

“Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, “Move from here to there”, and it will move.
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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:	September 2024
Date of next review:	September 2025

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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.

Overview

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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, Moral, Social and Cultural (SMSC)

Our approach to Personal Development does not separate SMSC development but highlights where each aspect is primarily developed. 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.

Social and cultural development are addressed 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/carers and members of our community. Cultural development is supported through educational visits to places such as museums, different places of worship and trips abroad, thus broadening students’ horizons through exposure to aspects from other cultures. Our careers programme also ensures our students are sociable young people who are ready to participate fully in the working world.

In addition, education around Fundamental British Values occurs within every House Assembly and opportunities to be a part of the student parliament all contribute to every student’s cultural development.

As well as this, we have three Feeling Safe days throughout the year, which incorporate SMSC themes. These engaging days allow students to reflect on their own beliefs and perspectives on life as well as increasing their understanding of how to keep themselves physically and mentally healthy.

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/carers 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

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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.

As well as our daily act of collective worship, the Academy offers further and optional Christian acts of worship on a regular basis. Once a half-term every year group will experience a service led by the Chaplain on a theme linked to the Collective worship calendar. Additional activities may include 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

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- 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.
- 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

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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.

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:

- Equality Policy

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Section 2 – Moral Development

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 students’ capacity for moral reasoning.

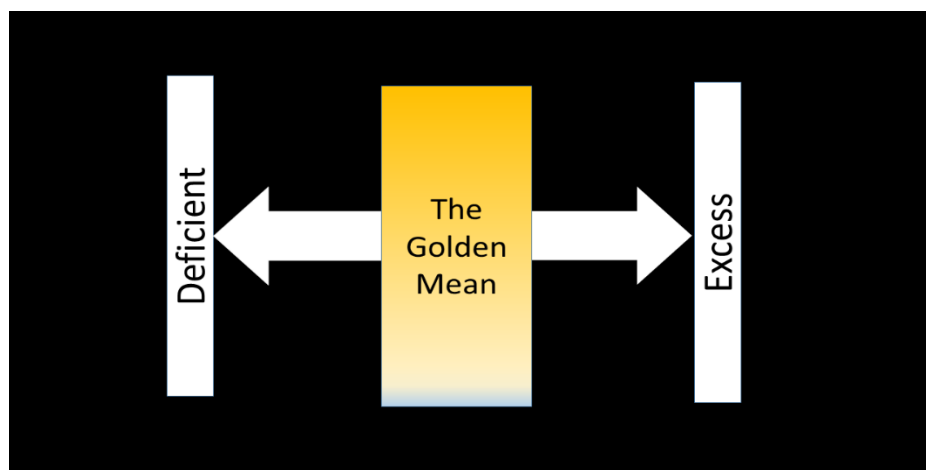
Religious teachings underpin all aspects of daily life, everything from school policies to what is taught in the classroom. The teachings are used as a vehicle to help students develop their understanding of what is morally right and wrong as well as supporting students in recognising where their behaviours 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:

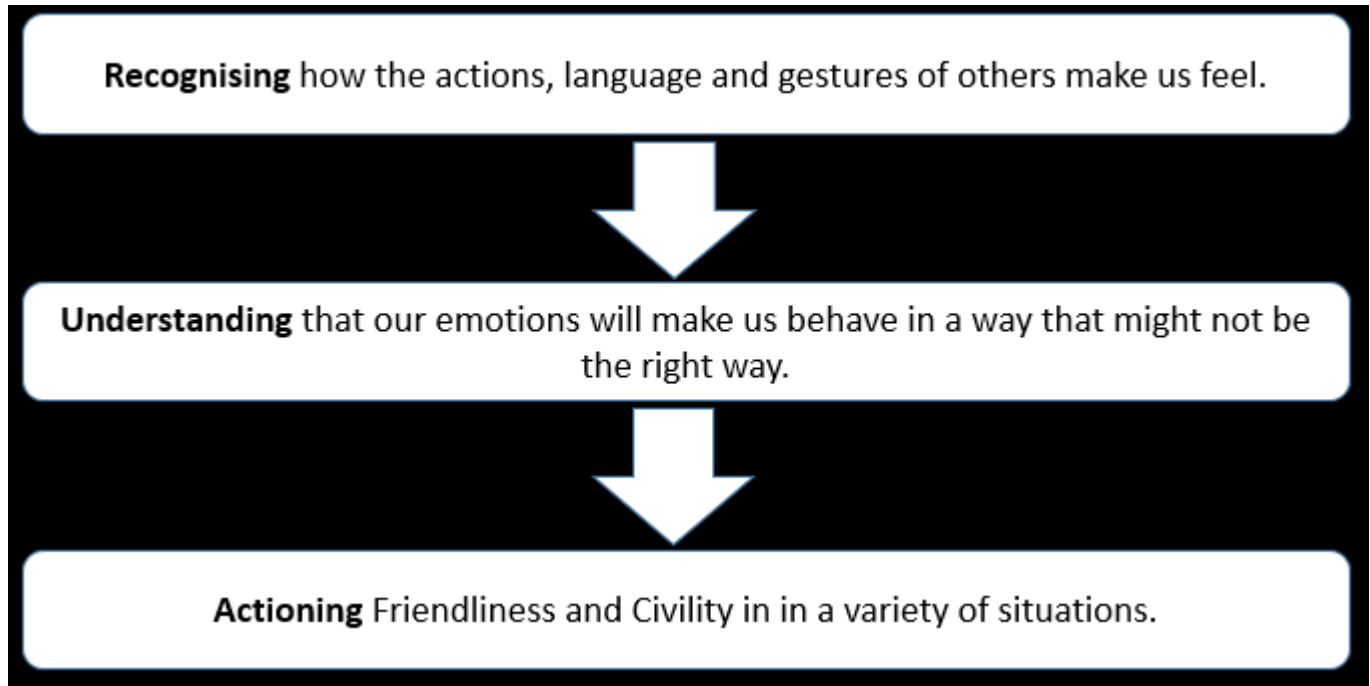
- Courage
- Good Temper and Humour
- Friendliness and Civility
- Justice and Truthfulness
- Good Sense
- Good Speech
- Stillness
- Self-Mastery
- Gratitude
- Generosity
- Compassion

Religious teaching help students to recognise, understand and be able to action each of the 11 virtues. For all virtues, students are educated in Aristotle’s ‘The Golden Mean’ in order to demonstrate the virtue without excess or deficiency. We underpin our work with resources from the Jubilee Centre.



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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 recognise key emotions and feelings, understand how to process them and then action the virtue accordingly. An example for Friendliness and Civility is included below:



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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 came into effect from September 2021. 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 Character Education lessons and is further developed in super-curricular activities which students choose. 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

- 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.

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Curriculum Content

The following content is delivered through Character Education, the science curriculum, assemblies and collective worship, focus work involving external visitors and agencies and within the broader PSHEE curriculum. There is a graduated approach with Year 7s re-visiting the whole of the Primary RSE curriculum first to ensure there are no gaps in their knowledge. In later years the content becomes more challenging and students develop an understanding that is age appropriate.

Roles and responsibilities

The governing body

The governing body will approve all changes to this policy.

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
- Responding appropriately to students whose parents/carers 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/carers 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.

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Monitoring arrangements

The delivery of RSE is monitored by Caroline Doolan, 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:

- Behaviour and Attitudes Policy
- Collective Worship Policy (Section 1 of this policy)
- Equality Policy
- Health and Safety Policy
- Safeguarding (including Child Protection) Policy

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Section 4 – Careers Policy

Careers Education, Information, Advice and Guidance (CEIAG)

All Saints Academy is committed to providing Careers Education, Information, Advice and Guidance to all students through the curriculum and organised activities and experiences both internally and with external providers. Although guidance focusses on Years 8-13 we also ensure our Year 7 students receive careers education at least once a half-term.

CEIAG at All Saints Academy reflects the DfE statutory guidelines produced in January 2023: ‘Careers Guidance and Access for Education and Training Providers’ which includes section 42A, 42B, 45 and 45A of the Education Act 1997, Section 72 of the Education and Skills Act 2008 and Schedule 4 (15) of the School Information (England) Regulations 2008

Aims

All Saints Academy CEIAG will aim to provide up to date 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 2024- 25 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,” with the hope for bright futures underpinning our practices.

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). The governing body must make sure that independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year olds) and students aged up to 25 with an education, health and care plan, and that it is:

- presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- includes information on the range of education or training options, including apprenticeships and technical education routes;
- guidance that the person giving it considers will promote the best interests of the students to whom it is given.

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, T-Levels, BTECs 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 4YPUK Ltd, the local authority careers consultant, University of Bedfordshire, apprenticeship providers and The Talent Foundry who provide many opportunities for external speakers and visits to workplaces. The CEC Insights brief shows that in 2021 to 2022, schools and colleges achieved on average 4.9 benchmarks out of 8, compared to 1.87 in 2016 to 2017. All Saints Academy averages 6.4 in the Benchmarks and remains determined to achieve the goal of 8.

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 throughout Years 10 and 11 and earlier if students are identified as needing earlier advice.

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 external opportunities which could help them with their career aspirations, such as the National Citizen Service, Duke of Edinburgh Award, Young Enterprise and other voluntary and community activities both within and outside of the Academy.

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 4YPUK Ltd, Student Services and other identified partners so that no student is disadvantaged in gaining access to education, training or work.

Personnel

The Careers Lead, Andrew Minns, has responsibility for the Careers Programme and reports to the Deputy Principal (PD). The Careers Lead will undertake a Level 6 Diploma in Careers Guidance.

4YPUK 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. Careers lessons are delivered during Friday's period 5 Character Education lessons and occur once a half-term in Years 7 and 8, twice a half term in Years 9 and 10, and once a fortnight in Year 11.

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Year 12 and 13 students follow a programme devised by the Head of Sixth Form which enables them to be aspirational about their future destinations.

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 4YPUK Ltd which identifies the contributions that each will make to the Careers Programme. Other links exist and are being developed with Unifrog, the National Apprenticeship Scheme, Central Bedfordshire Local Authority, the Careers Hub (South East) and the University of Bedfordshire.

Other CEIAG focused events take place frequently and the Academy will work towards students becoming actively involved in these activities.

Provision

Key Stage 3 Provision

In Year 7 students will:

- Access careers software during Character Education such as UniFrog
- Receive two experiences of employers
- Participate in one careers lesson per half-term

In Years 8 and 9 the students will:

- Access careers software during Character Education lessons such as UniFrog
- Participate in two careers lessons per half-term
- Receive two experiences of employers
- Receive two careers days in which they will :
 - receive general information about careers linked to subjects
 - consider post-options selection, careers specifically related to their chosen subjects
 - Be introduced to the careers resources in the Careers Library in the LRC
 - Be given assemblies and other information on post KS4 options including vocational and alternative courses to include apprenticeships and T Levels
 - Visit the University of Bedfordshire
 - Experience specialised sessions from 4YPUK Ltd and the University of Bedfordshire
 - Receive appropriate advice and guidance on Key Stage 4 options, and prepare an individual learning plan that sets broad learning goals for the 14-19 phase

Key Stage 4 Provision

Students will experience:

- 2/3 careers lessons per half term depending on whether in Years 10 or 11 respectively.
- Local university presentations
- Careers interview for Year 10 and 11 students with staff to ensure work experience options are appropriate
- Careers interviews for every student in Year 11 with an independent advisor
- Dedicated Careers Days for Years 10 and 11
- Information on College Open Days

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- Be given assemblies and other information on post KS4 options including vocational and alternative courses to include apprenticeships and T Levels
- Support with completion of College/Apprenticeship application forms
- Post 16 Options Evening supported by University of Bedfordshire, 4YPUK Ltd and National Citizen Service
- Visit to the National Skills Show
- Access to Careers Library in LRC
- Close monitoring of vulnerable students
- One week of work experience for Year 10 students
- A further week of work experience in November for Year 11
- Access to the online careers platform Unifrog
- Access to taster sessions if taking an academic pathway

Key stage 5 Provision

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

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.

The Careers Lead (Andrew Minns) and the Head of Next Steps (Francesca Mastracci) have responsibility for Work Experience provision and those students engaged with it whilst on placement, and they will report to the Deputy Principal (PD).

Students identified for a Work Experience will be subject to approval from 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. A successful careers guidance programme will also be reflected in higher numbers of students progressing to positive and sustained destinations such as apprenticeships, technical routes, school sixth forms, sixth form colleges, further education colleges, universities or employment. All Saints Academy’s NEET figures show that our percentage of students not in education, employment or training is lower than the national figures.

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We will continue to further our careers education in 2024-2025 with the new careers lead applying for formal accreditation through the Quality in Careers Standard.

Related Academy Policies:

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

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.

Baker Clause Policy Statement for All Saints Academy Dunstable

Introduction

The provider access legislation (occasionally referred to as the ‘Baker Clause’) requires all schools and academies to provide opportunities for a range of education and training providers to access all year 8 to 13 pupils to inform them about approved technical education qualifications and apprenticeships.

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 Plus 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/carers 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 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.

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All Saints Academy Dunstable: Provider Access Policy

Introduction

This policy statement sets out the school’s arrangements for managing the access of providers to the school for the purpose of giving them information about the provider’s education or training offer. This complies with the school’s legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 8 to 13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the ‘first key phase’ (year 8 to 9) and two encounters for pupils during the ‘second key phase’ (years 10 to 11). For pupils in the ‘third key phase’ (years 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils to attend.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)
- answer questions from pupils.

Meaningful provider encounters

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the ‘Making it meaningful’ checklist.

Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our pupils.

Management of provider access requests

Procedure

A provider wishing to request access should contact Andrew Minns aminns@asadunstable.org

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Opportunities for access

The school offers the six provider encounters required by law (marked in bold text) and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to pupils or their parents or carers.

Please speak to our Careers Lead to identify the most suitable opportunity for you.

	Autumn Term	Spring Term	Summer Term
Year 8	Event for University Technical College	Employer event for pupils, parents/carers – market stall event giving overview of local, regional and national opportunities and skills requirement	Technical/vocational tasters at local college/s, training providers
Year 9	Meeting with careers adviser	KS4 options event – Central Bedfordshire college and Aylesbury UTC apprenticeship provider attending to give presentations to pupils	<i>No encounters – legislation requires encounters to take place by 28 February if in year 9</i>
Year 10	Post 16 technical education options assembly with General Further Education College Life Skills – work experience preparation sessions	Technical/vocational tasters at local college/s, training providers	Technical/vocational tasters at local college/s, training providers
Year 11	Post 16 provider open evenings. Post 16 apprenticeships assembly Meetings with careers adviser Post 16 applications	Post-16 interviews	<i>No encounters – legislation requires encounters to take place by 28 February if in year 11</i> Confirmation of post-16 education and training destinations for all pupils
Year 12	Higher Education fair for a variety of HE providers including local Further Education colleges	Small group sessions: future education, training and employment options Meetings with careers adviser	Technical/vocational tasters at local college/s, training providers
Year 13	Post 18 assembly – with higher and degree apprenticeship providers Workshops – HE and higher apprenticeship applications	Meetings with careers adviser	<i>No encounters – legislation requires encounters to take place by 28 February if in year 13</i> Confirmation of post-18 education and training destinations for all pupils

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Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and pupils, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Meaningful online engagement is also an option and we are open to providers that are able to provide live online engagement with our pupils.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the school librarian. The Resource Centre is available to all pupils at lunch and break times.

Complaints:

Any complaints with regards to provider access can be raised following the school complaints procedure or directly with Mrs Elizabeth Furber, Executive Principal.

Pupil Offer and Opportunities for Access:

We have a range of flexible programmes to ensure our students and parents/carers 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).

Every lesson within the Academy has a link to an employability skill. The Academy achieved SkillsBuilder Gold in 2021. Working alongside SkillsBuilder means that essential skills unlock learning in the classroom, boosting academic outcomes, perseverance and self-belief. They halve the likelihood of being out of work, and increase earnings across a lifetime. They even boost wellbeing and life satisfaction.

If these skills are not harnessed then social mobility, productivity and wellbeing can be undermined. We think everyone, at every stage of their lives, should have the opportunities to build these skills and remain dedicated to incorporating them into every lesson.

Previous providers

In previous years and in this current year the following employers have been some of those involved with the Academy, either through student visits or employers visiting the Academy:

- Barclay's LifeSkills
- Dell –The Big Idea
- Network Rail
- Nationwide –Money Sense
- KPMG –Opening Doors and Opportunities
- Silverstone STEM visit

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Destinations of our pupils

Last year our Year 11 pupils moved to range of providers in the local area after school:

Apprenticeships	2%
Employment	1%
Further Education	62%
School Sixth Form	16%
College Sixth Form	7%
Other	1%
Not Education or Employment	1%
Unknown	9%

Last year our Year 13 pupils moved to range of providers in the local area after school:

Apprenticeships	5%
Employment	33%
University	52%
College	5%
Gap Year	5%

The following topics will be delivered by teaching staff:

Year 7

- Introduction to STEM Careers
- Introduction to Social Science Careers
- Introduction to Languages Careers
- Introduction to Arts Careers
- Introduction to UniFrog and the completion of these activities:
 - o What are skills?
 - o What is your dream job?
 - o Good versus Bad
 - o Recording activities and hobbies
- Careers day
- Access to 1:1 Careers Leader or personal support through referral by staff, parents, HoYs 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

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- o University versus 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
- 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, CVs, job-search skills, support in securing placements, expectations in the workplace, setting targets
- Health & Safety in the Workplace
- Work Experience placements
- 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 the Careers Lead
- Work experience support for vulnerable or disadvantaged students.
- CEIAG 1-2-1s provided
- Individual careers information, advice and guidance for students.
- HoYs, SENCO, support staff, Parents/carers, other agencies

Year 11

- Careers interviews for all Year 11 students
- Post 16 small-group sessions

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- 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.

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/carers through direct Email, display boards or promotion in our monthly newsletter.

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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

- 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.

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- 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 and monitoring

- The Academy will work in partnership with the Internet Service Provider to ensure systems to protect students are reviewed and improved. Our current system is ContentKeeper which records inappropriate searches or concerning key words.
- If staff or students discover an unsuitable site, it must be reported to the Network Manager.
- Senior staff carry out daily checks to ensure that the filtering and monitoring methods selected are appropriate, effective and reasonable.
- Senior staff and Heads of Year carry out daily checks of the ContentKeeper reports, speaking to students who have accessed inappropriate sites, recording on CPOMS where necessary.

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. All students are required to keep their mobile phone in their personal Yondr pouch, or hand them in at the start of the school day.
- 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.

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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:

- Behaviour and Attitudes Policy
- Data Protection Policy
- Exclusions Policy (included in Behaviour and Attitudes Policy)
- Fixed Asset Procedure and Accounting Policy
- Equality Policy
- Safeguarding (including Child Protection) Policy
- Staff Code of Conduct
- Staff Disciplinary Policy
- Social Media Policy

Section 6 – Electives

“Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, “Move from here to there”, and it will move. Nothing will be impossible for you.”

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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
- 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 (2024/2025)

- All Saints Academy will run electives on a half-termly rotation, starting in Half Term 1 (Sept - Oct).
- Staff members submit suggested activities to the Assistant Principal in charge of electives at the start of the school year, outlining basic information about the elective including any health and safety considerations.
- These activities will be finalised in week 2 of September. The AP in charge of electives will then map out the elective provision across the academic year to ensure there is balanced provision across the year groups. Electives will start in Week 3.
- Students will then be informed of the options in the penultimate week of each half-term, and be required to select. Their options will then be added to their EduLink registers, ready for the upcoming term.
- Information will be provided to students and parents at the start of the school year, outlining what electives are available. Any updates to the provision will be communicated through the Personal Development newsletter.

Expectations of students

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- Every student in the school is required to complete two six-week blocks 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.
- Ensure that the six-week offer is of a high quality and can be seen to be clearly progressing skills and knowledge.
- Be aware that the Assistant Principal in charge of electives will undertake quality assurance actions to enable them to report back to the Principal about the quality of provision.

Elective Offer 2024/25

Elective Offer 2024-2025	
Allotment/Gardening	GCSE PE Fitness
Art and 3D Intervention	Glow & Grow
Board Games	H&SC BTEC support
Bracelet making	Jewellery making
Card Games	Jigsaws
Card Games / Uno	Knitting
Card Making	Lego
Checkers	Music / Keyboard
Chess	Netball Club
Christian Union	Origami
Colour by numbers	Paint by numbers
Colouring by numbers	Personal Statement writing
Computer Club	POM POM Making
Cooking	Reading
Crochet Club Intermediate Christmas Decorations	Science club
Crossword/Codebreaking puzzles	Singing
Film analysis	Spanish Club
Football	Story Writing
Word searches/Sudoku/Puzzles	Table Tennis
Forensic Science	water colors

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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 House 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 providing our students with a broad out of school experience. 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.

Educational Visits

Directors of Learning (DoLs) are responsible for planning trips aligned with the curriculum delivery. For 2024 -2025 the following trips are in the initial planning stages.

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July
Year 7				SkyHawk -Tring Natural History Museum	Visit to Dunstable Priory			BFI Study Day	Whipsnade - Interdependence	Luton Gurdwara	MK Gallery
Year 8				Whipsnade - Variation	Stranger Things play London		St Albans Cathedral -RS	MK Theatre	BFI Study Day		
Year 9		ZSL project		Whipsnade - Evolution	Tate Modern		Book Thief - Bletchley Park			Restaurant Experience for schools	
Year 10			Design Trip			Whipsnade - Animals and disease	Cadbury world - Business Trip	Business Language Champions		Pevensy Castle - History Brighton Fieldwork Geography	
Year 11		Hair and Beauty London exhibition			Shakespeare Workshop	Poetry Live Oxford	Whipsnade - Genetics &Evolution				Cultural capital - Rome
Year 12					Freud Museum		Whipsnade - Biodiversity				
Year 13			Psychology in action London		Freud Museum		Whipsnade - Variation				
							Economics in Action				

This demonstrates that every year group experiences at least three educational visits. There will also be reward trips at the end of every term which include: pantomime visits; trips to the seaside; and trips to theme parks.

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.

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Responsibility for Educational Visits

1. The **Educational Visits Coordinator (EVC), Andrew Minns**, 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 endeavour to ensure:-
 - 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:-
 - 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 understand their responsibilities during the visit
 - f. The visit has been authorised by the Principal or other appropriate body
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

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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
- 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.

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Matthew Chapter 17, Verse 20

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/carers 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 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 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 Academy Services 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/carer helpers (unless the parents/carers 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.

“Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, “Move from here to there”, and it will move. Nothing will be impossible for you.”

Matthew Chapter 17, Verse 20

Expenditure

The Group Leader is responsible for returning any unused monies to the Academy Services 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/carers by way of credits shown on the next Academy bill.

Related Academy Policies:

- Quality of Education Policy
- Pupil Premium Policy (part of Quality of Education Policy)
- Relationships and Sex Education Policy (Section 3 of this policy)

Section 8 – Fundamental British Values

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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 Christian ethos supported by effective relationships throughout the school. We provide relevant activities beyond the classroom to ensure pupils’ SMSC development is at the forefront of the untaught curriculum.

Respect

Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. Pupils are also taught about self-respect during the RSE lessons, and they link this to their own happiness and how this has a positive impact on the wider society. One of the Academy’s five houses is Respect and all houses support at least two charity events each year to demonstrate the respect they have all for sections of our community regardless of their circumstances.

Rule of Law

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. Human rights and international law are celebrated through our commitment to the Rights Respecting School Award (RRSA), where the Academy is striving to attain the next level of a silver award. All students are taught the 52 human rights of the child.

Democracy

Pupils are educated on the democratic and electoral processes in the UK, along with the different electoral systems used across the world. Pupils are encouraged to be positive and active citizens that can make informed decisions locally, nationally and beyond. During the month of October, when the virtues of Justice and Truthfulness are calendared, our pupils complete a democratic voting process to vote in both tutor and year group representatives. Throughout the year the School Parliament meet to discuss the needs of the students. They meet with the Principal, actions are taken, and students see the results of their democratic process.

Individual Liberty

Pupils’ individual liberties are embraced, with “precious liberties” taught to the pupils through specific lessons, delivered during Character Education. Pupils are taught that they are free to express their own religion and beliefs and to tolerate beliefs that are different to their own.

Tolerance

Pupils are encouraged to be tolerant of others regardless of any individual differences. The 10 protected characteristics are shared and taught to the pupils where pupils are made aware that they are to be tolerant of others, regardless of their individual characteristics.

Policy Aims

“Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, “Move from here to there”, and it will move. Nothing will be impossible for you.”

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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 an 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;
- 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 (Section 1 of this policy)
- Relationships and Sex Education Policy (Section 3 of this policy)
- Safeguarding including Child Protection Policy
- Quality of Education Policy