

Eerde Personal Development, Extra-Curricular and Enrichment Policy



Coordinator:	Academic Director
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Introduction:

At Eerde we believe it is essential that our students have access to a wide range of enriching activities, which will help them develop the necessary skills required for progression to the next stage of their education and future life; allow them to make the most of their time studying at Eerde, to make friends and to help them integrate into the school, local, national and global community.

We also believe that our enrichment and extra-curricular programme should link closely with our provision for Personal Development Education - allowing for a broad and balanced curriculum and to help our learners achieve our mission: At Eerde, our mission is to help students develop into successful, engaged and responsible young adults with strong global connections; in possession of life-long learning skills and friendships forged for life.



We strive to provide our young people with the opportunity to develop academically, athletically, artistically and ethically and to achieve their full potential. Through offering a nurturing environment, in which inquiry based and experiential learning, personal development and diversity are valued, we aim to develop students who have the confidence, ambition and skills they need to make a positive difference.

Our Guiding Statements - *We are*....



Confident

We develop confidence in our abilities and ideas, in order to work towards achieving our dreams and future aspirations.

We celebrate success and we feel proud of ourselves, each other and our school



Caring

We think of others and care about others' needs. We are friendly, collaborative and build positive relationships

We take care of ourselves and value healthy lifestyles and choices



Reflective

We identify our strengths and our areas for improvement

We reflect on our actions, our behaviour and our treatment of others



Balanced

We value personal and social development, as well as academic development

We strive to achieve a healthy balance between those areas of our lives that we value and those we need to develop



Critical

We examine evidence and use reason to arrive at conclusions.

We question assumptions, traditions, and conventional wisdom

We challenge and innovate, always striving to be independent thinkers



Responsible

We are ambassadors for our family, our friends, our school and our community

We consider our impact on the planet and society and strive to be responsible global citizens



Cooperative

We value our community and strive to work together to help each other fulfil our potential as a school and as individuals

We understand that our community extends beyond the walls of our school to the local community and wider world



Diverse

We seek to understand each other, recognising our similarities and celebrating our differences

We recognise that different values, traditions and customs can all be right, striving for a culture of mutual respect and tolerance



Our extra-curricular and enrichment programme includes, but is not limited to:

- After School Activities
- Week Without Walls
- The Tutor Programme
- Sporting and social activities
- School trips and excursions
- Educational Visits
- School events –such as charity days, school plays, national celebrations etc
- Student Representative Council
- Assemblies and workshops
- University fairs/talks
- Career or industry talks/workshops

Aims:

- To provide a wide range of quality extra-curricular and enrichment opportunities for all students
- To allow students to develop skills which will aid them in future life, academic or career progression
- To enhance student experience and enjoyment
- To enhance learning and development opportunities
- To prepare students at the school for the opportunities, responsibilities and experiences of later life
- To promote students and young people's wellbeing (physical and mental health; emotional wellbeing; social and economic wellbeing; education, training and recreation)
- To enable students to make informed choices regarding their personal health and safety, relationships and finances
- To assist students in the development of their sense of identity, self-esteem, self-confidence and emotional health



Roles and Responsibilities:

Role of the Supervisory Board

The Supervisory Board, has:

- delegated powers and responsibilities to the School Director to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;

Role of the School Director

The School Director will:

- ensure a programme of personal development and enrichment is offered to all students at Eerde IBS;
- delegate responsibility to the Head of Student Life and Enrichment, oversight of this programme;
- ensure all school personnel and students are aware of and comply with this policy;
- ensure all relevant health and safety policies are adhered to;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff, where required;
- monitor the effectiveness of this policy;
- ensure the Student Forum/Council are consulted and involved in the development of this policy;
- annually report to the Supervisory Board on the success and development of this policy

Role of the Management Team

The Management Team will:

- support the development of this policy across the school;
- assist in creating an annual calendar of events and activities, in line with this policy;
- facilitate the training and development of staff in order to deliver this policy;
- facilitate the staff of after school activities and one-off events



Role of the Head of Student Life and Enrichment

The Head of Student Life and Enrichment will:

- work closely with senior management staff on the development of the enrichment and extra-curricular programme;
- assist in the planning and development of Eerde's Weeks Without Walls;
- ensure the Student Representative Council is running and well advertised and outcomes are communicated to the student and staff body;
- with the Co-Curricular Lead, develop a calendar of school events to run throughout the year, such as: charity events, international/ intercultural events, social events, awareness raising events;
- ensure students are involved with the running and development of school events;
- act as a facilitator, where students wish to be involved with external organisations and events;
- meet regularly with the Academic Director and Course Coordinators, Tutors and the CSS to discuss participation and students posing cause for concern;
- provide guidance and support to all staff;
- keep up to date with new developments and resources;

Role of the Co-Curricular Lead

- work closely with senior management staff on the development of the extra-curricular programme;
- liaise with the Pastoral and Boarding Manager and Boarding Team regarding extending enrichment and personal development to boarding students during boarding time;
- ensure a varied and adequate number of After School Activities (ASAs) are run every term;
- assist in the planning and development of Eerde's Weeks Without Walls;
- with the Head of Student Life and Enrichment, develop a calendar of school events to run throughout the year, such as: charity events, international/ intercultural events, social events, awareness raising events;
- ensure students are involved with the running and development of school events;
- coordinate the delivery of extra-curricular and enrichment activities, working closely with those delivering the programme;
- provide guidance and support to all staff;
- keep up to date with new developments and resources;
- undertake risk assessments when required;

Role of the Lead Tutor

- work closely with senior management staff on the development of the enrichment programme;



- work closely with the Academic Director and Pastoral and Boarding Manager and Tutors to ensure that a personal development curriculum is delivered through the Tutor Programme;
- ensure one-off assemblies and workshops run and are well advertised;

In working with Tutors to develop and the run the Tutor Programme:

- be accountable for standards in this subject area;
- monitor standards by;
 - auditing the subject area
 - review schemes of work
 - monitoring teachers planning (where applicable)
 - lesson observations
 - scrutinising students' work
 - discussions with students
- ensure all students are receiving personal development education provision through either lessons or assemblies and workshops in line with their perceived needs;
- ensure continuity and progression throughout the school;
- provide guidance and support to all staff;
- provide training for all staff where necessary;
- attend appropriate and relevant INSET and/or training;
- Organise and book external speakers to enhance personal development education;
- keep up to date with new developments;
- undertake an annual audit and stock take of resources;
- purchase new resources when required and in preparation for the new academic year.

Role of the Academic Director and Course Coordinators

The Academic Director and Course Coordinators will:

- comply with all aspects of this policy;
- promote participation in the enrichment and extra-curricular programme and ensure the importance of participation is understood by both staff and students;
- work closely with the Head of Student Life and Enrichment, Lead Tutor and Co-Curricular Lead to develop and facilitate the delivery of the extra-curricular and enrichment programme, including ensuring adequate time is allocated in the school timetable;
- ensure Tutors work closely with the Lead Tutor to monitor attendance, behaviour and reporting on participation in the extra-curricular and enrichment programme;
- encourage teachers to run clubs or societies;
- monitor the effectiveness of this policy by;
 - observing teaching and learning



- discussions with students and members of the school council

Role of Tutors

Tutors will:

- comply with all aspects of this policy
- collate attendance and participation data, including it in termly Tutor reporting;
- meet with the Academic Director and Course Coordinators , the Lead Tutor regularly to discuss participation and students posing cause for concern;
- encourage and guide students with regard to involvement in extra-curricular or enrichment activities/

Personal development education is delivered through the Tutor Programme.

When teaching the tutor Programme, Tutors will:

- comply with all aspects of this policy;
- work closely with the Lead Tutor to develop this policy;
- devise medium and short term planning for the Tutor Programme;
- cover all aspects/ topics of the Tutor Programme in line with this policy;
- plan differentiated lessons which are interactive, engaging and of a good pace;
- have high expectations for all students and provide work which will extend them;
- assess, record and report on the development, progress and attainment of students;
- achieve high standards;
- celebrate the success of students in lessons
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions where required.

Role of Providers - of Activities/ Events

All providers, whether teaching, activities, ancillary staff or external providers, will:

- comply with all aspects of this policy
- undergo the relevant safer recruitment and vetting checks
- undertake appropriate training in:
 - organising and managing an extra-curricular club
 - health and safety
 - first aid
 - fire safety
 - evacuation of the school building in the event of fire
 - risk assessments



- supporting students with additional learning needs
 - student behaviour and discipline
- ensure that before a club commences the following are in place:
 - student contact and medical details
 - registers are prepared
 - risk assessments
 - more than 1 adult is on the school premises while the club is taking place
- ensure that during a club:
 - students are adequately supervised
 - registers are taken of those attending
 - any issues are shared with the Head of Student Life and Enrichment
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- report any concerns they have on any aspect of the school community

Role of Students

Students will:

- be aware of and comply with this policy;
- listen carefully to all instructions given by the provider;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- liaise with the school council;
- take part in questionnaires and surveys

Role of Parents/ Carers/ Fee Payers

Parents/carers/fee payers will:

- be aware of and comply with this policy;
- provide contact and medical details for their students;
- recognise the importance of participation in extra-curricular and enrichment activities;
- cooperate with the school on matters of poor participation or behaviour;
- encourage effort and achievement;



Role of the Data Protection Officer (if necessary)

The Data Protection Officer will:

- have expert knowledge of data protection law and practices;
- inform the school and school personnel about their obligations to comply with the GDPR and other data protection laws;
- ensure data management is strengthened and unified;
- monitor compliance with the GDPR and other data protection laws, in line with the Eerde IBS Data Protection Policy.



Procedure:

Included in the Extra-Curricular and Enrichment Programme

The extra-curricular and enrichment programme will include, but is not limited to:

- After School Activities
- Week Without Walls
- The Tutor Programme
- Sporting and social activities
- School trips and excursions
- Educational Visits
- School events –such as charity days, school plays, national celebrations etc
- Student Representative Council
- Assemblies and workshops
- University fairs/talks
- Career or industry talks/workshops

Attendance and Participation in the Extra-Curricular and Enrichment Programme:

Depending on the event or activity, some may be compulsory and some may be voluntary. However, all students are encouraged to participate in the life of the school as much as possible.

For ASAs:

- Day students are expected to attend at least one after school activity per week.
- Boarding students are expected to attend at least two after school activities per week.

Attendance Logging:

The logging of attendance is important for 2 main reasons:

- For the safety of students whilst in attendance at an activity or event
- To assess overall participation and engagement of individual students

Attendance should be logged for each student at each activity or event and attendance data should be collated and analysed regularly to monitor participation, identify concerns, assess the success of the enrichment programme and identify areas for improvement.



Recognition of Outstanding Participation:

We believe it is important to reward outstanding participation. Recognition of outstanding participation is demonstrated through:

- Individual praise
- Reports to Parents
- Awards for progress in or contributions to specific clubs, societies, events or activities
- End of term/ year achievement awards

Health and Safety

All school events and activities should be carried out in line with Eerde Health and Safety Policy and with the Educational Trips and Activities Policy Handbook. Events or activities taking place outside of school opening hours or off-site should be risk assessed to ensure they are conducted safely.

Delivery of Personal Development Education

Opportunities for personal development education should be capitalized upon wherever possible in all areas of the curriculum, extra-curricular activities, in boarding accommodation and welfare activities/meetings and whole-school activities or events.

Personal development education will be delivered in the following ways:

Tutor Programme

Students from IMYC level and up receive one 45 minute Tutor session per week in which the Tutor Programme is covered. Every other day 10 minutes is set aside for time with the tutor and a selection of activities, such as discussing current affairs etc.

Lessons are taught by the Tutors and are planned around agreed resources such as a textbook or planned scheme of work – coordinated by the Head of Student Life and Enrichment.

Assemblies and Workshops

A planned programme of assemblies and workshops runs throughout the year to cover topics which may be delivered better in an assembly format or via an



external specialist or staff member with particular expertise. Attendance at assemblies and workshops is compulsory for all students.

Assemblies and workshops may cover, but are not limited to the following:

- Sex and relationships education
- Drug and alcohol awareness
- Dutch Law/ talks from the Police
- E-Safety
- Talks from visiting universities
- University fairs
- Careers fairs

One-Off Activities and Events

From time to time the school or boarding may run one-off activities or events such as:

- Cooking and health and safety in the kitchen classes for boarding students
- School charity and awareness raising events such as Save the Children's Plumpy Nut Project or local charities
- International awareness week
- E-Safety week
- Anti-bullying week

General Curriculum

We believe there is particular scope to link to personal development and the Eerde Guiding Statements throughout the general curriculum. Teachers are asked to identify when planning, where they may have opportunities to do so.

Personal Development Education Content

The following topics are covered by the Tutor Programme, or via workshops, events etc:

Personal wellbeing:

- sex and relationships education
- drug and alcohol education



- emotional health and well-being
- diet and healthy lifestyle
- safety education (including e-safety)

Economic wellbeing:

- careers education
- work-related learning
- enterprise education
- financial capability

Citizenship:

- Public institutions, voluntary groups and charities
- Equality and diversity
- Human rights and civil liberties
- International law and the United Nations

Where necessary course content will be adapted or modified to address specific perceived needs.

Resources

To ensure parity of delivery and offer additional support to those teaching the Tutor Programme we subscribe to the [PSHE Association](#). This website offers a resource bank of materials suitable for use at all levels of education. Planning is coordinated by the Head of Student Life and Enrichment.

Resources are upgraded and replenished when the need arises. An annual audit is undertaken by the Lead Tutor in the summer term in preparation for the next academic year.



Student Consultation

We wish to consult our students and to hear their views and opinions as we acknowledge and support [Article 12 of the United Nations Convention on the Rights of the Child](#) that children should be encouraged to form and to express their views.

Student consultation is integral to our process of regular self-evaluation and continuous improvement and will take place in a variety of ways.

The methods will include:

- A Student Council (which will meet regularly and also be consulted by the Principal)
- An appointment system and means of contact with the Academic Director and key staff members
- Operating an 'open door' policy in school whenever possible
- Student Questionnaires (on a variety of matters relating to the school and/or social issues)
- Open Class discussion (on a variety of matters relating to the school and/or social issues)

Every effort is made to provide a variety and range of consultation methods to all students. Every student who attends Eerde International Boarding School will be encouraged and given the opportunity to provide feedback on every aspect of school life during their time with us.

A separate policy exists for student consultation which explains these processes in more detail.

Associated Policies and Publications

This policy has been written with reference to and in accordance with the following policies and publications:

- Eerde IBS Trips and Activities Policy Handbook
- Eerde IBS Curriculum, Teaching and Learning Policy
- Eerde IBS Role of the Tutor
- Eerde IBS Health and Safety Policy
- Eerde IBS Attendance Policy



Equality Impact Assessment

We are also committed to [Articles 2 and 14 of the United Nations Convention on the Rights of the Child](#) and therefore, have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

Therefore, this policy has been equality impact assessed to ensure that it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

This policy affects or is likely to affect the following members of the school community (✓)		Students	School Personnel	Parents/Carers	Board	School Visitors	Wider School Community		
		✓	✓	✓		✓	✓		
Question	Protected Characteristics							Conclusion	
Does or could this policy have a negative impact on any of the following?	Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation	Undertake a full EIA if the answer is 'yes' or 'not sure'
YES									Yes No
NO	✓	✓	✓	✓	✓	✓	✓	✓	✓
UNSURE									
Does or could this policy help promote equality for any of the following?	Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation	Undertake a full EIA if the answer is 'no' or 'not sure'
YES	✓	✓	✓	✓	✓	✓	✓	✓	Yes No
NO									
UNSURE									✓
Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.								



