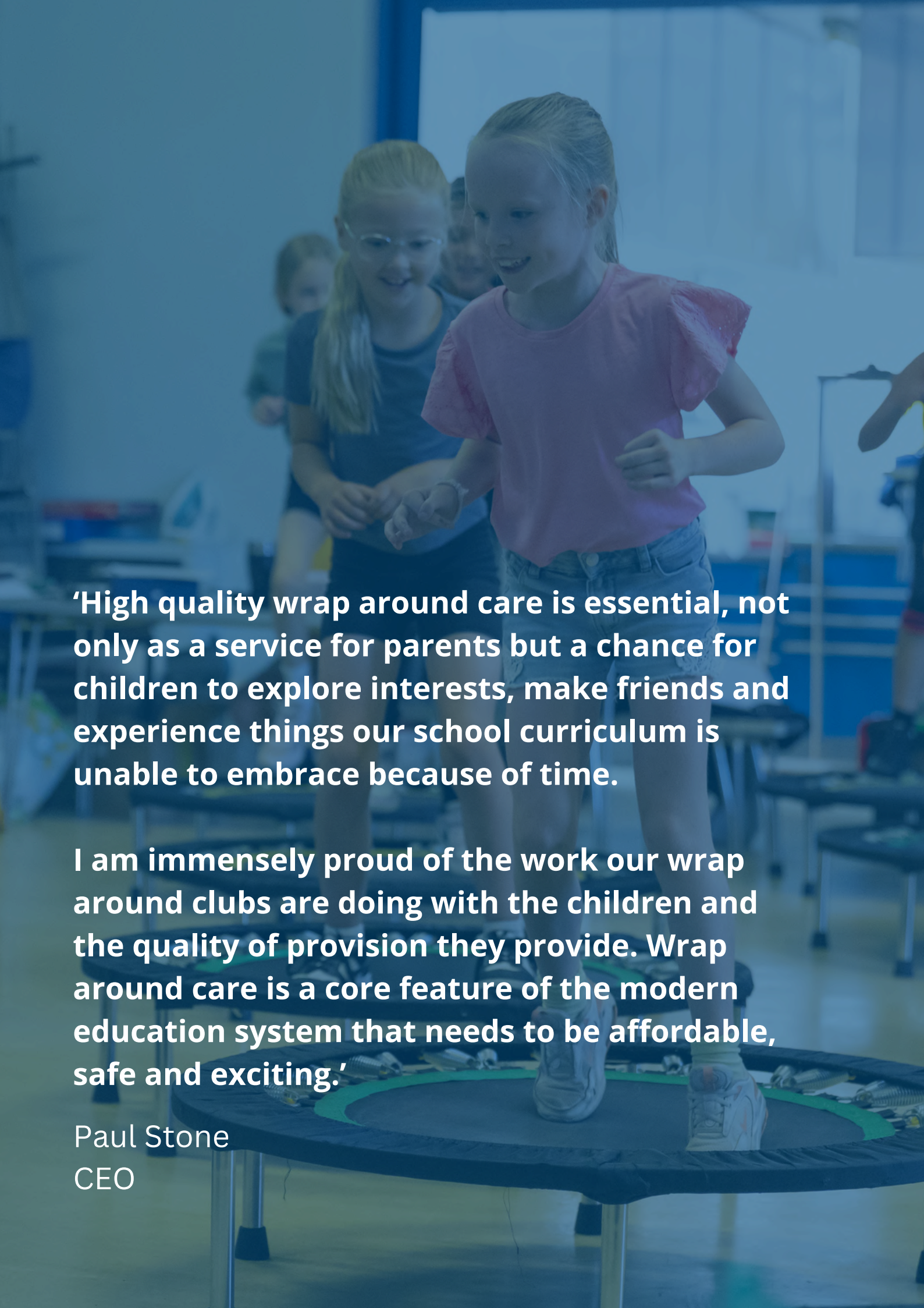




Wraparound Care Framework 2024/25

*Limitless Learning Discover Your
Full Potential*



A photograph of two young girls jumping on a trampoline in a school gym. The girl in the foreground is wearing a pink t-shirt and denim shorts, while the girl behind her is wearing a blue t-shirt and dark shorts. Both are smiling and looking down at their hands. The background shows other children and gym equipment, all slightly out of focus. The entire image has a blue tint.

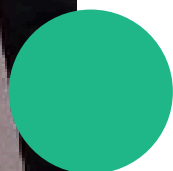
'High quality wrap around care is essential, not only as a service for parents but a chance for children to explore interests, make friends and experience things our school curriculum is unable to embrace because of time.'

I am immensely proud of the work our wrap around clubs are doing with the children and the quality of provision they provide. Wrap around care is a core feature of the modern education system that needs to be affordable, safe and exciting.'

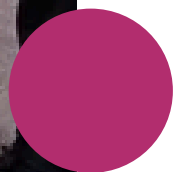
Paul Stone
CEO



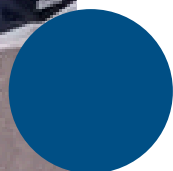
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The aim of this framework is to:

- Provide every child with the opportunity to access excellent quality wrap around care.
- Provide quality provision for families where parents and carers can be reassured that their children are being well looked after.
- Ensure activities are rich, stimulating and engaging, and encourage learning and life skill development.

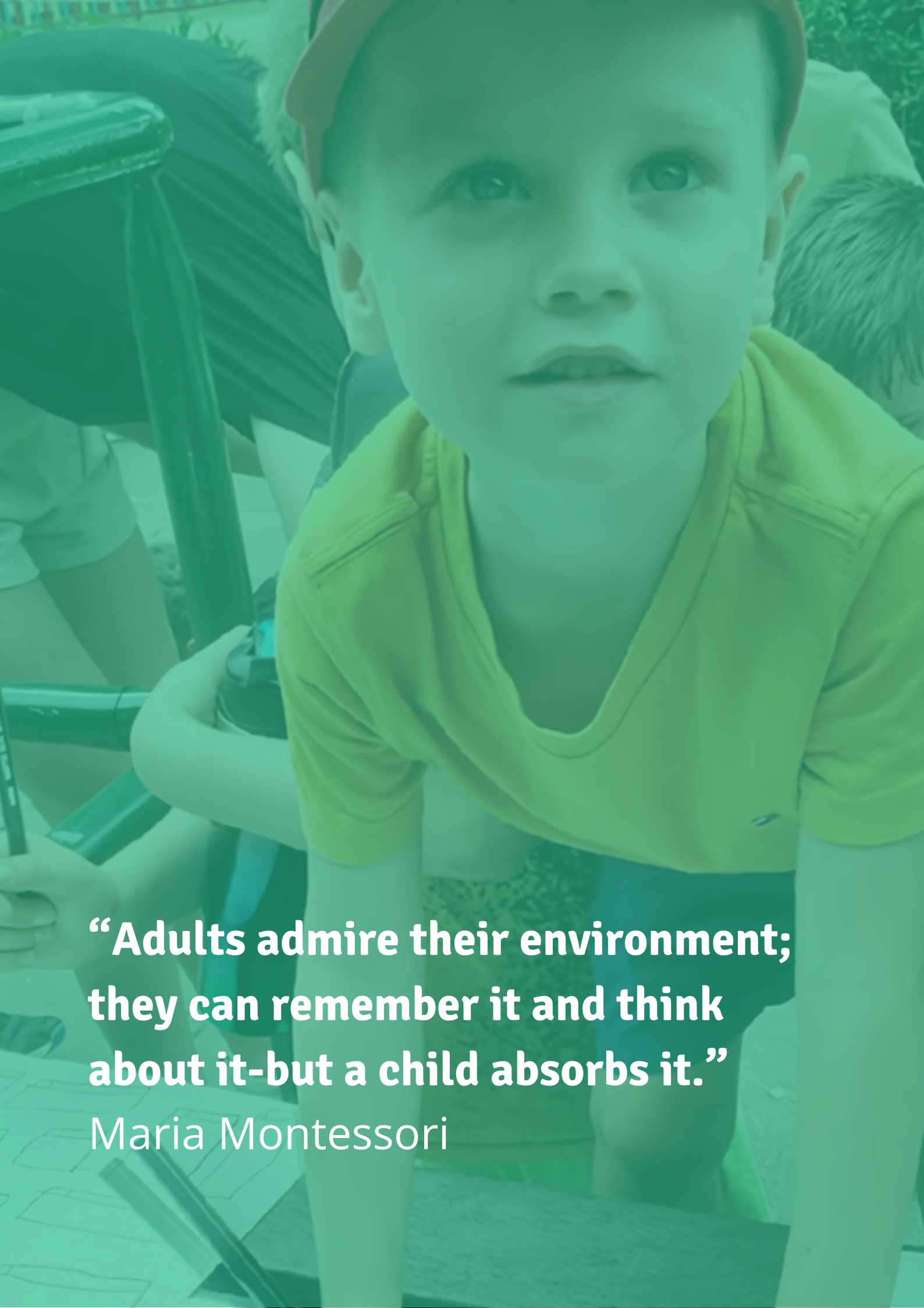


Engaging Environments

Our priority is to ensure that our wrap around care provisions provide environments which are engaging and stimulating. Children are provided with engaging environments both inside and outside. The environment provides structure, facilitates social interaction, fosters independence, decreases challenging behaviour and encourages self efficacy.

To enable WAC colleagues to meet the standards of the Trust:

- Each school will have enough space that can be used by WAC colleagues. In some cases, this would be an external building just for WAC.
- The environment in WAC will consist of specific activity areas that engage all age groups, foundation - Year 6. These specific areas add to the learning experiences of the children, promoting independence, turn taking, creativity, personal and social development, and opportunities for play, and technology based extended learning.
- Specific areas for the children are to include: construction, mini world, games, book area, arts/crafts, free choice, at homework area, sport, outdoor activities.
- The WAC colleagues and the school will liaise and work together to ensure access to other areas of the school such as ICT and outdoor spaces.
- The outdoor space is to be incorporated into the learning environment and a choice of activities is to be offered.
- A weekly timetable is to be planned to show the activities available for each WAC session, that covers outdoor and indoor provision.
- A table is to be provided so that the children can complete their homework during club time.
- Activities must reflect the current interests of the children and incorporate seasonal and multi-cultural activities.
- Equipment must be purchased where current resources don't cater for Foundation to Yr 6 (following the annual budget).
- Equipment from the school where the WAC is operating from, can also be used and should be made accessible to WAC colleagues and vice-versa.
- Resources such as arts and crafts are to be replenished in line with school ordering processes.
- Activities are to be resourced well, supported by colleagues where needed and set out to look engaging and fun for the children.

A close-up photograph of a young child with light skin and brown hair, wearing a red baseball cap and a yellow t-shirt. The child is looking upwards and slightly to the right with a curious expression. The image is overlaid with a semi-transparent green filter. In the background, another child's head is partially visible, and there are some dark, indistinct shapes that could be furniture or equipment. At the bottom left, there are some faint, light-colored lines on a surface, possibly a table or floor.

**“Adults admire their environment;
they can remember it and think
about it-but a child absorbs it.”**

Maria Montessori

Healthy Minds and Bodies

Our priority is to ensure children that attend our WAC provisions are provided with an opportunity to engage in physical activities indoors and outdoors. We know that providing high quality and engaging environments supports the holistic wellbeing and learning for each child, which will encourage children to have a healthy body and a healthy mind. Being healthy and having access to physical activities boosts children's self esteem and confidence, and supports the development of life skills such as independence, resilience, and the ability to attend to their learning.

To enable WAC colleagues to meet the standards of the Trust:

- Children will have the opportunity to have daily outdoor play for a minimum of 30 mins to support children's physical, psychological, and physiological wellbeing so they are able to deal with life's challenges.
- Healthy food options will be provided at breakfast and afterschool clubs.
- WAC colleagues will ensure that snack and breakfast are prepared so children can serve themselves from a varied menu and have at least two choices.
- WAC colleagues will create a positive environment around mealtimes, through sitting with the children and promoting social skills.
- WAC colleagues will sit with the children at their level and engage in conversation with them in all activities.
- WAC colleagues will be sensitive to the transitions for each child during the child's day and how this might impact their wellbeing during WAC experiences.
- Children will have the opportunity to have a voice in WAC through annual surveys completed via familiar technology and other means.
- This will encourage them to provide feedback on the following:
 - Do they feel safe?
 - Do they enjoy the food?
 - Do they know who to talk to if they are worried?
 - Do they enjoy the activities on offer?

“Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity”

John. F Kennedy



Positive Relationships

Our priority is to ensure that all children who attend our Wrap Around Care provisions are welcomed and cared for by trusted and engaged adults, who are sensitive to each child's needs and requirements. We aim to have an inclusive and supportive environment that encourages self-esteem and belonging.

To enable WAC colleagues to meet the standards of the Trust:

- All WAC colleagues will welcome each child positively into the provision everyday, and ensure each child is settled into the session.
- WAC colleagues will ensure, in liaison with school, that they are aware of any behaviour, wellbeing, and learning support needs of the children in attendance.
- WAC colleagues will liaise with schools to understand and sensitively manage care plans in place for children with regards to behaviour, wellbeing, learning needs and SEND.
- WAC colleagues will ensure the activities they provide for children are stimulating, accessible and responsive to the interests and needs of the children both in the moment' and In prior planning, and understand how this links to behaviour.
- WAC colleagues will engage children in conversations and show interest in the children's play and creations during each session, to support wellbeing and encourage a sense of belonging.



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“Good relationships help students feel a greater sense of belonging and connection to the school community and encourages them to participate more actively....Relationships also have a substantial role in health and wellbeing outcomes, and the presence of healthy relationships in youth can predict patterns of relationships in adulthood.”

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The Power of relationships
in Schools

Safe Systems

Our priority is to make sure that every child/adult is safe in the environment. Systems are in place that will minimise risk. procedures are carried out in accordance with Discovery Schools Academy Trust policies.

To enable WAC colleagues to meet the standards of the Trust:

- All staff are to be Paediatric First Aid trained (EYFS recognised course).
- All Education Leads and Deputy Leads will complete Designated Safeguarding Lead training and update as required.
- All WAC colleagues will complete the designated training list on the Trust FLICK platform.
- All WAC colleagues will attend annual safeguarding training in their school.
- All WAC colleagues must read and sign all WAC Policies and Risk Assessments. The policy and risk assessment pack will be available to all colleagues.
- All WAC colleagues must have knowledge of the WAC fire safety procedures.
- WAC Managers/Education Deputies will have termly reviews with each WAC colleague.
- Education Leads will have termly meetings with WAC managers/Education Deputies.
- Safer Recruitment procedures are followed when recruiting staff. Extended Services Manager/Education Lead will lead the recruitment of colleagues to the WAC.
- WAC Managers/Education Leads will complete Risk Assessments on areas/activities used by the children.
- The school Health and Safety procedures will be followed.
- Where children requires intimate care, WAC colleagues will follow the plan already in place at the school and amend specifically for the WAC with guidance from the Headteacher.
- WAC colleagues will be given training in the intimate care procedures for individual children, by the most appropriate person. For example, the school SENCO or the WAC Manager.
- Discovery recommend a ratio of 1 adult to 15 children, and 1 adult to 8 children for Preschool. this may be extended to provide continuity of care for children, and will be discussed between the WAC Manager/Education Lead and Headteacher.
- WAC will keep separate records of children's emergency/personal details so they can be accessed at all times.



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“Safeguarding and promoting the welfare of children is everyone’s responsibility. Every one who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all time, what is in the best interests of the child.”

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Keeping Children Safe in
Education