

Reference number	C2	Policy name	Co-Curricular
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Person responsible	MWR	Date of next review	June 2024
Policy links	A4, A7, B1, B2, B3, C1, C4, E1, E2, E3, E4, E5, E6, E7, F2, F4, G1, G2, H1, I1, I2 I3, I5, J1		

<b>Vision, mission and values</b>	<p>Uptown International School aims to provide an outstanding co-curricular programme that enables all students to discover their passions and excel beyond the written curriculum, through extensive and well-balanced enrichment offerings. Taking advantage of the state-of-the-art campus, the wider community and trusted partners, students are exposed to countless opportunities that develop their knowledge, skills, leadership, compassion and understanding of world cultures.</p>
<b>Rationale</b>	<p>Uptown International School is committed to providing opportunities for students to discover and develop passions beyond the curriculum. This policy details the key elements of our co-curricular programme and provides clear guidance and processes to follow in ensuring international best practice is adhered to.</p> <p>The policy is centered around the following key elements:</p> <ol style="list-style-type: none"> <li>1. School Based Extra-Curricular Activities</li> <li>2. External Agencies</li> <li>3. Competitive Sport</li> <li>4. Events</li> <li>5. The House System</li> </ol>

WSLT sign off		Date	November 2023
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## EXTRA-CURRICULAR ACTIVITIES

### Overview

Uptown International school is proud to provide a wealth of opportunity and challenge through a carefully crafted and expertly delivered Extra-Curricular Activity (ECA) programme. Our outstanding facilities and inspiring staff, nurture students to discover their passion and reach their potential, regardless of ability or aspiration. Our aim is to provide the spark that lights the flame in each student and then helps keep it burning.

All pupils are encouraged to participate widely across academic, art, performance, language, design and sporting activities, all of which are focused around bespoke learning journeys and outcomes.

In addition to the subject-specific skills, much sought-after 'soft skills' of leadership, collaboration, resilience and perseverance that help prepare students for life beyond Uptown, are central to our programme.

The ECA programme runs in three distinct terms, enabling students to attend a greater variety of activities over the course of the year:

Term 1 – September – December

Term 2 – January – March

Term 3 – April - July

ECAs are offered by Uptown teachers before during and after school. Our before school provision starts as early as 6:30am, depending on the activity. Our afterschool provision is from 2:45pm - 3:30pm for Primary students and 3.00pm - 4.00pm for Secondary students, daily, every semester. Late buses are provided for students attending ECAs. On completion of an ECA, students should make their way directly home or wait in the Canteen for collection.

### **ECA Coordinator:**

The ECA Coordinator is an important role and reports directly to Primary and Secondary Deputy Headteachers. The role descriptor is addressed below but is not necessarily limited to the specifics – it is very much an autonomous position regarded as one relating to professionalism and pro activity within the school.

### Key Responsibilities:

- Provide a strategic approach to the delivery of all extra-curricular activities, taking into account staffing, resources and scheduling.

- Plan, deliver and manage an outstanding ECA programme showing breadth and balance of activities across all phases of the school.
- Liaise and update teachers regarding ECA timetables and student elective choices i.e. All homeroom teachers given student ECA choices and location
- Inform receptionist regarding changes to ECA timetable and location
- Liaise with parents
- Cover absent teachers during ECAs
- Model and support school policy and decision making

### Guidelines for staff

Uptown International School aims to become the leader in curriculum enrichment opportunities. Our ECA programme will offer students a comprehensive array of activities that allow them to access their learning experiences beyond the taught curriculum, helping to guide them into discovering their passions.

The school retains responsibility for pupils at all times during co-curricular activities and exercises its duty to ensure the safety of all pupils involved. Planning and execution of the activities should be carried out in accordance with requirements of the Health and Safety and Safeguarding and Child Protection policies and should comply with best practice as laid out in KHDA guidance. Staff should consult the additional documentation as necessary.

It is an expectation of all Uptown staff to lead at least one ECA a week, during our allocated ECA programme hours. Curriculum support, homework clubs or catch up sessions will not form part of the ECA programme, and therefore do not count as a member of staff's ECA allocation. This will be considered as additional and will be at the discretion of individual teacher and department to run if they choose to do so.

Uptown ECA's should:

- Be challenging
- Allow students to learn something new beyond the curriculum
- Demonstrate student progress through a clear and appropriately matched, learning journey.
- Have a clear Learning Journey, evidenced by a recognisable outcome/end product/goal – examples of this include: using the knowledge gained to teach others, showcasing skills/products/creations, performances, competitions etc.

To ensure that all students are exposed to the highest provision possible, the following guidelines should be adhered to:

- ECAs should carry the same teacher/student ratio as timetabled lessons (maximum 1:26) unless Health and Safety requirements deem otherwise.
- If no students sign up for a particular ECA, the staff member responsible for this ECA will be required to offer another option or help at an ECA which is oversubscribed.
- ECAs should not be cancelled unless it is absolutely necessary. If an ECA needs to be cancelled, staff are required to find cover and notify the ECA coordinator at least 48 hours in advance if possible (see below).
- If a member of staff is absent on the day of their ECA they should inform Primary/Secondary SLT, in addition to the ECA coordinator, when notifying the school of their absence.
- Accurate registers must be taken at the start of the activity.
- ECAs offered during lunchtimes are in addition to the ECA programme.
- Staff members should offer an ECA relevant to the level in which they work (Primary/Secondary), unless agreed with the ECA coordinator and the SLT.
- Staff running sports teams will be exempt from running additional ECAs for the term their team is competing.

## EXTERNAL AGENCIES

### Overview

In addition to our internally ran Extra Curricular Activity (ECA) programme, Uptown sources industry leaders to compliment and provide further enrichment opportunities for students. The ECA coordinator, Operations Manager, Facilities Manager and relevant Leaders of Learning or Subject Leaders will liaise to determine the suitability of potential providers, with our Operations and Facilities manager taking ultimate responsibility for approvals. It is vital that all external agencies undergo thorough evaluation and carry out the necessary due diligence prior enlisting in our programme.

### Expectations

All external agencies operating on the school site, must do so in accordance with our Co-Curricular policy and the guidelines laid out within it with regards to ECAs. In addition, external agencies are required to:

- Liaise directly with the Operations Manager, Facilities Manager and ECA Coordinator
- Sign and stamp a standard service agreement prior to the commencement of any programme
- Provide a current business trade license and insurance, authorising the right to operate within the UAE
- Provide current professional certifications for all coaches assigned to the activity
- Provide copies of Emirates ID for all coaches assigned to the activity

- Ensure all ID documents are held with HR
- Ensure UIS ID Passes are worn at all times
- Demonstrate flexibility when the priorities of the school require that an activity be conducted in an alternate location on campus or as a last resort, cancelled
- Provide professional services consistent with best teaching/coaching practice and in line with the core values of Uptown International School
- Liaise closely with our ECA Coordinator to manage the registrations, sign ups and collections for all interested pupils and parents
- Provide all class pupil registers within one week of commencing the activity and updated as new pupils are enrolled
- Comply with all facility use expectations, policies, site access and security procedures
- Conduct sessions on the dates and times provided by the ECA Coordinator
- Refer to the Uptown Academic Calendar to ensure all school and public holidays (as announced by the UAE Government) are planned for
- Provide clear guidance to parents regarding make-up sessions and refunds where classes have been missed or cancelled
- Attend meetings as requested
- Provide a risk assessment for all activities undertaken

## COMPETITIVE SPORT

### Overview

Uptown International School offers a high-quality, extensive sports program, competing against private schools across the UAE as part of the Dubai Affiliated School Sports Associations (DASSA). Uptown recognizes the values students gain from participation in a well-organized high-quality sports programme, and is dedicated to excellence in this pursuit. Uptown endeavors to offer students the best in coaching, facilities and equipment. The values of sportsmanship, fair play, self-discipline and dedication are held high and the participation of all interested students is encouraged.

### Guidelines for staff

Our Coaches handbook contains relevant information for teachers who contribute to our competitive sports programme. Guidance is given on ratios, fixtures, sports awards and social media (please refer to coaches handbook for further details). Staff taking teams should:

- Organise team trials prior to the season
- Plan and deliver high quality training sessions
- Umpire/referee home matches when necessary

- Wear appropriate kit
- Ensure staff and students adhere to the code of conduct
- Attend one fixture night and one training night per week
- Coaches may also be required to support Taaleem tournaments
- Ensure buses are booked for away matches and double check these on the morning of fixture days with accounts
- Update school social media – Facebook and Instagram
- The occasional tournament may fall on a weekend, you would be expected to attend with your team as part of the season
- If you are sick from school you cannot fulfill your fixture or training session, you will need to notify the LOL for PHE and rearrange or find appropriate cover

## EVENTS

### Overview

Throughout the academic year an array of different events take place to compliment the curriculum, provide additional opportunities for students and bring the whole school community together. These may range from guest speakers to whole school celebrations. Large whole-school events will be calendared prior to the start of the academic year

### Planning an event

The lead teacher is responsible for all elements of planning and running a school event, in consultation with the relevant member of SSLT and extended support staff. The lead teacher must consider the following when planning an event:

- After consultation with direct line manager, ensure they complete a Provisional Event/Activity/Trip (PEAT) form (Appendix 1) and submit to the relevant SSLT member for approval and ensure it is added to the school calendar
- Liaise with the Operations Manager and Facilities Manager with regards to matters concerning facilities and finance, ensuring all costings are outlined and approved in advance
- Complete all necessary paperwork to ensure KHDA approval (liaise with relevant SSLT / PSLT member/ Principal's PA)
- Undertake and complete the planning and preparation of the event and store all documentation in the dedicated event folder.
- Complete a full risk assessment prior to the event (Appendix 2)
- Ensure appropriate staffing ratios are met:
  - Pre, KG1, and KG2: 1 adult to 4 children
  - Gr 1 – Gr 3: 1 adult to 8 children

- Gr 4 – 5: 1 adult to 10 children
- Gr 6 – 10: 1 adult to 10 children

- Communicate event details to all parties (staff, parents, students and outside organisations)
- Ensure all parents sign and return an Acknowledgement of Risk Form (Appendix 3)
- Liaise with the school's PR team to ensure appropriate SM coverage and Taaleem support if appropriate
- Inform the School Nurse and ensure adequate first aid supervision is available throughout the entirety of the event
- Make the necessary arrangements for catering and liaise with the school canteen if required.

## THE HOUSE SYSTEM

### Overview

The house system is synonymous with rewards, success and achievement and is entwined with everyday school life, offering opportunities for students to succeed both individually and as a part of a much larger group. A strong house system can provide many benefits to a school and its students - including leadership opportunities, a sense of community, multi-disciplinary and vertical school wide events, and has been proven to help with transition. In line with the IB philosophy, we want to use the house system as a way of developing our community, rather than rewarding good behavior, and as such the house system will be centered around house events, rather than used as a rewards system in lessons.

There are four, whole school, vertical houses: Dhab, Hatta, Nasr and Wasl. All students are allocated a house upon enrollment and remain in their given house throughout their time in the school.

### House System Coordinator

The House System Coordinator at Uptown International School is an integral role throughout all phases of the school, reporting directly to SSLT. Key responsibilities include:

- Produce a clear development plan for the House system
- Developing and leading a House Student Leadership Team
- Planning a comprehensive program of events across the year incorporating all aspects of school
- Liaising with Leaders of Learning and Grade Level Leaders
- Promoting events through various channels



- Liaise with parents via UIS website and Social Media
- Arrange cover for absent teachers during House events
- Field all queries from parents/teachers regarding House Events

House points form the basis of our Praise and Rewards system (See Positive Conduct Policy) and are awarded to students for showing exemplary IB Learner Profile attributes.

### Individual House Points:

Students can gain house points for actions directly linked to the ten Learner Profile attributes. Staff may award individual house points to students who go above and beyond our basic expectations in one of the following areas (*examples*):

<b>Balanced</b> ( <i>e.g. attendance &amp; punctuality</i> )	<b>Inquirer</b> ( <i>e.g. effort</i> )	<b>Knowledgeable</b> ( <i>e.g. attainment</i> )	<b>Caring</b> ( <i>e.g. showing respect for others</i> )	<b>Risk Taker</b> ( <i>e.e. participation</i> )
<b>Communicator</b> ( <i>e.g. leadership</i> )	<b>Reflective</b> ( <i>e.g. progress</i> )	<b>Open-Minded</b> ( <i>e.g. positive attitude</i> )	<b>Principled</b> ( <i>e.g. uniform/use of device</i> )	<b>Thinker</b> ( <i>e.g. community involvement</i> )

All staff are encouraged to give a minimum of 3 house points per lesson if possible. House points are recorded on iSams under one of the Learner Profile Headings and a house point card is given to the student to post in the house points post box in reception at their next break time. Individual house points contribute to a student's House Team totals. House Points should not be used by staff to reinforce basic expectations with more challenging students, nor should they be issued to a whole class/cohort as this undermines the purpose and validity of them.

### Individual House Point Awards:

Learner Profile House Points are collated each term and are celebrated in our End of Term Grade Level Assemblies based on the following system:

Award Level	Awarding Criteria	Recognition
Bronze	Top 40% of Students	Certificate and email to parents from HR teacher
Silver	Top 30% of Students	Certificate and email to parents from GLL
Gold	Top 20% of Students	Certificate and email to parents from Head of School
Platinum	Top 10% of Students	Certificate and email to parents from The Principal

# APPENDIX

## Appendix 1 – Provisional Event/Activity/Trip (PEAT) Request Form

### Provisional Event/Activity/Trip Request

Name		Date		LM approval (signature)	
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On-site		Off-site		Residential (UAE)		Residential (other)	
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Event/activity/trip title	
Date(s)/time(s)	
Purpose	

Staffing <i>Who? How many staff in total?</i>	Students <i>How many? Which Grades? Min/ max numbers?</i>

Visitors <i>Who? Students/ adults? Other schools?</i>	Facilities, equipment, support <i>Spaces/ rooms, staging, AV/ technical, chairs/ tables, refreshments?</i>

Costs <i>Transport, event/ activity fees, insurance, food, accommodation?</i>	Additional information

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Approval status		Head of School signature		Date	
Next steps					

## Appendix 2 – Risk Assessment Form

### **N.B. A School First Aid Kit Must ALWAYS be available on all trips.**

A risk assessment is nothing more than a careful examination of a workplace, location or event and the activities and tasks which take place there. It is to identify what could cause harm to the people who work there or visit i.e., pupils, parents, contractors, and other visitors, estimating the likelihood of the harm occurring and checking to ensure whether or not sufficient precautions are being taken to prevent that harm from being realised. When a hazard has been highlighted and the risk of it occurring has been determined, appropriate control measures should be identified and implemented to mitigate the risk. The first objective will always be to completely remove the possibility of harm occurring but, in many cases, this is not possible, so control measures aim to prevent harm by reducing the likelihood and consequences of an event. The residual risk remaining after control measures have been implemented will then determine if the activity can be carried out safely.

The terminology used in risk assessment is simple. It is, however, important that assessors understand it:

- Hazard - Something with the potential cause harm to persons or property. For example, slippery floors, working with ladders, wood dust, individuals e.g., pupils with behavioural problems.
- Risk - The chances or likelihood of the harm occurring. For example, someone slipping on the floor, falling from the ladder, breathing in fine wood dust, being injured by the individual pupil or the pupil injuring themselves. Take specific care to identify those who may be particularly at risk from a hazard, i.e., asthmatics, those with existing back injuries, employees of childbearing age etc. Risk also considers the potential severity of the injury i.e., there may be a low probability of someone falling from a ladder but if they do the injuries could be extremely severe.
- Control Measure - What is done to prevent the harm occurring, e.g., replacing a slippery floor with slip-resistant flooring, training the user in ladder safety, introducing dust extraction, or supplying dust masks, training staff in diffusion techniques and other calming/reasoning strategies.

### **The risk assessment process**

- Look for the hazards
- Decide who might be at risk
- Assess the level of risk
- Evaluate the risk arising from the hazards
- Record your findings

When the likelihood (probability) of the risk occurring has been identified it should be entered into the 'L' column and should then be multiplied by the severity ranking in the 'S' column. This will then result in an overall risk level in the 'R' column.

Severity Ranking		
Rating	Category	Consequence
5	Catastrophic	Single or multiple fatalities, or significant irreversible effects to more than one persons.
4	Major	Severe irreversible disability (>30%) to one or more persons
3	Moderate	Serious injuries requiring off-site treatment by medical practitioner or immediate hospitalization. Potential long-term or permanently disabling effects.
2	Minor	Injuries requiring on site treatment by medical practitioner. Personnel unable to continue to perform duties.
1	Insignificant	Minor injuries, which may require first aid. Injured personnel can continue to perform normal duties.

Probability Ranking		
Rating	Category	Indicative Frequency (expected to occur)
5	Frequent	Occurs frequently
4	Often	Occurs several times per year
3	Likely	Has occurred more than once and probably will occur again sometime
2	Possible	Unlikely, has occurred
1	Rare	Very unlikely, has never occurred

### Level of Risk

To establish a Risk Rating multiply the "Probability" rating value by the "Severity" rating value using the table below to identify if any further action is required:

Risk Assessment Matrix					
Consequence Probability	Insignificant (1)	Minor (2)	Moderate (3)	Major (4)	Catastrophic (5)
Rare (1)	1	2	3	4	5
Possible (2)	2	4	6	8	10
Likely (3)	3	6	9	12	15
Often (4)	4	8	12	16	20
Frequent (5)	5	10	15	20	25

Score	Risk Category	Action to be Taken
15 to 25	Extreme Risk	Activity or industry should not proceed in current form
8 to 12	High Risk	Activity or industry should be modified to include remedial planning and action can be subject to detailed OSH assessment
4 to 6	Moderate Risk	Activity or industry can operate subject to management and or modification
1 to 3	Low Risk	No immediate action required, unless escalation of risk is possible

\_\_\_\_\_

## Distribu

### Activity:

**Date of Review:**Next Review Date:[illegible]



### Appendix 3 – Parental Permission Form

Please use the below letter below as a template, then attach the appropriate release of liability form (either outside or inside UAE trip) both must be completed by the parent for the child to attend the trip. Please note there should be suitable detail in the letter so the parent can give informed consent.

Dear Parents,

We are very excited to announce that we are planning to host (XXXXXX) on (XXXXXX). This event is designed to support the children in their learning as part of .....

During the event your child will be required to wear school uniform and bring with them include advice on any personal equipment required. The Event Leader for will be ....., comment on experience and the nature of supervision and emergency contact arrangements. Please return this letter by XXXXX to confirm your child's attendance. Please note if the permission form is not returned by this date, then your child will not be able to attend the event.

Consider adding the following information into the consent form where appropriate:

- Proposed activities
- Timings
- Equipment requirements
- Code of conduct
- Any other relevant information

.....

Event Name: \_\_\_\_\_

Date of the Event: \_\_\_\_\_

Name of child: \_\_\_\_\_

Class / Year Group: \_\_\_\_\_

Parent's name and Signature: \_\_\_\_\_

Emergency contact number: \_\_\_\_\_