

# 3. Tackling Behaviour through Co-curricular Activities – A Whole School Approach

*Djanogly City Academy – a secondary school in Nottingham and part of Djanogly Learning Trust (East Midlands / SLIDACI: 3 / PLIDACI: 2)*

## What?

Sport and physical activity do not only impact an individual's health and wellbeing but can also act as a catalyst for positive change in behaviour and culture within a school environment, (HM Government, 2023). There is strong evidence to support that physical activity and increased fitness levels have a positive correlation with overview academic performance in children and young people, (Cervello et al. 2022).

## So what?

Djanogly City Academy are a leading example of why investing in co-curricular activities can support the development of pupils. Through revolutionary changing their school day timetable to finish at 3:45pm instead of 4:30pm, all students can access an co-curricular activity within their day. This alteration within the school day has observed a positive shift in the behaviour and culture within the school with attendance in co-curricular sport significantly increasing. To encourage student behaviour, the school have adopted a 'graduate coin' programme across the entire school where students must achieve a set number of coins each week inside and outside of class to support their studies and contribute towards their school community teams. A fun method of collection for students for collecting these coins is through attending co-curricular activities which has been regularly opted for by students. Friday morning running clubs are an addition to this offer, rewarding

students with a day in their PE kit, graduate coin, and breakfast as a team for their attendance. An exciting opportunity for students to build community within a club whilst mentally preparing them for their school day is just one of the benefits the school are seeing.

With an open access policy and no genders connected to each individual club, students feel empowered to select their sport based on their own motivations. A highlight of this was the netball club which resulted in a full team of boys competing in inter-competitions through high interest and attendance. Equally, the girls are engaging with the clubs too through a student voice panel operated by underrepresented females within Year 10 students. This panel created and investigated the requests of physical activity within the school and has since selected a dodgeball session for the timetable from this youth engagement. Djanogly City Academy have truly embraced student engagement into their programming by inviting a student mentor from each year group to share students' ideas for the co-curricular timetable during a scholar leadership team meeting. This whole school approach has positively impacted attendance and behaviour of the students creating a community through sport and physical activity.

## Now what?

As a result of Djanogly City Academy's proactivity to combat wider school issues through sport and physical activity, wider schools could consider:

1. Exploring the possibility of including co-curricular activities within the school day.
2. Consider the links between food and activity- and providing food as part of the activity or within incentives for engagement.
3. Implement a reward scheme for pupils which awards sport and non-sporting activities, focusing on a reward for process rather than outcome.
4. Consider the equality of offer, the value of open access and also specific provision for either sex.
5. Providing an opportunity for youth engagement with the co-curricular timetable.
6. Consider timetabling co-curricular activities prior to school starting to cater for young people who cannot attend an evening slot.



[Cervello, E. M., Pastor, D., & Moya-Ramon, M. \(2022\) 'Sport Participation and Academic Performance in Young Elite Athletes'. International Journal Environmental Research and Public Health. 19 \(23\).](#)

[HM Government \(2013\) "School Sport and Activity Action Plan Update". \[Accessed 28.07.23\]](#)