

## Extra-Curricular, Enrichment and Participation Policy

All Kings' policies will be ratified by the Board of Directors and signed by the Chairperson. Each policy will be co-signed by the principal of each school. Review dates will be similar for each school.

<b>Coordinator</b>	<b>Nominated Director</b>	<b>Chair of Board of Directors</b>
<b>ENRICHMENT COORDINATOR</b>	<b>DIRECTOR OF COLLEGE SERVICES</b>	<b>NIGEL PAMPLIN</b>

At Kings 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, allow them to make the most of their time studying with Kings, to make friends and to help them integrate into the school, local, national and global community.

We believe our extra-curricular and enrichment programme should allow students to:

- Develop the following skills:
  - Leadership
  - Interpersonal
  - Planning and organisation
  - Communication
  - Cooperation
  - Teamwork
  - Entrepreneurial
  - Initiative
  - Presentation and public speaking
  - Independence
  - Creativity
  - Self-awareness
  - Self confidence
- Broaden horizons and inspire learning and engagement
- Build strong and lasting friendships
- Improve and practise English
- Develop a strong Record of Achievement and Personal Statement in order to achieve future goals
- Experience British culture and traditions
- Develop interests and hobbies which they will continue in the future

We also believe that our enrichment and extra-curricular programme should link closely with and support the development of students' Social, Moral, Spiritual and Cultural development (SMSC) and their Personal, Social, Health and Economic education (PSHE). Please see Kings Social, Moral, Spiritual and Cultural (SMSC) Policy and Kings Personal, Social, Health and Economic (PSHE) and Citizenship Education Policy for further information.

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

- A range of school-run clubs and societies
- Sporting and social activities
- School trips and excursions
- Educational visits
- Duke of Edinburgh Award
- Trinity Arts Award
- Kings Enterprise Award
- School events –such as charity days, school plays, national celebrations etc
- Student forum or Student Council
- Lectures and workshops
- University fairs/talks
- Career or industry talks/workshops

In order to ensure students get the most from our enrichment and extra-curricular programme, attendance and participation is logged, and compulsory for some courses and reports to parents or

fee payers include feedback on engagement. All student achievements are celebrated with certificates and other prizes awarded in recognition of participation in the Kings community.

## **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 academic or career progression
- To enhance student experience and enjoyment
- To enhance learning and development opportunities

## **Responsibility for the Policy and Procedure**

### **Role of the Board of Directors**

The Board of Directors has:

- appointed a member of staff to be the co-ordinator of the extra-curricular and enrichment programme;
- delegated powers and responsibilities to the Principal 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;
- nominated the Director of College Services to visit the school regularly, to liaise with the Principal and the Enrichment Coordinator and to report back to the Board of Directors;
- responsibility for the effective implementation, monitoring and evaluation of this policy

### **Role of the Principal**

The Principal will:

- ensure all school personnel and students are aware of and comply with this policy;
- ensure all Disclosure and Barring checks are in place;
- ensure all relevant health and safety policies are adhered to;
- work closely with the Director of College Services and Enrichment Coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- 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 Board of Directors on the success and development of this policy

### **Role of the Director of College Services**

The Director of College Services will:

- work closely with the Principal and the Enrichment Coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- annually report to the Board of Directors on the success and development of this policy

### **Role of the Enrichment Coordinator**

The Enrichment Coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Principal and Director of College Services;
- work closely with senior management staff on the development of the enrichment and extra-curricular programme;
- work closely with the Welfare Officer to ensure that aspects SMSC and PSHE underpin and run alongside the enrichment programme
- ensure a varied and adequate number of clubs and societies are run every term;
- ensure schemes such as the Duke of Edinburgh, Trinity Arts and Kings Enterprise awards are being offered each term;
- ensure the student forum/council is running and well advertised;
- ensure lectures and workshops are running and well advertised;



- 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;
- coordinate the delivery of extra-curricular and enrichment activities, working closely with those delivering the programme;
- follow closely and work with the coordinators of the:
  - Kings School Trips and Activities Policy
  - Kings Community Cohesion Policy
  - Kings Personal, Social, Health and Economic (PSHE) and Citizenship Education Policy
  - Kings Spiritual, Moral, Social and Cultural Development Policy
  - Kings First Aid Policy
  - Kings Sickness and Medicines Policy
  - Kings Health and Safety and Risk Management Policies
- prior to beginning of the academic year plan the extra-curricular and enrichment programme with regard to:
  - providers
  - times and days
  - venues
  - Disclosure and Barring Service checks for providers (where necessary)
  - health and safety procedures
  - evacuation procedures
  - travel arrangements if off-site
  - medical details of students
  - risk assessments
  - first aid procedures
  - first aid qualifications of providers
  - arrangements for students with special needs
- ensure student attendance and participation is recorded, in line with this policy;
- work with group tutors to compile data on attendance and participation, to go into termly Group Tutor reports – sent to parents and or fee payers;
- work with group tutors to collate information on participation in order to nominate students for participation awards at the end of term;
- meet regularly with course directors, group tutors and the Welfare Officer to discuss participation and students posing cause for concern;
- provide guidance and support to all staff;
- provide training for all staff on induction and/or when the need arises;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Board of Directors on the success and development of this policy

### **Role of Course Directors**

Course Directors 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 Enrichment Coordinator to develop and facilitate the delivery of the extra-curricular and enrichment programme, including ensuring adequate time is allocated in the school timetable;
- ensure Group Tutors work closely with the Enrichment Coordinator to monitor attendance, behaviour and reporting on participation in the extra-curricular and enrichment programme;
- encourage teachers to run clubs or societies;
- meet regularly with the Enrichment Coordinator, Group Tutors and the Welfare Officer to discuss participation and students posing cause for concern;

### **Role of the Welfare Officer**

The Welfare Officer will:

- comply with all aspects of this policy;



- meet regularly with the Enrichment Coordinator, Group Tutors and course directors to discuss participation and students posing cause for concern;
- work closely with the Enrichment Coordinator to ensure that aspects of SMSC and PSHE underpin and run alongside the enrichment programme;
- encourage and support participation with the extra-curricular and enrichment programme;
- ensure that staff running the school social programme are aware of under 18 year old EFL students – so that participation can be more closely monitored;
- hold meetings with students to discuss participation and concerns

### **Role of Group Tutors**

Group Tutors will:

- comply with all aspects of this policy
- collate attendance and participation data, including it in termly Group Tutor reporting;
- meet with course directors, the Enrichment Coordinator and Welfare Officer regularly to discuss participation and students posing cause for concern;
- encourage and guide students with regard to involvement in extra-curricular or enrichment activities

### **Role of Providers**

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

- comply with all aspects of this policy
- undergo a Disclosure and Barring Service check
- 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 Enrichment Coordinator
- 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;

## **Included in the Extra-Curricular and Enrichment Programme**

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

- School-run clubs and societies
- Sporting and social activities
- School trips and excursions
- Educational Visits
- Duke of Edinburgh Award
- Trinity Arts Award
- Kings Enterprise Award
- School events –such as charity days, school plays, national celebrations etc
- Student forum or Student Council
- Lectures and workshops
- University fairs/talks
- Career or industry talks/workshops

## **Attendance and Participation in the Extra-Curricular and Enrichment Programme**

### **English Language (EFL) Students:**

EFL students do not have to attend any compulsory activities (unless on Summer Vacation Extra courses). The majority of social and sports activities, excursions and school events are scheduled to be available for EFL students to attend. Attendance is optional, however it is strongly advised that students do attend as it is beneficial for English progression and integration into the school community.

### **EFL students who are under 18:**

Under 18s are considered to be children, therefore monitoring of engagement should take place.

The Welfare Officer should share the names of under 18 EFL students with those organising the Social Programme, so that details of their participation can be shared on a regular basis.

Where it is perceived that under 18 EFL students are not participating the Welfare Officer should talk with the student and ensure that there are no underlying problems.

### **Academic Students:**

It is strongly recommended that academic students of all ages participate in the extra-curricular and enrichment programme as much as possible.

- Students of compulsory school age are required to attend at least one club or society each week.

Where it is deemed particularly relevant or important students may be required to attend one off compulsory events such as university fairs, talks from visiting universities, lectures and workshops.



## 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.

Non-participation of students under 18 should be monitored closely and shared with Group Tutors, Course Directors and the Welfare Officer.

## Reporting on Participation in the Extra-Curricular and Enrichment Programme

### EFL Students:

- An overall participation score/grade is included in progress and end of course reports;
- Data for reports can be taken from one-to-one tutorials, information from the activities/social programme organisers and student feedback;
- Where a student's welfare is posing cause for concern, information about their participation may be conveyed to parents or fee payers on a more individual basis

### Academic Students:

- Attendance records of participation in enrichment activities are stored for each student;
- Termly reports will detail the aspects of the enrichment programme a student is engaged in and a comment on their participation in general;
- Termly targets may be set by the Group Tutor or Enrichment Coordinator where necessary and parents or fee payers may be contacted where there are causes for concern.

## Recognition of Outstanding Participation

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

- The merit system
- Individual praise
- Termly reports
- EFL students – a monthly 'Student of the Month' award certificate
- Academic students – an end of term awards ceremony including awards for:
  - Outstanding engagement in the school community (school events, student forum etc)
  - Successful completion of the Duke of Edinburgh, Trinity Arts or Kings Enterprise awards
  - Awards for progress in or contributions to specific clubs, societies, events or activities

## Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- the Staff Handbook
- meetings with school personnel
- Principal reports to the Board of Directors

## 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 Forum/ Student Council (which will meet regularly and also be consulted by the Principal)
- An appointment system and means of contact with the Principal 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 and social issues)
- Open Class discussion (on a variety of matters relating to the school and/or and social issues)
- Suggestion Box (allowing anonymity if desired)

Every effort is made to provide a variety and range of consultation methods to all students. Every student who attends a course at Kings will be encouraged and given the opportunity to provide feedback on every aspect of school life during their stay with us.

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

### Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Principal and the nominated Director.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Board of Directors for further discussion and endorsement. (See Policy Evaluation)

### Linked Policies

- Kings School Trips and Activities Policy
- Kings Community Cohesion Policy
- Kings Personal, Social, Health and Economic (PSHE) and Citizenship Education Policy
- Kings Spiritual, Moral, Social and Cultural Development Policy
- Kings Curriculum Policy
- Kings Health and Safety Policy
- Kings Risk Management Policy

### Equality Impact Assessment

Under the Equality Act 2010 we 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. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as 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	Directors	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'	
<b>YES</b>										<b>Yes</b> <b>No</b>
<b>NO</b>	✓	✓	✓	✓	✓	✓	✓	✓		✓
<b>UNSURE</b>										
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'	
<b>YES</b>	✓	✓	✓	✓	✓	✓	✓	✓		<b>Yes</b> <b>No</b>
<b>NO</b>										✓
<b>UNSURE</b>										
<b>Conclusion</b>	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.									



Annual Policy Review Sheet - Appendix A:

Review Date	Primary Reviewer Name (Policy Coordinator)

This Appendix A should be completed **annually** by the Policy Coordinator and Principal with specific details of each individual Kings college.

<b>Date of Last Review:</b>	
<b>Date of Next Review:</b>	
<b>Is this policy being implemented fully, with all outlined procedures followed as prescribed?</b>	YES/NO
<b>If this policy is not being implemented fully, as prescribed, please outline what you have put in place instead and the reasons behind the change...</b>	
<b>How are staff made aware of this policy?</b>	
<b>Does this policy require any specific/specialised training for staff, if yes please specify what it is and whether it has been done?</b>	
<b>Monitoring the Effectiveness of the Policy</b>	
<b>The information in this policy and appendix will be reviewed annually by the Principal, or when the need arises, and the necessary recommendations for improvement will be made by the Principal to the Board of Directors.</b>	
<b>Please comment on the overall effectiveness of this policy – giving any suggestions or recommendations for improvement...</b>	





<b>Coordinator:</b>		<b>Date:</b>	
<b>Principal:</b>		<b>Date:</b>	
<b>Chair of Board of Directors:</b>	<i>Nigel Paul</i>	<b>Date:</b>	
<b>Name of School:</b>			
<b>Next Review Date:</b>			

