

Belfast Model School for Girls

Achievement for All



FSES POLICY

Agreed by Board of Governors:

To be reviewed:

Rationale

“Schools, families, communities – working together.”

Full Service Extended Schools (FSES) have been established to build upon the good work already developed by the Belfast Model School for Girls, which has realised the need to engage with parents and their community, to enable children and young people to gain maximum benefit from their education. The activities developed will be diverse and appropriate for local contexts, and be underpinned by the knowledge that the parent is hugely influential in helping their child achieve; schools are resources which can be used by communities and become ‘community hubs’; and that partnership can provide a framework in which services and activities are delivered appropriately.

Purposes

In developing the Full Service Extended School we aim to:

1. Help support teaching and learning in order to raise attainment.
2. Raise the pupils’ awareness of the importance of regular attendance.
3. To develop a culture of ‘readiness to learn’ within the school.
4. To work in collaboration with our feeder Primary Schools.
5. To create a programme to facilitate transition at Key Stage 2.
6. Help pupils develop knowledge of good habits for a healthy lifestyle.
7. Refer and signpost pupils and their families to appropriate sources of help and advice.
8. Develop and maintain partnerships with community providers.
9. To help enhance the partnership between home and the school.
10. To develop programmes to encourage lifelong learning.

Guidelines

1. FSES Coordinator has been appointed to audit, plan, implement, monitor and evaluate all FSES activities and to line manage FSES team. The FSES Coordinator is line-managed by the Senior Teacher in charge of pupil support who is also the link between the Senior Leadership Team members and the FSES team.
2. A range of programmes has been introduced to support teaching and learning including Coursework Clinic, Reading Support, Easter Booster classes, After School Club etc.

3. Counselling is accessed through the school counsellor and via outside agencies for pupils and their families to support their emotional and mental wellbeing with the aim of developing a 'readiness to learn' culture.
4. Partner organisations enhance the PSHE programme by helping pupil to develop knowledge and have access to professional advice on leading a healthy lifestyle.
5. A healthy breakfast is offered every morning as a good start to the day.
6. The FSES team supports the role of the pastoral system in the school.
7. The school has appointed a number of additional staff who work as a team to break down barriers to learning, for example:

A Family Link Co-ordinator has been appointed to co-ordinate activities, events and programmes to encourage parental involvement in their child's education.

A Family Attendance Co-ordinator has been appointed to raise attendance levels by involving parents and other professional agencies.

Two Transition Teachers to facilitate the transition between Key Stage 2 and 3 and support our feeder primary schools.

A Personal Learning Development Mentor has been appointed to work alongside pupils and their parents in overcoming challenging behaviour.

A Key Stage 3 Careers Learning Advisor has been appointed to support and advise pupils and their families in career education.

These policy Guidelines are translated into action through other policies and procedures, for example:

*The Pastoral Care Policy
Health Education
Anti-bullying Policy
Drugs Substance Abuse Policy
Child Protection Policy
Parental Visits to School
Educational Visits*

*Curriculum Policy
Special Needs Policy
Behaviour Management Policy
First Aid
Attendance Policy
Teaching and Learning Policy*