



2c. Co-Curricular Policy

1Statutory Policies	Part 2
ISI	Part 1: Quality of education provided
Author Led	Headteacher
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Comment	Annual Review
Website	No

1. Policy Statement

The British International School of Casablanca strives to be a welcoming place, inclusive in intake, comprehensive in curriculum, fair and just in its structures and behaviour management strategies, and consultative in decision-making. The British International School of Casablanca is taking positive steps to fulfil its mission in partnership with parents, staff, students, trustees, and the local community.

Within this holistic approach to the provision of education, an essential element in a comprehensive curriculum is the provision of a wide range of Extra Curricular Activities (ECA), including sporting, artistic, musical, cultural, literary (debating etc), social and leisure, and spiritual activities. These activities are a part of the school's objective of full development of students based on the core principles of Respect, Excellence, Compassion and Rigour.

Finally, the scope of our Extra Curricular Activities programme ensures:

- Students under the age of five have a programme of activities which are appropriate to their educational needs in relation to personal, social, emotional, and physical development, communication, and language skills.
- Students over the age of sixteen have a programme of activities which is appropriate to their needs.
- All students, regardless of age have the opportunity to learn new skills and develop.

2. Policy Rationale

The school recognises that ECA's represent a valuable aspect of the learning process and contribute to the development of a rounded individual. ECA's supplement and complement in-school learning and activities and provide opportunities for students to broaden their horizons in ways that would not be possible with the confines of the school premises alone. This is particularly important for all students as ECA's provide them with opportunities to explore and expand their gifts and talents in other areas.

3. Policy Goals

Within the remit of the regulatory and legislative developments in education, the ECA policy should have the following goals:

- Ensure consistent approaches to the planning and implementation of ECA's in the school.
- Provide the school community with a clear understanding of the role of ECA's in the school.
- Enable students to take full advantage of ECA's with a view to achieving a rounded education.
- Encourage parents to take an interest in and share responsibility for their children's overall development through support of the school's ECA programme.
- Provide teachers and other staff members with assurance and guidelines to help them with what is effectively voluntary work for the benefit of the students and the whole school community.

4. ECA Programme outline

At the beginning of the academic period (normally during Inset Training) staff are asked to list the options they are prepared to provide to the students. This is then continually reviewed throughout the year. However, the ECA is a dynamic program and there will be times when teachers and others have ideas for new activities that should be added. This means additional activities maybe provided throughout the course of the year.

ECA provision is based on the needs of the students and activities and so will vary between the Primary and Secondary schools. However, each ECA will be based on one of the three core guiding principles:

- Creative
- Sports
- Academic

ECA's happen at the end of the academic day (3.00pm) and run until 4.00pm. They run every Monday to Thursday, with nothing taking place on a Friday due to the school's earlier finishing time.

In the Secondary School, ECA's are changeable every half term and students are actively encouraged to sample as many different activities as possible. *These are optional for Year 10 – 13 students.

Finally, in line with school's renewed focus on academic excellence for the 2023 – 2024 academic period, there will be a number Intervention Classes offered to students (Maths, English, and Science) with the ECA programme. These will be mandatory for the students but will not exceed two sessions per week.

5. Parental Involvement and Consent

As holistic education is dependent on a cooperative approach between parents and the school, it is vital that parents are fully aware of and committed to the success of the school's ECA and ECA policy.

In relation to individual ECA's, it is important that students and parents understand the following:

- A description of the activity, including date, place, time, duration.
- If there is a financial contribution required from the parents.
- Insurance – e.g., if the activity is taking place outside the school.

6. Behaviour and Discipline

The success of the school's ECA program is dependent on the good behaviour of the students involved. The school's existing policy on Student Behaviour applies to the ECA programme, as the students are representative of the school at such activities.

However, given the nature of ECA programme the following behavioural issues should be highlighted:

- Wearing of full school uniform/sports clothing (activity dependent) unless instructed otherwise by the school.
- The non-attendance/leaving the activity, for any reason, is not allowed without prior permission.

- Strict adherence to any safety and health precautions associated with a particular activity.
- The utmost respect to be shown to the ECA providers.

7. Roles and Responsibilities

The school should address the roles and responsibilities of the various parties that make up the school community regarding the ECA policy. These might include the following:

Board of Governors

- To ensure that the policy is developed and evaluated going forward.
- To approve the policy.
- To consider reports from the Headteacher on implementation of the policy.
- To support and affirm teachers involved in ECA.

Headteacher/ECA Coordinators

- To put in place the structures and procedures for the implementation of the policy.
- To monitor policy implementation.
- To support and affirm teachers involved in ECA.

ECA Teachers

- To implement the policy and provide feedback on its application.
- To keep records of ECA incidents and report these to their line manager.
- To ensure student awareness and acceptance of the policy.

Parents

- To read, understand, and support the policy.
- To provide any relevant information requested by the school regarding their children and ECA.
- To encourage their children to participate in ECA.
- To support and affirm teachers involved in ECA.

Students

- To obey all instructions of supervisors of ECA.
- To always act in a safe manner when involved in ECA.
- To acknowledge the work being done through ECA on their behalf by being always respectful.
- To gain enjoyment and fulfilment from their involvement