

**NEWCASTLE UPON TYNE
LOCAL EDUCATION AUTHORITY**

**FULL SERVICE AND EXTENDED
SCHOOLS
and
CHILDREN'S CENTRES**

JOINT GUIDANCE DOCUMENT

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INTRODUCTION

Full Service and Extended Schools

The Government and the Department for Education and Skills (DFES) have made a clear commitment to the creation of full service and extended schools. This is set out in Every Child Matters: The Next Steps and the Children Bill, 2004. Newcastle Local Education Authority (LEA) will develop full service and extended schools as part of the citywide regeneration strategy. They will become the heart of their communities. This is part of the LEA Education Development Plan.

The Newcastle LEA strategy for Full Service and Extended Schools is a significant part of the broader strategy to raise standards of achievement for all children and young people. Placing schools at the heart of communities will bring education and learning closer to people's hearts and minds. Newcastle schools have high ambitions for all pupils. The more families and carers are involved in their children's learning, the greater the chances of those children succeeding well.

Children's Centres

The next phase of the Government's strategy to deliver better outcomes for young children and their families involves the development of a network of Children's Centres to serve families in disadvantaged communities.

The centres will bring together locally available services and integrate management and staffing structures. Local authorities are playing a central role in improving co-ordination, quantity and quality of services.

The Government's long-term aspiration is that by 2010 there will be a Children's Centre in every community.

DEFINITIONS

Extended Schools

An extended school is one that provides a range of services and activities often beyond the school day to help meet the needs of its pupils, their families and the wider community. It is likely to be open throughout the school day, before and after school hours, at weekends and during school holidays. There is no single model of an extended school. Head teachers and governors will want to take account of the needs of families and communities in their areas, and of services and facilities that are already being provided locally, before deciding what services the school can offer or what services might be accessed through the school. They may wish to do this through consultation exercises conducted by the school and their partners.

Full Service Extended Schools

The DfES is creating a specific category of extended schools that will each receive start-up and recurrent but time limited annual funding to provide a prescribed core set of services: childcare, health and social care, study support, lifelong learning and family learning, parenting support, sports and arts facilities and access to ICT. Schools in this category will provide this range of services.

Children's Centres

A Children's Centre provides a range of services for children under the age of five and their families. They provide:

- Integrated Early Education and Childcare
- Good quality teacher input to lead the development of learning.
- Health services for children and families, including antenatal services
- Family Support
- Parental outreach
- Childminding Networks
- Effective links with Jobcentre Plus
- Children's Information Service

BENEFITS

Some of the benefits of full service or extended school activities should be:

- The school as the active centre of the community
- Cohesion of school, community and partners
- Closer involvement of families and carers in children's learning
- Increased motivation and self-esteem for all involved
- Improved attendance
- More consistent educational provision for pupils
- Professionals addressing problems that are taken to the school e.g. social services, health care
- Professionals addressing problems that can inhibit a child's attendance and engagement at school
- Improved behaviour of pupils
- Decreased numbers of fixed-term and permanent exclusions
- Reduced levels of unauthorised absence
- Flexible learning opportunities for all, especially those who are disadvantaged and those who are excluded
- Raised academic standards

Some of the benefits of Children's Centres should be:

- A holistic, multi disciplinary approach to children's development
- Cohesion of school, community and partners
- Increased motivation and self-esteem for all involved
- Flexible learning opportunities for all
- Support for parents and families
- Opportunities for partnership working
- Facilitate the return to work of parents who are currently unemployed
- Improving attainment
- Raising achievement
- Support for children and parents with special needs

These benefits will accrue from:

- Effective governance
- Efficient performance management
- Genuine community engagement through partnership working
- Cost-effective mainstreaming of best practice

Or, to put this another way, think about how you are going about raising standards and improving school performance. Are any of the measures suggested in this document things that you are doing already or are planning to do? May these be added to or enhanced in line with your school's plans? Would they fit better with a full service or extended school, or children's centre agenda?

CONSIDERATIONS

There is no single model for a full service or extended school but all schools will need to ask similar questions:

Why are you doing this?

What are your aims? What is the vision you and your partners share? Is what you're doing really for children in the school, the community, and all local people? If it isn't, stop now. And it isn't about a mission statement or a motto to put above the door. That will come. What's important is that the head, the governors, the staff and your partners are clearly committed to participation, progression and achievement.

What links does the school already have?

What links does the school want with the wider community?

Is the school prepared to engage with parents, community groups and individuals who are not parents of pupils at the school? Are the head, the governors and all the staff 'on board'?

What is the school able to do?

The school alone won't be able to do it all but it probably can do a lot more than you'd first think. Remember, the partner organisations are there to SHARE the workload and the responsibilities. They are not there to dump the lot on the headteacher and stand back while the school or the LEA carries the blame for anything that goes wrong.

Have you thought about funding?

There is a range of funding opportunities available to schools running extended and full service activities. Most of these will result from sharing resources with the partners delivering services on your site. You will need to talk to your potential partners about these before things get underway.

You should be aware that school budgets cannot be used for any extended school activities and that you will no longer receive funding for any space you give up to full service and extended school activities. Cross subsidy between core educational activities and the full or extended elements is not permissible (though in summer 2004 the DFES relaxed this rule for nursery schools only).

There is a small pot of capital money currently available to support Children's Centre developments in Newcastle. This is time limited and ring fenced to certain areas of the city. (The Children's Centre team will supply you with the details.) All childcare developed must be sustainable and must have a sound business plan to ensure long-term viability.

What about other resources?

The concept of full service and extended schools, and Children's Centres too revolves around the idea of joining up existing work and sharing existing resources. Effective multi-agency working will enable the reshaping of existing services to meet the needs of local people and families. Beyond minor start-up costs, such as coffee and biscuits, this should not have a cost implication.

In the long term, this may be more cost effective or even produce savings. The only resource required is likely to be your time.

Charismatic individuals are an enormous help to full service or extended school projects.

Are you such a champion? Is one, or more, of the governors? Is there anyone in your local community organisations, or at the council who is similarly enthusiastic?

These people are important. They are the people who will drive your full service or extended school project forward. These people need to be on the steering group, Make sure they know about meetings and take a full part. While they can probably look after themselves, they should be cherished.

Is the governing body really sold on the idea of partnership working? Are you?

If not, stop now. The only way full service and extended schools, and children's centres can work is if all the members are dedicated partners, prepared to put their own interests second to the successful running of the whole enterprise. And yes, partnership is a two-way thing. This means that you should make sure you get the same commitment from each partner organisation before they sign up.

At the same time as this, you should be open to working with new and unexpected partners. Successful partnerships report that the key to their achievement is working with those who share aims and values. It is not about working with those you are expected to work with or may begin by wanting to work with.

Please note – Some of the things full service and extended schools and Children's Centres are NOT:

- A brand new building
- A letting arrangement
- A range of bolt-on services
- Just outreach work
- A way of dealing with surplus places
- A way of getting a maintained nursery
- A method of generating money for the 'real' school
- Something other people will do for you
- A flash in the pan

There is no single model, or set of models, stipulated for full service and extended schools and Children's Centres. It all depends on the individual local situation.

The needs of the local community should drive and shape the composition and nature of the facility. There are, however, several models that they could follow:

- Single site – (Just about) all services in one place
- Virtual – (Just about) all services on a nearby site

- Hub and spokes – Main service site with other services on nearby sites
- Cluster - Services spread across local schools and organisations

The DfES refers to the full service and extended school 'concept'. Beyond broad guidelines and general stipulation (see Definitions above), they do not have a list of what must and must not be done. This means there is an exciting opportunity out there – an opportunity for you to turn their concept into our reality.

And finally, don't panic, no one expects miracles!

An extended school can be as simple as some surplus space with a few PCs, which can be the basis of a family learning centre! Once something like this is up and running, then things are just asking to take off.

In fact, it is more than likely that your school is an extended school already. For example, do you have an out of hours club, do you participate in a family learning scheme, do community groups use your site? Well then why not think about formalising arrangements in line with the full service and extended school ethos? With a management group in place, anything may be possible.

Working arrangements – You and your LEA

Full service and extended schools, and Children's Centres have a different approach to working arrangements from that we are all used to. In essence, it is up to you to decide what you would like to do, plan it, consult on it and implement it. You are, however, not on your own. Your LEA is there, as required, to support, advise and guide. Areas to be aware of include the following:

Consultation

- It is up to you to organise appropriate consultation with parents, pupils, and the local community. Equally, it is up to you to decide which partners to approach and which offers of partnership to accept. Your consultation will be as wide and as in-depth as you make it.
- Your LEA will take an active interest in making sure that local service and support agencies are aware of the full service or extended school, and Children's Centre policies e.g. childcare providers, lifelong learning, Primary Care Trust (PCT), social services, FE/HE institutions, Learning and Skills Council (LSC). These agencies may or may not wish to participate but in every case, the LEA will seek to facilitate mutually beneficial arrangements.
- The LEA Education Policy Manager and the LEA Remodelling Facilitator will be available able to help you with building commitment to change, promoting collaboration and ensuring that full service and extended measures are aligned with the wider school improvement agenda.

Governance

Successful governance may be achieved in a number of ways, the precise set up matching the particular needs of the individual situation. Three broad options are:

- A full service or extended element, or Children's Centre may be set up separate and distinct from the school. In such cases, the LEA, as a pre-existing legal entity, will usually be able to act as the accountable organisation for this new body.
- This distinct body would make its own governance arrangements. These would usually include the school and other partners. The head teacher or a school governor may, for instance, chair the management committee of this body.
- **Or**, a full service or extended element, or Children's Centre management group could be set up to look after the use of the site, manage users of the site including paid and voluntary staff, offer support measures, deal with complaints, and administer sanctions where things don't go as agreed.
- The school will be represented on this management group and, indeed, the chair of the group may well be the head or a school governor. The precise composition of members and details will vary. There may, for example, be a rota system with each member serving one year.
- The school would sit within this management arrangement as a partner organisation. This would usually mean that the governing body remains responsible for all and only the things it was previously responsible for, plus the contribution the school makes to the management group as a partner organisation.
- Over time, the LEA may pass responsibilities, and eventually full control, to the full service or extended school management group.
- **Alternatively**, the school may choose to set up a management arrangement for the school and its partners that functions entirely within the existing governance arrangements for the school. This, in effect, would be a partners management sub-group of the governing body.

Whichever arrangement is made, the governing body and head teacher will still be responsible for the strategic direction of the school and will remain accountable for the performance of the school.

Premises

- Depending on the agreed arrangements, the management group or the governing body will have responsibility for new buildings, adaptations to existing ones, health and safety policies, access issues, liability, maintenance, and wear and tear. The governing body must be mindful of the impact on existing premises budgets and user policies these developments will have.

Personnel

- Staff employed as part of an extended school arrangement may be school employees with the governing body taking responsibility for their employment issues.
- Staff employed as part of a full service school arrangement may not, and often will not, be school employees but will be working in the school grounds. Where staff are not directly employed by the school itself, the governing body will have no direct responsibility for their employment.
- Staff employed as part of a Children's Centre will usually not be school employees but will be working on the school site. Where staff are not directly employed by the school itself, the governing body will have no direct responsibility for their employment.

STARTING OUT

If you are thinking about pursuing the full service or extended route, or are interested in setting up a Children's Centre, you will have to begin by considering the implications of some or all of the following. Other issues may apply in your area. This, for example, may be in terms of setting up the service, coping with local issues that may arise, or bringing in enough money to keep things going.

Area demographics

School catchment area e.g. feeder schools, neighbourhood etc
Surrounding services – Which? Who operates them? What is missing?
Deprivation indices for your area
Funding zone – For school e.g. Excellence in Cities, for partners e.g. Arts Council, for your area e.g. European Regional Development Fund. Anything else?

Location:
Environmental conditions
Neighbourhood perceptions

User demographics

School based

Pupil numbers
School rolls - projections
Surplus places
Oversubscribed

Service based

User numbers
Surplus capacity
Service deficit

Assessment of need

Consultation with parents and local people
Discussion with community groups, childcare and other service providers
National Healthy Schools Standard – PSHE, Citizenship
Partnership working with Sure Start Local Programmes

Capital project element

Size of project – Cost of work, professional fees, management and administration arrangements, timescale
Funding sources
Adaptation and extension to existing facilities
New build

Site

Suitability

Accessibility

Security

Restrictions e.g. covenants, rights of way, green field site, sports field

Service availability e.g. gas, electric, phones, waste disposal

Strategic Considerations

Documents for consultation, inspiration etc (not exhaustive)

Children Bill, 2004

DfES: Five Year Strategy for Children and Learners, July 2004

Every Child Matters, Green paper, 2003

Every Child Matters: The Next Steps, 2004

Newcastle LEA Full Service and Extended School Strategy, 2004

Newcastle LEA Joint Guidance, 2004 - ***This!***

Children's Centre Development Plan, 2004

Housing Market Renewal Pathfinder Prospectus

Local Development Framework

Local Neighbourhood Renewal Strategy

National Healthy School Standard

National Service Framework for Children (due 2004)

Newcastle Plan

PCT Health Improvement Plan

PCT Local Delivery Plan

Your Homes Newcastle Consultation (Housing ALMO)

A Child's Place, Green Alliance & Demos, 2004

Governance issues

Who is the accountable body? Is it the head, or the governing body? Is it a separate management group? Does more than one group share the accountability? If so, how?

Is a memorandum of understanding required?

Do partners wish to draw up articles of association?

What are the procedures for participation, representation?

Where is the statement of commitment to consultation? - What does it say?

Has it been satisfied?

Has a constitution been agreed and adopted?

What committees and sub-committees will be required or desired?

Have the necessary contracts been drawn-up and signed?

Do partner groups require leases, and if so do they have them?

Which partners require licences for use?

Are all partners clear about the landlord's and users' responsibilities?

Have you considered Limited Liability Partnership – Occupier members and capital members, LLP Act, April 2001?

Bodies

You may wish to begin with a steering group partnership.

This may develop into a management group with subsidiary working groups

What you are aiming for is an inclusive partnership with its own management group and agreed procedures.

(Unless you really want the school to try to run the whole thing!)

Personnel

People who may be involved from the start

Headteacher

The school governors

Councillors

Children's Trust officer

Project development officer e.g. your deputy head

LEA lead officer – see appendix 2

LEA remodelling facilitator (where applicable)

LEA Children's Centre team

Early Years officer (as appropriate)

Sure Start Local Programme representative (where applicable)

Design officers – architects, quantity surveyors et al (as required)

Social services representative

Strategic Health Services – PCT, NHS Trust, Mental Health Trust

Play and youth service representative

Representatives of other organisations

People you may wish to involve later on

(See also appendix 1)

Parents and children

Teachers

Learning Mentors

Connexions Personal Advisors

Community reps

Community and voluntary sector organisation staff

Community facility support staff e.g. Millennium volunteers

Social workers

Community paediatricians

GPs

Nurse practitioners

Health visitors

CAMHS – Children and Adolescents Mental Health Service

Home-School Liaison Officers (Based in the school, working with young people and their families)

Community–Parent Liaison Officers (Based in school, working with organisations and individuals to put the school at the heart of the community)

Play and youth service workers

Detached youth workers

Linkworkers

Placements

Students
Representatives of even more organisations e.g. NSPCC
And other services personnel e.g. Police and Fire Service (see below)

**Staffing for the full service element
(Not absolutely necessary but ...)**

Community development officer
Community development support staff
Administrator
Bookkeeper
Key holder

Project plan

Briefing document - What is proposed and why. This is for all interested parties including potential partners
Plans and drawings – Architects, planners
Costings – Capital, revenue, one-offs
Staffing – Co-ordinator, duty manager, receptionist
Leasing and licensing arrangements – LEA to partnership, partnership to partners, partnership to casual users, room hire
Liabilities
Risk Assessment

Management arrangements should include ...

Start-up, interim, mature partnership structure
Joining, leaving
Complaints code
Disciplinary procedure
Grievance procedure
Appeals procedure
Health and safety policy
Information hub (Every Child Matters, pp. 53-59)
School remodelling agenda
Common assessment framework

and especially ...

Child protection

Before anyone starts to do anything you will all need to be crystal clear about child protection issues, working procedures and professional codes of practice. To this end you will need to think about:

Police checks – Enhanced clearances from the Criminal Records Bureau may be necessary
Your codes of practice
Your partner organisations' codes of practice

You should then think strongly about agreeing a site code of practice and setting out written working procedures for on-site partners.

Operation

Partnership working arrangements – What are they? Who draws them up?

How can they be amended?

Multi-agency working – Joined up arrangements e.g. single referral form for on-site services

Information sharing with ongoing flagging-up of issues

Work shadowing

Identification, referral, tracking

Joint monitoring, shared outputs

Assessment of the facilities contribution – How will you measure added value? Could these effects have been matched or bettered by individual services, at a lower cost? What's your evidence?

Inspection – OFSTED, each individual organisation's arrangements etc. The management group should demonstrate how it will cater for all the partners needs.

Development plan – Where is this going? How is it going to get there?

This should be part of your school's improvement plan. It should have the same rigour and status.

Programme for development

Build in changes and time for changes

Timeline for building work, setting up groups, phasing in services

Milestones (see also monitoring and evaluation)

Contingency planning – Is there a contingency plan? What happens if **x** pulls out or the **y** is not ready?

All of the above feeds into the ...

Business Plan

The business plan presents the project plan, management arrangements, and the development plan together with funding details, running costs, and monitoring and evaluation arrangements.

Funding sources

Alongside core funding for the school and partners' funding arrangements, potential funders include ...

BIP - Behaviour Improvement Programme

BSF – Building Schools for the Future (where appropriate)

Capital receipts

Central government

Charitable status

Community Fund

Council budgets

DfES

External funding sources e.g. The Big Lottery Fund
External partners
Futurebuilders – Community and Voluntary organisations delivering public services www.futurebuilders-england.org.uk
Government Office North East
Neighbourhood Renewal Fund
Northern Rock Foundation
Parenting Fund, DfES (Current round deadline 30 July 2004)
PAYP - Positive Activities for Young People
PFI
Section 106 planning gains
Young People's Fund

Once your partnership is up and running you should think about the possibilities of joint bids to the whole range of existing and potential funders.

But never forget ...

Funding Implications

Remember

- School budgets cannot be used for any full service or extended school activities.
- School budgets cannot fund community provisions.
- You will no longer receive funding for space you give up to extended school activities.
- There must be no cross-subsidy between the core school and the full service and extended school, and Children's Centre budgets.

Running Costs

You should account for these in the debit side of your business plan. You will also need to agree how these tasks are to be carried out and who is going to do them:

- Rates
- Gas
- Electric
- Phones
- Computer lines
- Alarms
- Cleaning
- Repairs and maintenance – electrical testing, emergency call outs e.g. alarms, glazing
- Petty cash
- Financial – accounts, auditing
- Insurance

And some nice things too -

Publicity – This will need a budget and, perhaps, a group to organise it.

Events – Opening fete, summer fete, awareness events e.g. Volunteers Week, partner-specific events e.g. Adult Learners Week, faith festival celebration e.g. Christmas, Diwali, Eid, Hanukah (in alphabetical order), and so on. The partnership should be clear about what is planned, the intention behind this, and their level of financial support and resource contributions.

Partnership working

You will need to agree standard procedures and a timetable of activities.

In order to do this you will need to know what each partner does, what the partnership is doing and what has been committed to e.g. for council, European funding etc. A good way to approach this is for a partnership working group to carry out an audit of services (and funders).

Monitoring

Once you've agreed what you're going to be doing, i.e. which services are being delivered, then there are three levels of monitoring and evaluation to consider:

- 1) The partnership
- 2) The partners
- 3) The impact

This will be required for the partnership, for the funders, and for the government.

Ways to monitor your activities include:

- Forms – Formal, signing-in book, registers, questionnaires, feedback forms, suggestion box etc
- Numbers – Users, practitioners, visitors, assessments, referrals, media reports etc
- Timescale – Annual review, quarterly reports, AGM, annual reports, milestones etc
- Actions – What is happening? Is what is supposed to happen, actually happening?
- Impact – How is the involvement of families and carers in children's learning affecting these children's attendance, behaviour, engagement with learning, and progress? Can this be increased?

The information can be collated on standard monitoring forms and through your school's existing self-evaluation processes to provide a snapshot of activity across the whole site. This should allow you to see whether everything is running smoothly or if things aren't quite working out as intended. In any case, you will be in a position to make an early intervention to put things back on track.

Inspection

Again, this will be at the two levels of partnership and the partners. The actual requirements will depend on the inspecting body but it's worth bearing these things in mind:

Verification – Can you show that you've done what you've done? The monitoring materials should provide this information.

Assessment – Can you use information gathered to assess the outcomes of on-site activities and the effectiveness of what is going on – Has it made a difference, is it value for money?

Recommendations – Are you in a position to make recommendations about what should happen – Is it more of the same, are rapid changes required?

Evaluation

Again, this will be at two levels – the partnership, and the partners. It should be made clear from the start what the procedures and timetable of evaluation are going to be, whether this is for internal use, for the council, or for funders e.g. European Regional Development Fund.

For evaluation, you should refer to your monitoring information and simply ask if it's doing the job:

- Forms – Are they being filled in? If not, why not? Are they providing useful information? If not scrap them and do something else.
- Project review - Is everything happening that is supposed to be happening? Consider proposals for changes and new additions. What could work better? Do not be afraid to amend arrangements just because it is what was agreed. Do you want to expand the partnership or add new activities?
- Activities – Is the service a good service? Can it be improved? What works? What doesn't? Is the partnership making a difference? If not, why not? Where is the added value?
- Impact – Has there been a positive benefit for pupils' overall achievement, the service users, the local neighbourhood etc? Is the school becoming the focus of the community?

In general, you should be thinking about the following sort of things:

How the partnership can assist partners with their monitoring, reporting and evaluation arrangements, and vice versa?

Is the whole more than the sum of the parts? For example, is the information hub approach working? Is there an effective single referral system?

Above all quality of service is paramount. Does the system show where the quality is good, bad or indifferent? Is there a mechanism for improving the quality of the service? How can you show this to outsiders?

The good news

In case you're beginning to wilt at the thought of all this work it's worth remembering that all the individual partners will be doing all of these things anyway, so it's mainly a matter of organising what's already there.

THE NEXT STEPS

If you're still interested, take a look at the appendices, work up your thoughts as far as you can and contact Angie Gibson or David Large for full service and extended schools, and Alison Clark and Sue Miller for Children's Centre (full contact details appear as Appendix 2).

While this document highlights the issues you need to consider, it provides only basic information on each topic. Further detailed guidance on vital issues such as governance, budget implications, partnership working and risk assessment must be sought from the LEA.

APPENDICES

APPENDIX 1: POSSIBLE LINKS

Appendix 1 is a list of the people and organisations you may want to contact with a view to becoming part of your full service or extended school, or children's centre. There is no requirement to work with all or most of these people. On the other hand, it is not exhaustive. There may be others you already have close ties with, or whom you have long wished to work with – Go ahead; mighty oaks from little acorns grow!

The main thing is to find partners who want to work together to meet the needs of your local area.

First and foremost – Children, parents, and carers!

Education – Neighbourhood Renewal Fund (NRF) Theme

Other schools in your area or with particular specialisms

Primary
Secondary
Special
Nursery schools
Early Education and Childcare
Education welfare – school age parents, excluded pupils units
Private
Education support services
National College for School Leadership – Community Leadership Strategy
And of course ... other full service and extended schools

Other education services

School remodelling programme
Study support
Sure Start Local Programme
Basic skills
Adult and Community Learning services
ICT training – all ages, groups etc
ICT support – British Educational Communications and Technology Agency (BECTA)
BIP - Behaviour Improvement Programme
Transition programmes
Learning Mentors scheme
Personal Advisor programme
Newcastle Speech and Language Project
Lifelong learning – WEA, Open College Network (NEOCN)
Family learning – SHARE

SENTASS

Looked after children and young people initiatives

Parent/Carer support – School-Home Support, SPOKES, Home Start

Intergenerational work - Newcastle Coalfields Intergenerational Community Development Project (Beth Johnson Foundation: Centre for Intergenerational Practice)

Libraries and information – Neighbourhood libraries

Food in Schools programme (DfES)

Children's services

Children Centres

EYDCP

Sure Start

Crèche

Private nurseries

Childminders

Parent & toddlers group

Gingerbread

Family mediation services

Young people's groups

Play and youth service

Barnardos

Connexions

Youth clubs

Kids' Clubs Network – Make Space initiative

Independence Projects

Detached youth work

Music groups – Steel bands etc

DJ-ing

Community radio

YP information services

Youth programmes – Fairbridge, Young Off-Roaders

Cultural Activities

Arts Council

Culture North East (Our RCC – regional cultural consortium) - Creative writing and drama, neighbourhood cultural activities

Citizenship – Debating societies, children's councils, youth parliament, police open days, voluntary projects, work experience, The News Room (through Evening Chronicle)

Jobs and Employment – NRF Theme

Training organisations

Adult Training Guidance
Colleges (FE)
Universities (HE)
Military
Commercial

Employment services

Job Centre Plus
Workfinder
Shaw Trust
Temp agencies
Business start up advice

Environment – NRF Theme

Neighbourhood Services –
Rapid Response Team, Street Wardens, Recycling Centres
Leisure services
Rangers
Environmental Projects – Tidy Schools, Eco Schools
Sustrans (Safe, community-led, paths and thoroughfares)

Housing – NRF Theme

Your Homes Newcastle (Newcastle's arms length management organisation)
RSLs/Housing Associations
Housing offices
Your Choice Homes
Private rented – Landlords' forums
Owner-occupier associations
Energy advice centres – also fits with health and welfare
Regeneration groups – Partnerships, Places for People

Health – NRF Theme

School nurses
Community paediatricians
Doctor's surgeries
Health centres – Primary Care Health Team
Mental health service - CAMHS (Child and Adolescent Mental Health Service)
Child counsellors – www.theplace2be.org.uk
Sexual health services

Sensory support teams
Health visitors
District nurses
Occupational therapists
Chiropodists
Chiropractors
Alternative medicine
Dentists
Nutrition projects – Food co-ops, Five-a-day
School Fruit Scheme (DfES)
Gardening – organic, Tyne Grow, Growing Together, community garden, allotment society
Keep-fit clubs – aerobics, pilates, yoga, tai chi
Healthworks – Link workers

Crime & Community Safety – NRF Theme

Anti-social behaviour team – Newcastle City Council
Citizenship – Develop school curriculum
BIP - Behaviour Improvement Programme e.g. Behaviour and Education Support Team (Manchester)
Safer Schools Partnership – Policework with those at risk of becoming victims and offenders, ASB and crime in school
Police – Community beat officers, schools liaison, women's officer
Probation service
Youth offending team
Youth justice panel
Positive Futures programme (diversion from substance misuse and crime by encouraging participation in sport)
Domestic violence - NSPCC
Fire services – Arson Task Force
Neighbourhood wardens
Neighbourhood watch
Victim support

Welfare services

Welfare rights
Benefits advice
DWP advice
Citizen's Advice Bureau
Relate

Community and voluntary sector organisations

Community centres/associations – Which is the nearest to you?
Connected care centres – Turning Point e.g. Matrix (South Shields)

Community radio
Older peoples' groups – Age Concern
Credit unions
Sports clubs
Allotment holders
Volunteers – Timebank etc

Women's groups

DIVA
Women's refugee support

BME organisations

Ethnic interest groups (in addition to the above)
Chinese youth clubs
Asian youth clubs
ARCH
SHATI
Asylum seekers
Refugee support - ACANE

Rehabilitation

Drugs and alcohol addiction
Offenders – YOT, NACRO

Other groups

Disability North
Faith-based community groups e.g. church youth clubs
Scouts and Guides
New Deal for Communities

Commercial organisations

Community businesses – catering, laundry, cyber café
Banks
Post offices
Newsagents
Cafes
Laundries
Dry cleaners

... and so on!

APPENDIX 2: CONTACTS

For Full Service and Extended Schools

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