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Matthew Chapter 17, Verse 20



# Personal Development Policy

Incorporating  
Careers Education, Information and Guidance Policy  
Careers Education, Information and Guidance – Provider Access  
Collective Worship Policy  
Education Visits and Journeys Policy  
e-Safety Learning Policy  
Relationships and Sex Education Policy

*Ensuring that the students of All Saints Academy develop the knowledge, skills and understanding to live well together with Dignity, Faith and Hope.*

Author:	Deputy Principal (Personal Development)
Date Adopted by Governors:	December 2020
Date of last review/amendment:	December 2021
Date of next review:	December 2024

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## **Introduction**

Our Academy vision is “Living Well Together with Dignity, Faith and Hope”. This policy draws together all of the agendas and initiatives which contribute to the Personal Development of our students, thus allowing them to achieve our vision both in school and in their later lives.

## **Policy Aims**

This policy aims to ensure that:

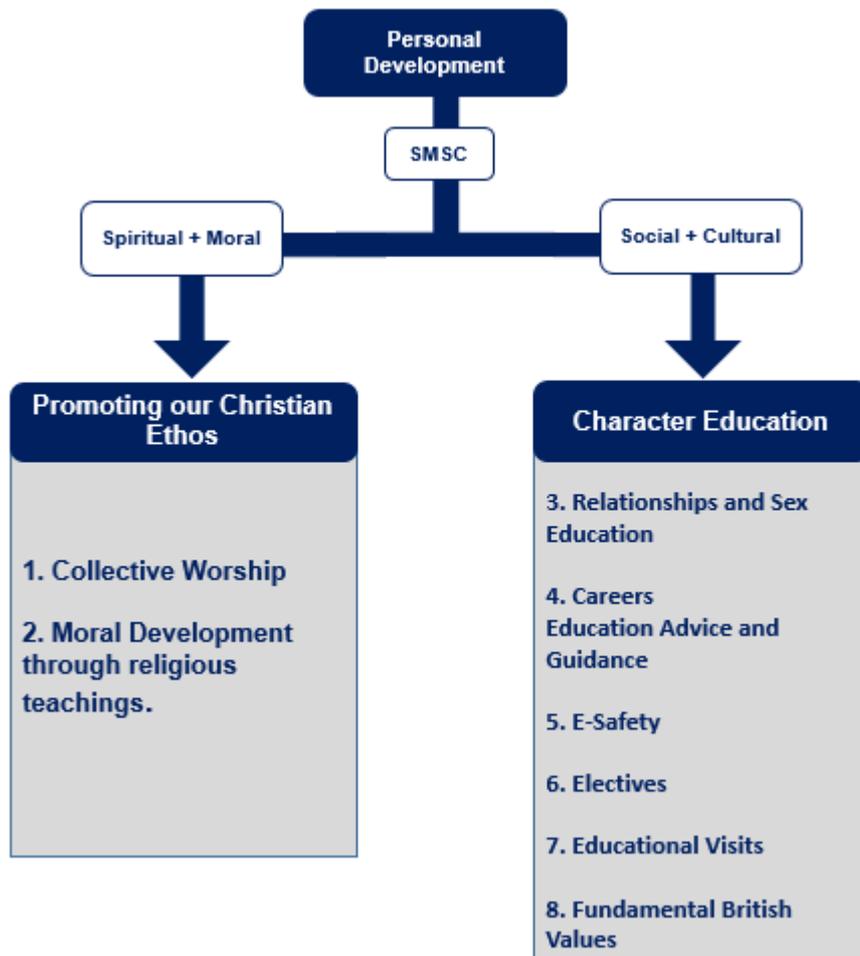
- The Academy consistently promotes the extensive personal development of all pupils.
- The Academy goes beyond the expected, so that pupils have access to a wide and rich set of experiences.
- Opportunities for pupils to develop their talents and interests are of exceptional quality.
- There is strong take-up by pupils of the opportunities provided by the Academy and that the most disadvantaged pupils consistently benefit from this excellent work.
- The Academy provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school’s offer.
- The way the Academy goes about developing pupils’ character is exemplary and is worthy of being shared with others.

## **Research Informed Provision**

All students at All Saints Academy undergo a Personal Development survey which is made up of questions linked to all elements of our Personal Development Agenda. The results of the survey are used to personalize the provision for the different year groups by including additional activities and experiences to address any areas that appear lacking. An example of this is that students in the Lower School demonstrated a lack of understanding of harmful stereotyping therefore additional activities were planned in to improve their understanding of stereotyping and the potential dangers associated with it.

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## Overview



### Quick Link Contents

1. [Collective Worship](#)
2. [Moral Development through religious teachings](#)
3. [Relationships and Sex Education](#)
4. [Careers Education Advice and Guidance](#)
5. [E-Safety](#)
6. [Electives](#)
7. [Educational Visits](#)
8. [Fundamental British Values](#)

### Spiritual, Moral, Social and Cultural Development

Our approach to Personal Development does not separate SMSC development but highlights where each aspect is primarily developed. The overview shows that spiritual and moral development are primarily addressed through our Collective Worship Programme, which promotes a deep understanding of spirituality, and uses religious teachings to develop each and every student’s capacity for moral reasoning.

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Social and cultural development are therefore addressed primarily through various aspects of our Character Education Programme. Social development is underpinned by our embedded Relationships and Sex Education provision which covers all statutory content such as educating our students about healthy and unhealthy relationships as well as having positive interactions with family members, parents and members of our community. Cultural development is supported through educational visits to places such as museums, different places of worship and the magistrate’s court, thus broadening students’ horizons through exposure to aspects from other cultures. In addition, education around Fundamental British Values, opportunities to be a part of the student parliament and our Oracy programme, all contribute to every student’s cultural development.

### **Out Specific Context**

As mentioned, every part of the Personal Development Agenda is tailored toward the specific context of our Academy. We are a Church of England school which uses religious teachings to support the moral development of our students. We encourage students to broaden their spiritual understanding regardless of where they perceive themselves to be on the continuum of faith.

We rise to the range of challenges presented by our demographic such as; promoting career aspirations in students who have little knowledge of vocations beyond those of their immediate family; supporting students with significant gaps in terms of cultural capital; and nurturing students who come from highly disadvantaged backgrounds.

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# Spiritual and Moral Development

## Section 1 – Collective Worship

### Introduction

Our Academy vision is “Living Well Together with Dignity, Faith and Hope”. We aspire to take dignified decisions and afford dignity to all members of our community, regardless of background or circumstance. Our position as a Voluntary Aided Church Academy means that the Christian faith has a central role in all of our actions and decisions. We strive for excellence in all that we do, enabling our student to transform their lives and to hope for happy and successful futures.

At All Saints Academy, we have our Christian faith at the heart of our community, with respect, acceptance of different views and Christian morals promoted throughout lessons and extra-curricular activities. Christian teachings have a prominent place in our daily work with weekly prayers, assemblies, and religious services given a high profile. Our Vision, ‘Living Well Together with Dignity, Faith and Hope,’ informs all strategic planning and the spiritual life of the Academy. While our assemblies cover a broad range of faiths, our collective worship is Christian.

### Collective Worship Policy Legal Framework

There must be a daily act of collective worship for all students which takes account of their age and aptitude (Education Reform Acts 1988 and 1996). Parents have the right to withdraw students from collective worship and suitable arrangements should be made to accommodate these students. Sixth formers have the right to withdraw themselves from collective worship. As a church sponsored, Voluntary Aided Church of England Academy, however, worship is central to the life and work of the Academy and is regarded as a very important part of student’s entitlement to a broad and balanced education.

### Policy Aims

Through collective worship for the day in our Academy we aim to:

- reflect our vision of “Living Well Together with Dignity, Faith and Hope”
- provide an experience of worship that will allow students to respond to the rich heritage of Christian reflection that underpins our culture
- expose students to Christian language and symbolism and the cycle of the church year
- foster awareness of prayer and support familiarity with some well-known Christian prayers, for example, the Lord’s Prayer
- strengthen and support the Academy community giving expression to and reaffirming the Christian values of the Academy
- celebrate the gifts that each student brings to the Academy community, recognising the uniqueness of each individual made in the image of God and supporting them in developing dignity
- encourage students to reflect on the deeper questions that life poses and to respond with maturity to the wonder and mystery of the world, exploring our faith
- foster a concern for others within the Academy and wider world
- foster an appreciation of the created world and an awareness of our responsibility for it.

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As well as our daily act of collective worship, the Academy will seek to offer further and optional Christian acts of worship on a regular basis e.g. through prayers led by local clergy at Christingle or through our Remembrance Service.

### **Implementation**

There is a clear protocol for Collective Worship at All Saints Academy and all students meet on a daily basis either with their form tutor, Head of Year, Head of House or SLT as worship leader. There is a clear set of expectations for consistency of Collective Worship which are followed by all. Collective worship, whether in assembly or class or tutor time, will:

- have a clear Christian message
- be inclusive towards the whole community, staff and students
- include a variety of elements at different times
- involve the students in devising and leading resources
- have a dedicated focus which signifies what is being reflected upon
- provide a dedicated opportunity for students to reflect/respond to the input

In achieving a meaningful act of worship it is important to distinguish between worship and ritual. Rituals are means of enabling worship and include:

- stories and readings
- songs, hymns and music
- dance and drama
- prayer, meditations
- creative silence
- sacred/secular readings
- artefacts and natural materials
- students’ contributions

The Academy will be aware of the timings of religious festivals and any specific requirements relating to them and will explore these through our assemblies, collective worship and registration programmes.

As part of our collective worship students will regularly have the opportunity to be quiet and reflect on what has been shared. Students and/or adults will lead the reflection or prayer element and will encourage an ambience of quiet, calm and mutual respect. Those who do not wish to participate will be expected to remain quiet and respectful, giving due regard to the legal entitlement of those who do wish to take part.

**Acts of Worship are planned using the four headings of “gathering”, “engaging”, “responding” and “sending” and all Acts of Worship will include:-**

- a clear Christian message
- a dedicated visual focus – a lit candle, a vase of flowers, an artefact/picture that reflects something of the theme or projected slides
- a clear plan to lead the students into a period of reflection – input, questions, relevance to age/key stage
- a dedicated opportunity for the students to offer a response to the input, a prayer related to the input or an opportunity for silent reflection.

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- where there is a prayer, students need to be encouraged to listen, be still and reflective and, if they wish to make the prayer their own, to join in the ‘Amen’ response.

**As part of our inclusive approach to Collective Worship, where students may be of all faiths and none, we do not feel it is appropriate to:-**

- make the students repeat a prayer if they do not wish
- make the students join their hands if they do not wish
- make the students say ‘Amen’ if they do not wish
- *always* have prayers: the Christian ethos of Collective Worship is also present in guided reflection, silence or discussion

**As a community based around a vision of “Living Well Together with Dignity, Faith and Hope”, we do, however, expect students to:-**

- be respectful
- act in an appropriate manner
- have the daily opportunity for a sense of togetherness which engenders a sense of belonging
- have an understanding that the worship is not done for students but is an experience for all who attend

**In addition, we expect staff to:-**

- lead worship in the agreed manner, where applicable
- respond to collective worship in an appropriate manner
- develop links with faith groups and, at times, welcome them to lead assemblies and collective worship in the agreed format for the Academy

### **The Right to Withdraw**

Parents/carers have a right to withdraw their children from Collective Worship. If a parent/carer asks for their child to be wholly or partly excused from attending any collective worship at the Academy, the Academy must comply unless the request is withdrawn.

The Academy remains responsible for the supervision of any student withdrawn from collective worship, unless the student is lawfully taking part in collective worship elsewhere.

Parents/carers are not required to explain their reasons for seeking withdrawal. The Executive Principal may wish to clarify with any parent wanting to withdraw:

- The religious issues about which the parent would object their child being taught
- The practical implications of withdrawal.
- The circumstances in which it would be reasonable to accommodate parents/carers wishes.
- If a parent/carer will require any advanced notice of such issue in the future and if so, how much.
- The right of withdrawal was established in the Education Act 1944, re-enacted in the Education Reform Acts of 1988 and 1996.

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### **Monitoring, Evaluation and Review**

The Governing Body has delegated to the Principal the responsibility for reviewing the implementation and effectiveness of this policy. The Governing Body will approve all major changes to this policy. The policy will be promoted and published throughout the Academy.

Ongoing evaluation of this policy will inform Academy self-evaluation prior to SIAMS inspections.

Results from the school-wide Personal Development survey are used to influence planning to ensure it is varied and appropriate for all students, and that all students have the opportunity to develop spiritually as a result.

### **Related Academy Policies:**

- Religious Studies Policy
- Equal Opportunities Policy
- Personal Social Health Education & Citizenship Policy
- Race Equality Policy

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## Section 2 – Moral Development through Religious Teachings

All Saints Academy truly believes that as well as ensuring that all children achieve a range of academic qualifications, we also have a duty to ensure that all children leave school with the relevant skills and knowledge required to make a positive transition to the next steps in their lives.

Our school vision of helping students to ‘Live well together with Dignity, Faith and Hope,’ reflects our dedication and commitment to developing our student’s capacity for moral reasoning.

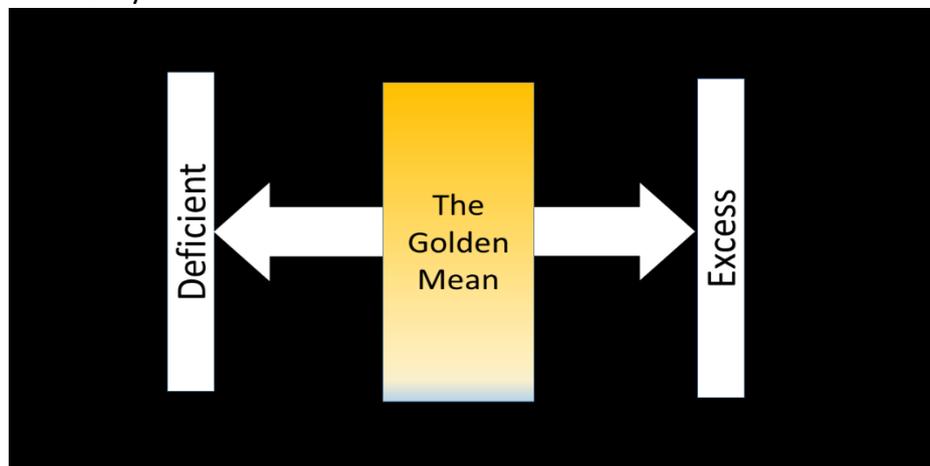
Religious teachings underpin all aspects of daily life, everything from school policies to what is taught in the classroom. The teachings are used as a vehicle to help students develop their understanding of what is morally right and wrong as well as supporting students in recognizing where their behaviors may have been morally unacceptable. Teachings from different faiths give students a breadth of stories which allow them to elicit the moral imperatives and learn from them,

Linked to the religious teachings are 11 virtues which we want all students to develop within themselves.

The following 11 virtues are central to our curriculum:

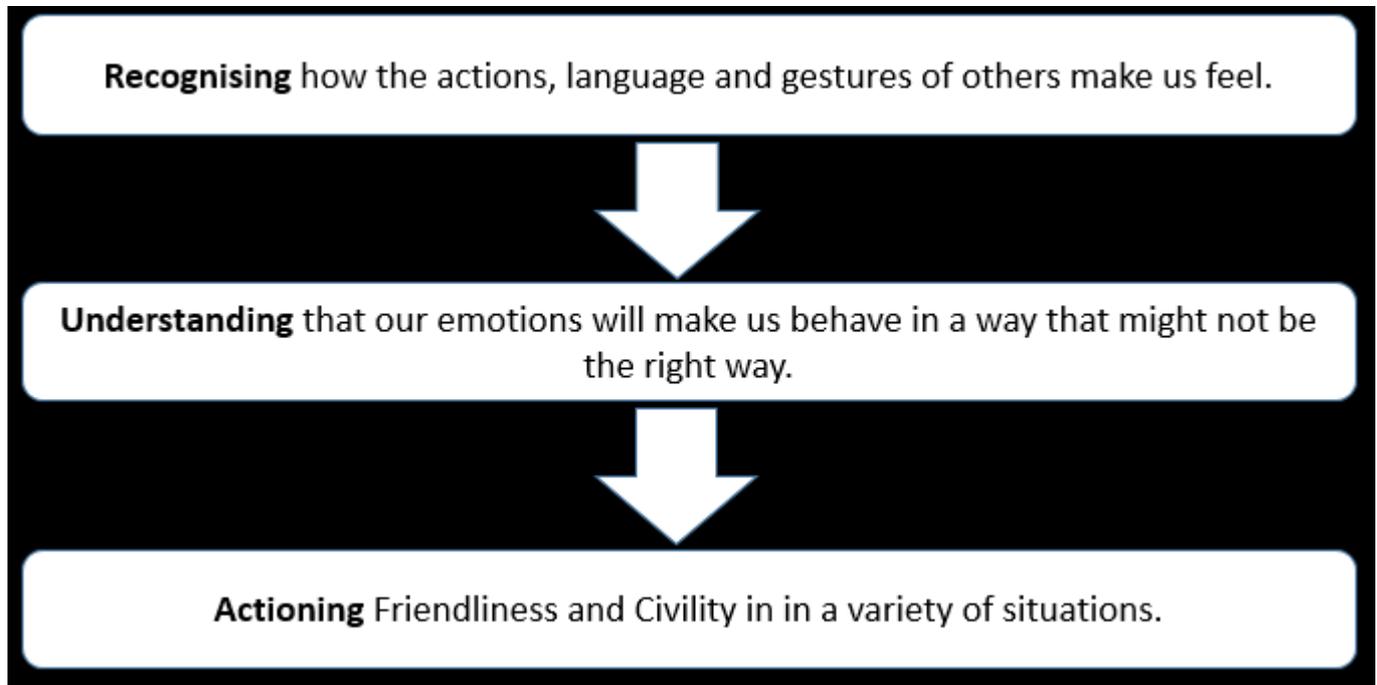
- Courage
- Good Temper and Humour
- Friendliness and Civility
- Justice and Truthfulness
- Good Sense
- Good Speech
- Stillness
- Self-Mastery
- Gratitude
- Generosity
- Compassion

Religious teaching help students to recognize, understand and be able to action each of the 11 virtues. For all virtues, students are educated in relation to ‘The Golden Mean’ in order to demonstrate the virtue without excess or deficiency.



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In addition to teaching students about the golden mean, each of the virtues is broken down into small steps so that students can recognize key emotions and feelings, understand how to process them and then action the virtue accordingly. An example for Friendliness and Civility is included below:



**Assessment for Learning**

With respect to students’ development in relation to both the skills and virtues, progress is recorded and evaluated in order to ensure that students are given timely advice and feedback on how to continue their personal development.

All students keep a record of their progress in order for them to continually reflect and prioritise areas for development in order to continue to make progress.

		Evidence	Evidence	Evidence
<b>Friendliness and Civility</b>	<b>Recognising</b>	I recognize examples of behaviors that fall into the golden mean as well as behavior that are deficient and in excess of the virtue	There were 2 times this week where my older brother was rude to me and was demonstrating unkind behaviour.	I saw a friend being a pushover at lunchtime as his friend made him give up a lot of his lunch despite the fact that I could see he really didn't want to.
		I consider the language, gestures and actions of other before responding.	During breaktime, there was an argument between 2 of my friends, who got quite angry, and myself but I recognised that they were angry about the situation and not angry with me.	
		I am alert to my own emotions such as anger, frustration and passion when in social situations.		
	<b>Understanding</b>	I recognize when I need to control the strongest of my emotions when evoked by the language, gestures or actions of others.		
		I understand how to demonstrate the virtue in line with the golden mean.		
		I understand how to control my emotions in different social situations.		
		I understand that I have to get my emotions in check before responding in social situations.		
		I understand that my emotions have to be balanced by what is morally right.		
		I understand that different social situations may be more challenging than others.		
		I understand that civility is <b>showing regard for others; manners; politeness; or a polite act or</b>		

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## Section 3 – Relationships and Sex Education

### Aims

The aims of Relationship and Sex Education (RSE) at All Saints Academy are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

### Statutory requirements

At All Saints Academy, we deliver RSE in line with the new statutory guidance which was originally due to come into effect from September 2020 but was delayed due to Covid-19. Despite the government making the decision to delay this, we have already put the guidance into place with all content being embedded within the curriculum.. RSE is compulsory in maintained secondary schools from year 7 onwards and our curriculum is in line with this expectation. In delivering our RSE provision, we have regard to the [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

### Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

### Delivery of RSE

RSE is taught within planned curriculum and is further developed in personalised super-curricular activities which are informed by the student surveys. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious studies (RS). Students also receive stand-alone sex education sessions delivered by a trained health professional.

Across all Key Stages, students will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making

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- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

### **Curriculum Content**

The following content is delivered through tutor time, the science curriculum, assemblies and collective

worship, focus work involving external visitors and agencies and within the broader PSHCE curriculum:-

- Physical and emotional changes at puberty
- Looking after your body – keeping healthy during puberty
- Respect and responsibility
- Relationships – including marriage and parenthood
- Assessing risk
- Resisting pressure
- Prejudice and discrimination linked to sexual identity and orientation
- Body image and feeling good
- Domestic Abuse and criminal behaviours in relationships
- Staying safe online
- Influence of the media
- Accessing help and advice
- Sex and the Law
- STIs, including HIV, and high-risk behaviours
- The links between sexual behaviour and alcohol
- Conception and contraception

### **Roles and responsibilities**

#### **The governing body**

The governing body has delegated the approval of this policy to the Personal Development, Behaviour and Welfare Committee.

#### **The Executive Principal**

The Executive Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE.

#### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students

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- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Executive Principal or Deputy Principal, PD.

### **Students**

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

### **Parents’ right to withdraw**

Parents’ have the right to withdraw their children from the non-statutory/non-science components of RSE. Requests for withdrawal should be put in writing and addressed to the Executive Principal. A copy of withdrawal requests will be placed in the pupil’s educational record. The Executive Principal will discuss the request with parents and take appropriate action. Alternative work will be given to students who are withdrawn from RSE.

### **Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Visitors from outside the school, such as school nurses or sexual health professionals, will also be invited to provide support and training to staff teaching RSE.

### **Monitoring arrangements**

The delivery of RSE is monitored by Ben Baines, Deputy Principal (PD) through planning scrutinies, learning walks and monitoring of tutor time delivery. Students’ development in RSE is monitored by class teachers as part of our internal assessment systems. The Governing Body has delegated to the Executive Principal the responsibility for reviewing the implementation and effectiveness of this policy. The Governing Body will approve all major changes to this policy. The policy will be promoted and published throughout the Academy.

### **Related Academy Policies:**

- Anti-bullying Policy
- Behaviour Management Policy
- Collective Worship Policy
- Equality Policy
- Health and Safety Policy
- Safeguarding (including Child Protection)
- Race Equality Policy

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## **Section 4 – Careers Education, Information, Advice and Guidance (CEIAG)**

### **CEIAG Framework**

All Saints Academy is committed to providing Careers Education, Information, Advice and Guidance to all students through the curriculum and organised activities.

CEIAG at All Saints Academy reflects the DfE statutory guidelines produced in October 2018: ‘Careers guidance and access for education and training providers’ and Section 42A and section 45A of the Education Act 1997.

### **Aims**

All Saints Academy CEIAG will aim to provide current and relevant information to enable each student to make informed decisions about their future. It will be presented in an impartial manner, be confidential and differentiated to suit the requirements of each student. All Saints Academy is committed to ensuring that all of the Gatsby Benchmarks are met by the end of 2021 in order to ensure that students receive careers education of the highest quality.

The Careers Programme will be integrated into students’ experience of the whole curriculum and will be appropriate to our students’ stages of career learning, planning and development. The taught curriculum is built with the Gatsby Benchmarks in mind with topic links to the most relevant benchmark(s). The Careers Programme will raise aspirations, challenge stereotyping and promote equality and diversity. This reflects our vision of “Living well together with Dignity, Faith and Hope.” Our students will be encouraged to strive for excellence demonstrating essential qualities of perseverance and steadfastness.

In particular we intend for our students to:

- develop a broad understanding of the changing nature of work, learning and career choices, including the full range of post-16 education or training options, including apprenticeships;
- develop research skills so that they can make good use of information and guidance through the provision of a wide range of resources - computer software, books and leaflets, posters and access to impartial careers guidance;
- develop their self-esteem, skills and self-knowledge when making choices, planning future actions, and making decisions to cope with change and transition.

### **Statutory Duty**

The Governing Body of All Saints Academy is fully aware of the statutory duty which requires governing bodies to ensure that all registered students at the school are provided with independent careers guidance from Year 8 (12-13 year olds) to Year 13 (17-18 year olds).

All Saints will help every student develop high aspirations, be inspired and motivated to achieve their potential. Information will be provided on a broad range of careers and the variety of education or training

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options, including apprenticeships and other vocational pathways, as well as within the world of work in order to help students understand where different choices can take them in the future.

All Saints will work with local authorities to support more vulnerable young people, including those with special educational needs and those who are disengaged or at risk of disengaging.

All Saints is committed to providing a planned programme of careers education, information, advice and guidance for students by fulfilling all 8 of The Gatsby Benchmarks. In order to achieve this, All Saints works in partnership with Best Practice Training & Development Ltd, the local authority, University of Bedfordshire, apprenticeship providers and other local employers/providers.

### **Entitlement**

Students are entitled to careers education and guidance which is impartial and confidential, and all students will be given the opportunity to access this.

The Careers Programme will promote equality of opportunity, diversity and inclusion, whilst promoting the best interests of the students to whom it is given.

All Saints Academy will ensure that all students are aware of out of Academy opportunities which could help them with their career aspirations, such as the National Citizen Service, Duke of Edinburgh Award and other voluntary and community activities.

All Saints Academy CEIAG will:-

- provide resources and advice to enable students to understand and develop career choices, and ensure that careers education is seen as part of the overall curriculum and learning framework for all years;
- encourage students to achieve and to be ambitious;
- involve students, parents and carers in the further development of careers work;
- work with Best Practice Training & Development Ltd, Student Services and other identified partners so that no student is disadvantaged in gaining access to education, training or work.

### **Process**

Careers Leader has responsibility for the Careers Programme and reports to the Deputy Principal (PD).

Best Practice Training & Development Ltd provides All Saints Academy with a Personal Advisor who delivers CEIAG through group work and individual interviews. All Academy staff (teaching and associate) contribute to CEIAG through their roles as tutors, subject teachers and associate staff. Specialist sessions are delivered, in conjunction with enrichment and activities days.

Careers resources, available in the Careers Library in the LRC, are relevant and up- dated regularly. Access to careers software and the internet is easily available, and relevant careers websites are promoted within the Academy.

An annually reviewed Partnership Agreement exists between All Saints Academy and Best Practice Training & Development Ltd which identifies the contributions that each will make to the Careers

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Programme. Other links exist and are being developed with Central Bedfordshire College, Unifrog, the National Apprenticeship Scheme, Central Bedfordshire Council, the Careers Hub (Luton) and the University of Bedfordshire.

Other CEIAG focused events take place from time to time and the Academy will work towards students becoming actively involved in the planning and evaluation of activities.

## **Provision**

### **Key Stage 3 Provision**

- Access to the careers software via tutor time
- Year 9 students will have two careers days in which they will receive general information about subjects explored within the faculty and then, post-options selection, careers specifically related to their chosen subjects
- An introduction to the careers resources in the Careers Library in the LRC
- Assemblies and other information on KS4 options including vocational and alternative courses
- Visit to the University of Bedfordshire
- Specialised sessions from Best Practice Training & Development Ltd and the University of Bedfordshire
- Received appropriate advice and guidance on Key Stage 4 options, and prepared an individual learning plan that sets broad learning goals for the 14-19 phase
- Dedicated Careers Days for Years 7 to 9
- Access to Unifrog Resources

### **Key Stage 4 Provision**

- Local university presentations
- Careers interview for every Year 11 student
- Careers interview for Year 10 students upon request
- Dedicated Careers Days for Years 10 to 13
- Information on College Open Days
- Support with completion of College/Apprenticeship application forms
- Support with CV writing and Personal Statements from Best Practice Training & Development Ltd and tutors
- Post 16 Options Evening supported by University of Bedfordshire, Best Practice Training & Development Ltd and National Citizen Service
- Visit to the National Skills Show
- Access to Careers Library in LRC
- Close monitoring of vulnerable students
- \* One week's work experience for Year 10 students
- \* Access to the online careers platform Unifrog

### **Key stage 5 Provision**

- Careers units delivered through on-line resources in tutor time

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- Onward destination preparation including UCAS, employment applications and other activities that might fall within this category
- Work Experience placement which focuses on students’ specific learning pathway and future career aspirations designed around the individual student’s study programme
- Interviews with Careers Adviser as and when requested
- \* Access to the online careers platform Unifrog

### **Extended Work Experience**

All students at All Saints Academy will be given the opportunity to engage with work experience to help develop their understanding of the local labour market, career opportunities and the required skillset for actual employment.

All Saints Academy will also, where appropriate, identify students that would benefit from an increased work experience opportunity on a more regular basis known as ‘Extended Work Experience’. This Extended Work Experience will be facilitated by Best Practice Training & Development Ltd and is designed to provide opportunities for the identified student to see correlations between their academic development and their personal, professional and employment goals.

The Careers Leader has responsibility for the Extended Work Experience provision and those students engaged with it whilst on placement and reports to the Deputy Principal (PD).

Students identified for an Extended Work Experience will be subject to approval from Best Practice Training & Development Ltd, the employment partner and written consent from their parents/guardians and the Academy.

### **Monitoring, Evaluation and Review**

The Governing Body has delegated to the Executive Principal the responsibility for reviewing the implementation and effectiveness of this policy. The Governing Body will approve all major changes to this policy. The policy will be promoted and published throughout the Academy.

#### **Related Academy Policies:**

- Equal Opportunities Policy
- Health & Safety Policy
- PSHE & Citizenship Policy
- SEN Provision Policy
- Teaching for Learning Policy
- Provider Access Statements Policy

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**Matthew Chapter 17, Verse 20**

## **Baker Clause Policy Statement for All Saints Academy Dunstable**

### Introduction

This policy statement sets out All Saints Academy Dunstable’s arrangements for managing the access of providers to every student in Years 7 – 11 to discuss both academic and non-academic routes that are available to them as part of a holistic careers programme enabling all our students to make an informed choice about their post 16 provision. This is also measured regularly against the careers standards of the Gatsby benchmarks using a Compass Assessment framework and evaluation with students, teachers and SLT as part of a progressive careers programme under the supervision of the designated Careers Leader.

All Saints Academy Dunstable proactively seeks to build relationships with 6th form schools, colleges, apprenticeship providers, universities and employers as we plan our careers programme, careers days and other career/destination activities throughout the school year to ensure all our students have access to the most current and up to date careers information at key transition points and that providers have multiple opportunities to speak to students and their parents across Years 7 -11 to offer information on vocational, technical and apprenticeship qualifications and pathways.

All Saints Academy Dunstable ensures that their staff involved in personal guidance and pastoral support and are up to date with their knowledge through a programme of Continuing Professional Development and this is further monitored through annual Service Level Agreements with our authorised external provider.

### Management of Provider Access Requests

Providers wishing to request access should contact Tom Golds Careers Leader  
Telephone: 01582 619 700 or email [tgolds@asadunstable.org](mailto:tgolds@asadunstable.org)

### Pupil Offer and Opportunities for Access:

We have a range of flexible programmes to ensure our students and parents have access to a full careers programme of information through Unifrog, assemblies, drop-in lunch times, parents evenings, careers days, apprenticeship workshops, newsletters and 1-2-1 CEIAG organised throughout Key Stage 4 and other directed workshops for Key Stage 3.

Any provider is welcome to contact us to discuss what they can provide for our students and how we can best accommodate your support. Example activities include: Big Bang Careers Fair, World of Work Preparation, I Love my Job, Mock Interviews, Professional Discussion and Work Experience (including Extended Work Experience).

All pupils in Years 7 – 11 are offered:

Target group Careers and work-related education activities including financial capability, enterprise and employability  
Careers information, advice and guidance

### Year 7

- Introduction to STEM Careers
- Introduction to Social Science Careers
- Introduction to Languages Careers

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- Introduction to Arts Careers
- Introduction to Unifrog and the completion of these activities:
  - o What are skills?
  - o What’s your dream job?
  - o Good vs Bad
  - o Recording activities
- Careers day
- Access to 1:1 Careers Leader or personal support through referral by staff, parents, HoY or tutors.
- External providers delivering STEM sessions and other directed careers related activities

#### Year 8

- Year 8 Careers lesson (intro to careers provision, decision making/informed choice, gender stereotyping)
- Kudos
- Careers Fair
- Option Choices
- Project Week activities
- Introduction to STEM Careers
- Introduction to Unifrog and the completion of these activities:
  - o Identifying interests
  - o University vs Apprenticeship
  - o Skills for careers
  - o CV writing
- Careers day
- Access to 1:1 Careers Leader or personal support through referral by staff, parents, HoY or tutors.
- External providers delivering STEM sessions and other directed careers related activities
- External providers delivering STEM sessions

#### Year 9

- Careers Day based around the selection of options
- Careers Day based around the chosen options
- Year 9 Options Evening
- Introduction to HE and Post 16 Pathways and benefits of university and apprenticeships
- Introduction to Unifrog and the completion of these activities:
  - o Subjects Library
  - o Skills development - Leadership
  - o Your skills, your future
  - o GCSE ... choices, choices
- Access to group sessions with the Careers Adviser in the summer term
- Student Leadership talks and workshops on option choices
- External providers delivering STEM sessions and project week activities

#### Year 10

- Work Experience Preparation – letter writing, CV’s, job-search skills, support in securing placements, expectations in the workplace, setting targets
- Health & Safety in the Workplace
- Work Experience placements

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- 1:1 CIAG appointments for selected students
- Careers Day
- EHCP, PP and vulnerable transition support
- Introduction to Apprenticeships
- Introduction to Armed Forces Careers
- Introduction to Unifrog and the completion of these activities:
  - o Skills development -teamwork
  - o Work experience - how to contact employers
  - o Skills development - independence
  - o How to behave in the workplace
- Lessons in preparation for work experience with support and guidance, managed by work experience co-ordinator
- Work experience support for vulnerable or disadvantaged students.
- CEIAG 1-2-1s provided
- Individual careers information, advice and guidance for students.
- HoY, SENCO, support staff, Parents/carers, other agencies

#### Year 11

- Careers interviews for all Year 11 students
- Post 16 small-group sessions
- Assemblies from local FE, 6th Form and Apprenticeship providers – Post 16 Transition
- Apprenticeship group work and support
- Careers Day
- Student and Parent College information evening
- Transition support for selected students with an EHCP, PP and ‘at risk’ including college visits/tasters
  - 16+ Application process
  - Mock Interviews
  - National Citizen Service events
  - Higher Education Awareness – visits and assemblies
  - Alumni assembly
  - Careers talks from Employers – LMI, STEM
  - Individual careers information, advice and guidance for all Y11 students by CA in school
  - Transition support and guidance SEND
  - PP and vulnerable groups extensive support from CA and HoY
  - Application form guidance and support by CA and external providers
  - Interview support
  - Alumni events
  - External providers delivering STEM sessions and project week activities

Any provider wishing to access or provide IAG to our students as part of our careers programme will be supported by our teaching staff throughout their visit and never left unattended unless in accordance with safeguarding practice. We will make available appropriate resources to support provider presentations, which will be discussed and agreed in advance to ensure material meets our quality assurances and security measures.

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Providers are welcome to leave copies of their prospectus’ or course literature and we will distribute them to relevant students and have them available in our careers library.

Students can drop in to our careers library to access this information or will be provided relevant information in their careers guidance interviews.

We can promote and distribute details of careers and apprenticeship literature and vacancies to all relevant students and parents through direct Email, parent-mail or promotion in our weekly newsletter.

## **Section 5 – E-Safety**

### **Introduction**

E-Safety is partly covered within the RSE provision as well as the provision outlined in this section. The Personal Development Survey revealed a good level of confidence from our students in terms of how to safe online.

### **E-safety**

E-safety depends on effective practice at a number of different levels:

- Responsible IT use by all staff and students; encouraged by education and made explicit through published policies.
- Sound implementation of e-safety policy in both administration and curriculum, including secure Academy network design and use.
- Safe and secure broadband.
- National Education Network standards and specifications.

To ensure the safe use of technology and enhance our hospitable community and to fulfil our vision of Living Well Together, staff and students within the Academy will read and sign IT and Internet Acceptable Use Policies, which can be found in the resources section.

The security and safe use of related systems within technological devices are stated below:

#### **1. Information system security**

- Academy IT systems capacity and security will be reviewed regularly.
- Virus protection will be installed and updated regularly.
- Security strategies will be discussed with the local authority.

2. Email communication is a vital tool and we want staff and students to have faith that they will be treated with mutual trust and dignity in these communications.

- Students may only use approved email accounts on the Academy system.
- Students must immediately tell a teacher if they receive offensive emails.
- Students must not reveal personal details of themselves or others in email communication, or arrange to meet anyone without specific permission.
- Email sent to an external organisation should be written carefully and authorised before sending, in the same way as a letter written on Academy headed paper.
- The forwarding of chain letters is not permitted.
- All email correspondence should be written with dignity and respect for the addressee.

#### **3. Published content and the Academy website**

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- The contact details on the website should be the Academy address, email and telephone number. Staff or students’ personal information will not be published.
- The Executive Principal (or nominee) will take overall editorial responsibility and ensure that content is accurate and appropriate.

#### 4. Publishing students’ images and work

- Photographs that include students will be selected carefully to ensure trust, faith and embodies our vision of Living Well Together. They will not deliberately enable individual students to be clearly identified.
- Students’ full names will not be used anywhere on the website, particularly in association with photographs.
- Written permission from parents or carers will be obtained before photographs of students are published on the Academy website.
- Work can only be published with the permission of the student and parents/carers.

#### 5. Social networking and personal publishing. Staffs, students and parents/carers have faith that we will ensure their e-safety. To enable this

- The Academy will block/filter access to social networking sites.
- Newsgroups will be blocked unless a specific use is approved.
- Students will be advised never to give out personal details of any kind which may identify them or their location.
- Students must not place personal photos on any social network space.
- Students should be advised on security and encouraged to set passwords, deny access to unknown individuals and know how to block unwanted communications. Students should be encouraged to invite known friends only and deny access to others.

#### 6. Managing filtering

- The Academy will work in partnership with the Internet Service Provider to ensure systems to protect students are reviewed and improved.
- If staff or students discover an unsuitable site, it must be reported to the Network Manager.
- Senior staff will ensure that regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable.

#### 7. Managing videoconferencing

- Video conferencing should use the educational broadband network to ensure quality of service and security rather than the Internet.
- Students should ask permission from the supervising teacher before making or answering a video conference call.
- Video conferencing will be appropriately supervised for the students’ age group.

#### 8. Managing emerging technologies

- Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in the Academy is allowed.
- Mobile phones will not be used during lessons or formal Academy time. The sending of abusive or inappropriate text messages is forbidden.

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- Internet enabled wearable devices are not to be used during lessons, exams or formal Academy time.

## 9. Protecting personal data

Personal data will be recorded, processed, transferred and made available according to the General Data Protection Regulations. All members of All Saints Academy community have faith that their data will be protected.

### **Assessing risks**

The Academy will take all reasonable precautions to prevent access to inappropriate material. However, due to the international scale and linked Internet content, it is not possible to guarantee that unsuitable material will never appear on an Academy computer. The Academy cannot accept liability for the material accessed, or any consequences of Internet access. The Academy will periodically audit IT use to establish if the e-safety policy is adequate and that the implementation of the e-safety policy is appropriate.

### **Handling e-safety complaints**

Complaints of Internet misuse will be dealt with dignity by a senior member of staff.

Any complaint about staff misuse must be referred to the Executive Principal.

- Complaints of a child protection nature must be dealt with in accordance with Academy child protection procedures.
- Students and parents/carers will be informed of the complaints procedure.
- Discussions will be held with the Police Youth Crime Reduction Officer, where appropriate to establish procedures for handling potentially illegal issues.

### **Communicating the e-safety policy**

- E-safety rules will be posted in all networked rooms.
- Students will be informed that network and Internet use will be monitored.
- All staff will be given the Academy e-safety policy and its importance explained.
- Staff should be aware that Internet traffic can be monitored and traced to the individual user. Respect for the Academy, discretion and professional conduct is essential.
- Staff who manage filtering systems or monitor IT use will be supervised by senior management and have clear procedures for reporting issues.
- Parents/carers’ attention will be drawn to the Academy e-safety policy in newsletters, the Academy prospectus and on the Academy website.

### **Monitoring, Evaluation and Review**

The Governing Body has delegated to the Principal the responsibility for reviewing the implementation and effectiveness of this policy. The Governing Body will approve all major changes to this policy. The policy will be promoted and published throughout the Academy.

### **Related Academy Policies:**

- Anti-bullying Policy
- Behaviour Management Policy
- Child Protection Policy
- Data Protection Policy
- Exclusions Policy
- Fixed Asset Procedure and Accounting Policy

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- In-house Communications Policy
- Photographs and Video Policy
- Race Equality Policy
- Safeguarding and Promoting Students’ Welfare Policy
- Staff Code of Conduct & Disciplinary Policy
- Social Media Policy

## **Section 6 – Electives**

### **Introduction**

The school is committed to providing a broad and deep curriculum and a holistic education which challenges the horizons and perspectives of students from different backgrounds. Extra-curricular (‘Elective’) provision is critical to this. The intent, therefore is to provide an extensive range of clubs and activities for students to get involved in which complements the curriculum and the trips and experiences available for students. Ultimately the goal is to provide students with competitive and non-competitive opportunities which include music, drama, dance, arts and sports alongside opportunities to deepen engagement with academic subjects (‘super-curricular’ opportunities)

### **Purpose of extra-curricular activities**

The purpose of extra-curricular opportunities at All Saints are to:

- Develop and encourage experience and expertise in areas not provided for within the formal curriculum.
- Enhance students’ development of the Academy’s virtues and skills<sup>1</sup>
- Provide opportunities for students to represent the school in external competitions.
- Enhance the ethos and image of the school in the community.
- Encourage students’ active participation in a variety of extra-curricular areas.
- Encourage the positive use of leisure time.
- Provide opportunities for students to develop their performance skills through dramatic and other presentations.

### **Securing breadth of offer**

In order to ensure the offer is broad:

- All staff will be expected to contribute to the ‘Elective’ provision.
- Feedback will be sought directly from students, their student council representatives and from staff on the quality of, and engagement with the extra-curricular offer through the year in order to generate continuous improvement.
- All staff will, optionally, be able to run additional sessions.
- So as to encourage staff to participate, they will be relieved of their lunch time duties when they are running electives.

### **Process for establishing offer (2020/2021)**

- All Saints Academy will run electives on a half-termly rotation, starting in Half Term 2 (Nov-Dec).
- Staff members submit suggested activities to the Assistant Principal in charge of electives three weeks prior to the end of the previous cycle, outlining basic information about the elective including any health and safety considerations.

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<sup>1</sup> See appendix for a list of the Academy’s virtues and skills

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- These activities will be finalised two weeks prior to the end of term to ensure there is balanced provision across the year groups.
- Students will then be informed of the options in the penultimate week of term, and be required to select.
- Allocations will be made in the final week of term by the Assistant Principal in charge of electives, in consultation with the Heads of Year.
- Information will be provided to students and parents at the very start of the following cycle, a couple of days before electives begin regarding the activity they have been allocated to.

### **Expectations of students**

- Every student in the school is required to complete one six-week block of an extra-curricular activity during the course of the year.
- Students, once allocated to an activity, will be required to attend that activity for the full six-week block in which it is running.
- A one-off failure to attend will attract a B1 (unless authorised absent from school that day) to be sat the following day.
- Failure to attend a second session will involve the student being removed from the register and being required to choose an activity in the following Half Term block.
- If this occurs in the final half term block, then a student will not achieve their personal development – elective ambition for the year.
- At the end of each elective students are required to complete a feedback form reflecting on their experiences of the elective so it can be improved for the next cycle.

### **Expectations of staff running electives**

- Plan and run sessions which are engaging.
- Take and submit attendance registers promptly.
- Run sessions on-time and to time.

### **Activity Completion – Recognition and Reward**

- Every student who ‘completes’ a six-week attendance cycle at an elective will get a certificate of completion, and five achievement points (where appropriate)
- A note of completion alongside their reflections should be tracked in their personal development tracker

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## Section 7 – Educational Trips and Visits

### Introduction

Our Academy vision is “Living Well Together with Dignity, Faith and Hope”. We aspire to take dignified decisions and afford dignity to all members of our community, regardless of background or circumstance. Our position as a Voluntary Aided Church Academy means that the Christian faith has a central role in all of our actions and decisions. We strive for excellence in all that we do, enabling our student to transform their lives and to hope for happy and successful futures.

At All Saints Academy not all learning takes place inside a classroom: we believe that educational visits are an important component of our curriculum giving hope to our students. We prioritise activities which widen our students’ experiences and raise their aspirations. Visits give our students opportunities to develop resourcefulness and initiative, whilst spending time together more informally. Each trip is different: some are directly related to the curriculum, others are designed to promote social awareness, or enhance physical skills, self-reliance and team-work. Others will extend their knowledge of the world. The common factor is that they all broaden the educational experience of our students. Our Educational Visits will range from short activities in the local community to overseas experiences.

### Guidelines

All guidelines held within this policy are checked against the Central Bedfordshire Educational Visits Policy and our visits and trips are planned within the Evolve system with support from the Local Authority where appropriate. This policy specifies how these guidelines are applied at All Saints Academy.

### Responsibility for Educational Visits

1. The **Educational Visits Co-ordinator (EVC)** is responsible for the planning, organisation and control of all educational visits with the Executive Principal retaining the responsibility for authorising all visits. The EVC will endeavor to ensure that:-
  - a. Training needs have been met and all visits have a suitable group leader
  - b. All planning and risk assessment is carried out thoroughly before the visit
  - c. Environments and venues are suitable for the activity planned
  - d. External providers are suitably qualified and insured
  - e. The visit has been approved by the Principal or the Governors or Local Authority as appropriate.
2. The **Group Leader** is responsible for the supervision and conduct of the visit and should ensure that:-
  - a. They have suitable training to control and lead students ensuring dignified behaviour
  - b. They are suitably qualified if they are leading any activity during the visit
  - c. The visit is well-planned and that risk assessments have been completed
  - d. There is appropriate regard for the health and safety of all students during the visit developing faith in the leadership of staff
  - e. Students understanding their responsibilities during the visit
  - f. The visit has been authorised by the Principal or other appropriate body

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3. **Other teachers and adults** act as employees of the Academy during visits and are, therefore, subject to the conditions and expectations of their normal employment. They must:-
  - a. Endeavour to ensure the health and safety of everyone in the group
  - b. Care for each student as any reasonable parent/carer would
  - c. Follow the instructions of the group leader and support control and discipline
  - d. Consider stopping the activity if they believe there is a risk to the health and safety of students
4. **Students** are responsible for their own actions during all Educational Visits. Students whose behaviour is believed to be a risk to themselves or others may be prevented from participating in an Educational Visit as the safety of all members of the Academy community is a priority. If the visit is of a curriculum nature, the curriculum aims will be fulfilled in other ways for these students. The group leader should make it clear that students must:-
  - a. Dress appropriately for the activities to be undertaken
  - b. Behave sensibly and responsibly at all times
  - c. Refrain from any activity that they fear or which they believe to be a danger to themselves
  - d. Be alert for any risks to their health and safety and inform the group leader if they are concerned
5. **Parents/carers** are responsible for supporting the Academy by providing accurate information for group leaders including:
  - a. Providing up to date contact numbers in the event of an emergency
  - b. Completing relevant consent forms
  - c. Providing medical information relevant to the visit

### **Planning and Risk Assessment**

All visits require careful planning and assessment of any potential risks. A Risk Assessment form should be completed for each journey and activity and, while there are generic Risk Assessment forms available on the Academy intranet, these must always be reviewed and modified to make sure they are fit for purpose. Training and support is available to group leaders to ensure that all Risk Assessments contain safety measures to reduce any perceived risk to an acceptable level.

Where possible, the group leader will undertake a preliminary visit to the venue or location to assess the risks. Where this is not possible, an attempt should be made to secure local knowledge from a reputable source and where this is not possible, Risk Assessments should make provision for an assessment of the location on arrival.

### **First Aid**

The minimum requirement for all visits is that one member of the supervising staff should hold a first aid qualification and that a first aid kit is carried during the visit. The group leader is responsible for ensuring access to first aid during the visit and all staff must know the procedure for alerting emergency services if needed.

### **Supervision**

Group leaders are responsible for ensuring that there is appropriate supervision for any off-site visit. Decisions for staff/student ratios are based on:-

- Gender, age and ability of group
- Students with SEND

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- Nature of activities
- Experience of adults and group leader
- Duration and nature of the visit

Each visit is assessed separately but, as a general rule, the following minimum ratios should be used:-

Low risk local visits on foot	1:20
Low risk local visits by coach/minibus	1:18
Medium risk visits/low risk visits (not local)	1:15
High risk visits/medium risk visits (not local)	1:10

All adult supervisors must understand their roles and responsibilities at all times, particularly with regard to students who may require closer supervision. Qualifications of external providers will be checked using the Evolve service.

During all visits, a school mobile will be carried and the number will be provided for students who will be made aware of rendezvous points and arrangements for the visit.

### **Students with SEND**

Students with SEND will not be excluded from visits and, in line with our vision of “Living Well Together with Dignity, Faith and Hope”, every effort should be made to accommodate them whilst maintaining the safety of everyone on the visit. Special attention should be given to appropriate supervision ratios and additional safety measures which may need to be addressed in the planning stages.

### **Communication to Parents/Carers**

Information about Educational Visits is shared through the Academy newsletter and by letter with eligible students. The timescales for returning letters and payments vary according to the nature and cost of the visit. Parents/carers should be made aware of:-

- The date, times and costs of the visit
- The objectives of the visit, including curriculum links
- Name of the group leader and other accompanying staff
- The means of travel, including the name of any travel company used
- Details of accommodation, with security and supervisory arrangements, for residential visits
- Details of activities to be undertaken and how assessed risk will be managed
- Details of insurance taken for the group in respect of cancellation, accident, damage to property and medical support
- Equipment and money required on the visit

For overseas and residential visits, there will be information evenings to brief parents on the specific requirements of the visit. During the visit, contact may also be made with parents/carers to inform them of changes to arrival times or delays with transport.

### **Preparation of Students**

In line with our vision of instilling dignity, faith and hope, our students should have a clear understanding of what is expected of them during an Academy visit. They should be briefed on the behaviour that will be

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expected and the rules which will apply to the visit. During the visit, the group leader should brief students about any potential hazards and how they should act to minimise risk.

### **Personal liability and insurance**

The law places the Group Leader “in loco parentis”. Staff who take part in visits and activities outside Academy may feel concerned about the possibility of being held personally liable if an accident should occur. All Saints Academy, as their employer will always stand behind them in the unlikely event of an accident occurring, provided they have exercised reasonable care and followed the Academy’s guidelines. All Saints Academy has Employers’ Liability Insurance and public liability insurance, as well as a group travel policy that covers most visits inside the UK and overseas. This cover includes the vast majority of activities that could possibly occur on Academy trips. However any member of staff organising an adventurous or hazardous activity should check, via the Finance Manager, whether or not the activity is covered by the Academy’s policy. An extension can usually be arranged. The Group Leader should ensure that she/he takes a copy of the Academy’s travel insurance with him/her on all but the shortest of visits.

All Saints Academy’s policy is to discourage staff from transporting students in their private cars, and never to allow them to be transported in cars belonging to parent helpers (unless the parents make a private arrangement that does not involve the Academy).

### **Financial Support**

Our vision of “Living Well Together with Dignity, Faith and Hope” ensures that we open as many opportunities to students, regardless of their background or family circumstances. We use disadvantaged funding to make opportunities available to all and, in addition, have a hardship fund to which parents/carers can apply as needed.

### **Expenditure**

The Group Leader is responsible for returning any unused monies to the Finance Manager. The Academy credit card should be returned (if it was taken), together with all related transaction vouchers. The group leader is also responsible for producing a schedule of all expenditure on the trip. Unused balances will be returned to the parents by way of credits shown on the next Academy bill.

### **Related Academy Policies:**

- Curriculum Policy
- Pupil Premium Policy
- Relationships and Sex Education Policy
- Hardship Policy

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## **Section 8 – Fundamental British Values**

### **Introduction**

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils’ SMSC development, schools can also demonstrate they are actively promoting fundamental British values.

All Saints Academy ensure that we fully meet the requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils’ SMSC development.

Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. In order to live well together with dignity, faith and hope, it is important that all of our students understand that while different people may hold different views about what is ‘right’ and ‘wrong’, all people living in England are subject to its law.

### **Policy Aims**

Through our provision of SMSC, we:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

*Pupils are encouraged to develop and understanding of the following:*

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;

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- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

### **Roles and Responsibilities**

#### **Teachers**

-All teachers must deliver aspects of the curriculum which ensure that each of the policy aims are fully met.

#### **Quality Assurance**

-Responsibility for quality assuring the British Values provision lies with the Deputy Principal for Personal Development.

### **Associated Policies**

-Collective Worship

-RSE Policy

-Safeguarding Policy

-Quality of Education Policy