



# ***EXTRA TIME***

# ***GOOD PRACTICE GUIDE***

AUGUST 2025

## SECTION 1

# PROGRAMME OVERVIEW AND MODELS

### EXTRA TIME PROGRAMME PURPOSE

- The Extra Time programme has been established to understand **how organised activities clubs for children will form part of the future system of school age childcare**, in order to better support parents and carers with a range of childcare solutions that meet their needs.
- The Programme is seeking to support Scotland's most deprived communities and is targeted at primary school children who are most at risk of living in poverty. The programme is contributing towards the Scottish Government's national mission to end child poverty; and it is helping to reduce inequalities in accessing activities for families living in poverty.

### OVERALL PROGRAMME AIMS AND FUNDING PRINCIPLES

The aim of the Extra Time Programme is to better understand how the provision of organised activities for children, alongside local support services (where appropriate), can improve outcomes for those families on low incomes, with a particular focus on:

- reducing inequalities in access to a range of activities around the school day for children.
- access to organised activities after school and during the holidays for targeted families. Improved access to activity services can enable parents or carers to take up, sustain or increase their hours of work or to take up study, or training opportunities.
- improving outcomes for children and families by providing access to life enhancing experiences.
- improving family health and wellbeing by supporting and increasing access to integrated food, activities and respite for parents and carers.

Extra Time clubs should have a particular focus on the [6 priority family types](#) as identified in the Tackling Child Poverty Delivery Plan. However, we recognise that football clubs, as well as schools who refer families to their local Extra Time clubs, know their communities and may wish to support a wider cohort of families, including care/trauma experienced families.

# EXTRA TIME MINIMUM DELIVERY REQUIREMENTS

Extra Time activity must meet the below Minimum Delivery Criteria. There may be projects where extenuating circumstances mean delivery plans do not fall completely in line with the below (for example where Extra Time projects complement existing provision through the school, external providers etc.) and these should be approved by the Scottish FA.

## Term time activity must:

- Run immediately before or after the school day, operating for a minimum of 2 hours per day.
- Run for a minimum of 3 days per week during term-time with children encouraged to attend all sessions if required (subject to existing provision being delivered in partner schools where clubs should work collaboratively to complement existing services).
- Take place out with the school day, unless otherwise agreed with Scottish FA following consultation with schools/parents.

## Holiday activity must:

- Run for a minimum of one week during the Easter holidays and a minimum of three weeks during the summer holidays, operating up to five days per week with a minimum of three days.
- Run sufficient provision to support the agreed local authority school holidays during the February half term, October holidays and Christmas holidays.
- Complement other locally run activity services (e.g. running separate weeks during a longer holiday period) to ensure choice for families

A healthy snack (or a meal) and a drink should be made available during the activity sessions (with clubs following the Scottish Government’s Healthy Eating in Schools Guidance – all services which operate from the school estate must follow this guidance[1]).

[1] [Healthy eating in schools: guidance 2020 - gov.scot](#)

# DELIVERY MODELS

A range of delivery models have been developed for the programme, with clubs developing bespoke programmes suited to the needs of the schools, families and communities. There is no “one size fits all” approach and it’s important that clubs work with their partner schools to develop a schedule and structure that fits. When developing a delivery model it is important that the venue used allows access to outdoor and indoor space.

## Working alongside existing services

To develop a strong and effective Extra Time project while also contributing to the wider offer of childcare and activity services across a wide range of communities, it is important that clubs/organisations have an understanding of existing provision in their local areas. To achieve this, clubs can take the following steps:

- Conduct research into what existing provision is in place in the community in which the Extra Time programme would be delivered.
- Collaborate and coordinate with schools, childcare providers and other organisations to ensure there is no displacement of existing services.
- With an understanding of existing provision, Extra Time programmes can compliment what is already in place, “filling the gaps” for children and families.
- Develop flexible models and schedules. While clubs should deliver with reference to the programme’s Minimum Delivery Criteria, this is not set in stone and where appropriate clubs should create schedules (including times, frequency etc.) that compliments what is already in place rather than overlapping.

This will allow the Extra Time programme to work alongside other childcare/activity provision and contribute to the wider support to families in the community.

# TERM TIME DELIVERY

## In-school

- If access is available, clubs can deliver Extra Time projects directly in schools. It’s important to consider competing events within the school such as other clubs and events that could impact facility access throughout the year.
- If working with multiple schools it’s important that children are able to access all sessions (or at least the minimum 3 days provision), and many clubs have developed programmes where children are able to attend sessions at other schools as well as their own.

## Club facility/external facility

- Where clubs have access to their own facilities or external venues the main thing to consider is transporting children from their schools to the facility. This can include club owned transport, partnerships with bus companies, taxis or walking buses.

# HOLIDAY DELIVERY

## Bespoke Extra Time camp

- Depending on number of Extra Time participants, club capacity, and other factors, clubs may consider developing bespoke Extra Time holiday camps specific for those attending their term time programmes.

## Funded places to existing holiday provision

- An alternative approach that has been used is to offer funded places to existing club holiday provision. If this model is used clubs should ensure that provision is offered to all participants of their Extra Time programme and that the existing provision meets requirements for Extra Time holiday activity (ie appropriate length of time, frequency, food provision etc.)

# ACTIVITY TYPES

A key part of effective Extra Time programme delivery is the offer of a range of varied activity types. Given the organisations working on Extra Time, the provision of and access to football sessions should be the primary output of the activity service. However, many clubs have developed partnerships with local sports clubs to include a multi sport approach in addition to football activity. Activity types offered by clubs include:

- Multi sports
- Arts and crafts
- Dance and drama

It is important that throughout the Extra Time activity delivery, children are kept engaged and active throughout all aspects of the projects. If clubs would like advice on what activity can be offered, relevant partners, or other support then you can contact [clubservices@scottishfa.co.uk](mailto:clubservices@scottishfa.co.uk)

# PARENT/FAMILY SUPPORT

A vital aim of the Extra Time programme is improving family health and wellbeing, and in addition to achieving this through increasing access to organised activity and extending the school day to allow parents/carers to increase working hours, many clubs have included specific sessions and workshops aimed at the wider family. Examples include:

- Volunteer/employment opportunities within the club
- Employability/CV building workshops
- Signposting to relevant support services
- ESOL sessions
- Nutrition/healthy eating workshops
- Home energy saving workshops
- Working with local employability support teams

# TRIPS/EVENTS

A key outcome of the Extra Time programme is to provide access to life enhancing experiences. To achieve this, many clubs offer trips and standalone events as part of their projects, which includes family fun days, tickets to club fixtures and matchday experiences, and activity trips.

Events like these offer positive opportunities that many families involved in the Extra Time programme would not otherwise be able to access, however if planning these please keep in mind that the Extra Time programme is not a childcare service and is instead an offer of access to organised activity (e.g. these should be offered as end of term celebrations, "one offs" during holiday provision, rather than regular/weekly activities). Please also ensure that if offering these types of activities, all costs are in line with the permitted spend outlined in club grant offer letters.



## SECTION 2

# CLUB AND STAFF

### **MINIMUM OPERATING REQUIREMENTS**

#### **Club and Staff**

The Scottish FA has developed Minimum Operating Requirements to ensure effective delivery on the Extra Time programme, and clubs are expected to adhere to these as condition of their inclusion on the programme. The Minimum Operating Requirements regarding clubs and staff are:

#### **First aid accreditation**

- At least one club staff/volunteer with an up to date first aid accreditation should always be present during Extra Time activity.
- As a point of best practice, all relevant club staff/volunteers should be first aid accredited in case of staff absence.
- An example of appropriate Sports First Aid can be found here – [Hampden Clinic Sports First Aid](#)

#### **PVG registered**

- All staff/volunteers involved in the delivery of the Extra Time programme should be PVG registered.
- You can find guidance on the grassroots football PVG process here - [Scottish FA COMET | How-To Apply to the PVG Scheme. - YouTube](#)

#### **Scottish FA Coach Education and eLearning**

- All staff/volunteers working on clubs' Extra Time programmes should complete the following Scottish FA Coach Education courses:
  - Children's Wellbeing in Scottish Football – eLearning module
  - Mental Health in Scottish Football – eLearning module
  - 1.1 Introduction to Coaching
- Information on the Scottish FA Coach Education Pathway and how to book on to modules can be found here – [Coach Education Pathway](#)

#### **Club registered to Scottish FA Comet system**

- For all guidance relating to Scottish FA Comet, follow this link - [Scottish Football Association Self Service Portal](#)

# WELLBEING AND PROTECTION

The Scottish FA and Scottish Government are committed to ensuring the promotion of wellbeing and protection within the Extra Time Programme. It is recognised that clubs and trusts have a duty of care and responsibility to ensure the welfare of the children and young people that participate. Every child or young person who participates in the Extra Time Programme should be able to take part in an enjoyable and safe environment and be protected from abuse.

The five points detailed below are the minimum standard that clubs must have in place.

**A Wellbeing and Protection Policy must be in place and contain a Responding to Concerns Procedure. This can be SFA policy or equivalent.**

- This must be clearly adopted by the organisation which the Extra Time Programme falls within and be readily available (e.g. published on website).
- Wellbeing and Protection Policy template can be found [here](#).
- Responding to Concerns Procedure template can be found [here](#).

**Appoint a named Child Wellbeing and Protection Officer (CWPO)**

- This individual must have completed the Scottish FA courses Managing Children’s Wellbeing AND Children’s Wellbeing in Scottish Football e-classroom or in person (or equivalent wellbeing and protection training which can be approved by the SFA).
- The CWPO’s name, email address and mobile numbers must be visible and shared with everyone involved within programme (e.g. published on website).
- Please note that having one appointed CWPO within the funded organisation is the minimum standard. However, this will be contingent on the number of children involved in the programme. For example, if a club has many participants, they should seek to appoint a deputy CWPO.

**Club must adhere to an appointment and selection procedure for all staff and volunteers in regulated roles**

- SFA Appointment and Selection Procedure can be found [here](#).

**All staff and volunteers in regulated roles must be appropriately trained in child wellbeing and protection**

- This can be Children’s Wellbeing in Scottish Football e-learning or equivalent.

**Code of Conduct must be adopted and signed on yearly basis by staff and volunteers**

- Example template (which should be updated to reflect each individual club) can be found [here](#).

The above standards will be audited by a member of the Scottish FA to ensure compliance. If you have any questions or require any support please email [childrenswellbeing@scottishfa.co.uk](mailto:childrenswellbeing@scottishfa.co.uk)

# MONITORING AND EVALUATION

As a condition of Extra Time funding, clubs are required to meet requirements relating to monitoring and evaluation throughout the programme.

**Quarterly Reporting**

Each quarter, clubs are required to submit information as part of the quarterly reporting process. This includes qualitative and quantitative data and is key to the ongoing evaluation and development of the programme. Data captured through this process allows insight on the programme impacts and outcomes as well as challenges and successes which help shape the programme.

**Views Platform**

The Scottish FA have partnered with [Substance](#), a research and technology organisation, to provide ongoing monitoring and evaluation support for the Extra Time programme. Through this partnership, all clubs receive a license to access Views - Substance’s data capture platform.

It is a requirement for all clubs to use this platform for the quarterly reporting process to submit information on:

- Participant records
- Session groups
- Sessions
- Attendance
- Outcomes
- Quarterly reporting survey
- Case studies

Clubs will receive on going support for this process including regular webinars, 1 to 1 support, guidance documents and videos. The Views platform can be accessed at this link - [Views - Substance](#). For support with Views, clubs can contact [support@viewsapp.net](mailto:support@viewsapp.net).

When capturing personal information, as well as any photographs for social media, case studies etc., that you have relevant consent processes in place for participants. Clubs are also advised to use pseudonyms where necessary. The Scottish FA Privacy Policy can be viewed [here](#).



## EXTRA TIME GRANT CLAIM PROCESS

Extra Time grant payments are made quarterly in arrears, with clubs being required to complete a grant claim process to receive funds.

Information on the grant claim process, along with relevant deadlines and payment dates, will be emailed to clubs throughout the programme. As part of this, clubs are required to keep track of all Extra Time spend. If you have any questions around the grant claim process, please contact [clubservices@scottishfa.co.uk](mailto:clubservices@scottishfa.co.uk).

To be included in Section 3 Good Practice, after the Partnership Case Studies section:

### Monitoring and Evaluation

With clubs being required to collect and report data, insights and participant information as part of the Extra Time Monitoring and Evaluation process, below details some best practice relating to this:

#### Data Sharing Agreements

- With clubs working with a range of partners, particularly relating to referrals and data capture, it is advised that clubs develop data sharing agreements where necessary. This ensures that clubs have access to participant and attendance information (as well as other data) which may be collected by partners and is required for the quarterly reporting process.

#### Report as you go

- To support the quarterly reporting process it is advised that clubs log data on Views throughout each quarter, rather than at the end of each reporting period. The quarterly reporting process requires clubs to submit participant details and session information for all activity throughout the quarter and therefore to ensure accuracy and make the process as easy as possible for clubs to complete it is advised that clubs update this information on Views on an ongoing basis.

#### Familiarise yourselves with what information is required for reporting

- Throughout the Extra Time programme, it's important to be familiar with what information is required for the quarterly reporting process. This will allow you to capture relevant information throughout the programme.

#### Utilise the support that is offered

- A range of support is available to help clubs with monitoring and evaluation, including webinars, guidance and 1 to 1s. This support is included with clubs' Views licenses and will ease the reporting process while ensuring that the required information is being captured.

#### Speak with other Extra Time clubs

- While all clubs have the same quarterly reporting requirements, each club is responsible for developing processes for data collection. It is helpful to speak with other clubs and share ideas on this topic.



## SECTION 3

# GOOD PRACTICE

### ***PARTNERSHIPS***

Collaborative working has had an important role in the success of the programme in a number of areas

#### **Schools/Headteachers**

- Strong relationships with partner schools and Headteachers are crucial to delivery and can positively impact delivery by supporting the participant referral process, and strengthening relationships with children and their families.

#### **Support for delivery**

- Throughout the programme clubs have developed partnerships to support on activity delivery. This helps increase the range and quality of activity being offered.
- Examples of partnerships to support activity delivery include:
  - Local sports clubs
  - Sporting Governing Bodies
  - Active Schools/Leisure trusts

#### **Support services**

- Clubs have also partnered with a range of support services to offer help and guidance to parents/carers and wider families
- Examples include:
  - Department of Work and Pensions
  - JobCentre
  - SAMH
  - Citizens Advice Bureau
  - Home Energy Scotland

#### **Other partnerships**

- A range of additional partnerships have been developed by clubs to support their programmes, with examples including:
  - Catering companies
  - Transport companies
  - Relationships between professional and charitable arm of club

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### ***REFERRAL PROCESS***

To ensure clubs reach children and families for whom the Extra Time programme is aimed at, appropriate referral systems should be put in place. These can be led by the clubs or partner schools, and should ensure a targeted approach to engage with families from low income backgrounds as well as the [6 priority family types](#) as identified in the Tackling Child Poverty Plan.



Extra Time projects should be targeted towards those highlighted above, and the focus should be quality of delivery and engagement rather than quantity of participants. Clubs should implement a referral process that suits them, their community and their partner schools, and examples that have been applied by clubs include:

**School/partner led**

- Schools are given specific participant/family criteria based on the programme overview and priority family types, and families are then identified directly by the schools.
- Schools then put the families and club in contact to arrange participation in the programme where appropriate.
- Clubs will meet with partner schools regularly to discuss criteria and the referral process to ensure appropriate families are identified and that the programme continues to target those families in need of support through Extra Time.
- Referrals have also been led through Active Schools or other relevant partner organisations or support services, following the same process as school led referrals.

**Club led**

- Using the Extra Time criteria and priority family groups, clubs have identified families already engaging with other activity within the club.
- Some clubs have specific staff members whose remits include leading on referrals, including Family Support/Liaison Officers, Community Engagement Officers etc.
- Clubs have also implemented self-referral processes where families can reach out directly to clubs (either through communication or completing online forms).
- To support referrals, clubs have attended local events, fairs etc. to connect with families and share information, as well as attending school assemblies and events and distributing materials in community centres and other relevant venues.

Many clubs use a combination of multiple referral processes, both school/partner led and club led. Whichever process is used it is important that families meet the programme criteria, and again this is achieved by schools/ partners having a clear understanding of this criteria, and self-referrals capturing relevant information that gives clubs satisfaction that families meet that criteria.

**PARTNERSHIP CASE STUDIES**

The following examples show how clubs currently delivering Extra Time programmes have established partnerships to support a range of areas,

**Heart of Midlothian FC – Passion4Fusion**

Through their Extra Time activity, Hearts provide activity to asylum seeker, refugee, BME and ethnic minority families. The club partners with Passion4Fusion, an Edinburgh and Lothian based organisation which supports ethnic minority communities, to ensure their activity is tailored towards the demographics of those who participate in their programme as well as offering essential support for parents.

**Ayr United Football Academy – Thriving Communities**

To support their referral process and ensure their programme engages with children and families who meet the Extra Time criteria, AUFA work with Thriving Communities. Thriving Communities work in community based services such as health and wellbeing, employability, community learning and development, community safety and engagement, and they work in partnership with AUFA’s Family Liaison Officer to identify families through their partner schools.

**The Rangers Charity Foundation – Rangers Soccer Academy**

The Rangers Charity Foundation’s Extra Time holiday provision is an example of an effective internal partnership to offer activity that suits the needs of the community and the club. The Foundation offers funded places for their Extra Time participants to attend existing holiday camps delivered by Rangers Soccer Academy. This ensures activity is free to access to those children who have been identified for the Extra Time programme and utilises existing activity.

**ADAPTABILITY**

**React to needs of participants**

- The nature of the Extra Time programme means that clubs should adapt programmes to suit the specific needs of the children and families they work with. Many clubs have found success in including participants in the planning and decision making around Extra Time activities

**Delivering for the needs of the community**

- Ensuring that the services are responding to local needs and support parents with services that are at the time of the day/week that they most need them etc.

**Club structures**

- Extra Time funding has enabled clubs to recruit staff specifically for the Extra Time programme and have found this has had a positive effect on club structures. It is important to consider the requirements of Extra Time projects and ensure that club structures meet these. Individual roles recruited by staff to support the programme include Family Liaison Officers, Monitoring and Evaluation staff, sessional coaches etc.

**CPD**

- The Scottish FA aims to support clubs in delivering Extra Time programmes by offering relevant CPD opportunities. To enable this, clubs should contact the Scottish FA to discuss CPD requirements as well as seeking out additional CPD opportunities to support club staff and volunteers

## PROGRAMME SCOPE

When planning and developing Extra Time programmes it is vital that clubs ensure they meet the programme scope. This includes offering activities in line with the Minimum Delivery Criteria that run at the permitted times (directly before or after school and during holiday periods). Please keep in mind that Extra Time sessions should extend the school day and unless approved by Scottish FA/Scottish Government should not take place during the school day or at weekends.  
Comms and Promotion

### Social media

- Clubs are encouraged to promote their Extra Time activity as much as possible through their club social media channels. Clubs should tag Scottish FA regional accounts to highlight their activity.

### Hashtags

- Clubs should include the hashtag #ScottishFAExtraTime in social media posts. The Scottish FA will provide guidance on any updated social media approaches, including which platform should be used to promote Extra Time activity.

### Media

- Throughout the programme many clubs have highlighted their Extra Time activity through club website articles, local print and online media, matchday programmes and other media channels. This is an effective way of highlighting the programme impact.

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## SHARED LEARNING

A key element of the development of the programme is the opportunity for shared learning and collaboration around best practice. In addition to national and regional club forums to enable this, clubs should create relationships with other Extra Time partner clubs to share learnings, successes and challenges



