



Highfields Inclusion Partnership

www.hip.stockport.sch.uk



Policy Title:	Enrichment Policy		
Last Reviewed & Updated:	Nov 2019	Due for Review:	June 2020

ENRICHMENT POLICY

Vision

At Highfields Inclusion Partnership we recognise classroom-based learning is just one part of the development process for our young people. Highfields Inclusion Partnership actively encourages all students to participate in enrichment activities to promote their holistic development in accordance with our mission statement - 'The Five PCs', our remit around SEMH development and with a view to fostering British values.

In other educational settings, enrichment activities are typically provided through an extra-curricular programme which students opt into, usually after the school day has finished and/or at weekends. For most of our students, they arrive at the Centre with a range of barriers to being able to participate voluntarily in such programmes, such as:

- a history of poor relationships within their home school setting – for some, a history of being 'banned' from such activities
- a 'black and white' view – often rooted in Autism – that rigidly delineates school and home hours
- a lack of confidence and resilience in unfamiliar situations
- a lack of family support for / experience in the benefits of undertaking enrichment activities
- limited awareness of the opportunities for enrichment activities in their home school and the wider local area
- a limited experience of hobbies / experiential learning and an over-reliance on being indoors

As such, Highfields Inclusion Partnership embeds enrichment activities within the school timetable which both complement our work within the classroom and benefit all students, whatever their age, gender or ability.

In making this investment, Highfields Inclusion Partnership looks to the following outcomes:

- Students' horizons are broadened – they leave Highfields Inclusion Partnership with newly-found interests and talents, which may help sustain their improved Social, Emotional and Mental Health in the coming weeks, months and years.
- Students and staff interact in a somewhat less formal manner which in turn, improves their relationships back in the classroom.
- Staff with a particular interest or talent have the opportunity to offer their experience / skills to students – which in turn, creates a mentoring / coaching relationship which can then potentially be used around SEMH and aspects of their academic studies.
- Students with different abilities, interests and backgrounds are given opportunity to interact and work together in a friendly, supportive environment.
- Students make measurable progress in assessments such as the Resiliency Scale and PASS.
- Students develop an awareness and appreciation of British culture – particularly around mutual respect and tolerance.
- Students, namely those at Year 11, earn accreditation through Duke of Edinburgh which improves their overall CV and provides a route to further participation in enrichment activities at post-16.

Timetabling and Accreditation

To further the above, the following year groups are timetabled with the following activities:

- KS3 – Forest Schools and Enrichment
 - Wednesday, all day

- Y10 – Enrichment and Community Counts
 - Monday, Lesson 2, 3 and 4
 - Friday, Lesson 3 and 4

- Y11 – Enrichment (Duke of Edinburgh accredited)
 - Tuesday, Lesson 5 and 6
 - Thursday, Lesson 3 to 6

These are compulsory for all students, subject to individual risk assessments. As a general rule, new students do not participate in activities off-site until they have completed at least one full week of attendance at the Centre.

Highfields Inclusion Partnership also links these enrichment activities with the existing academic curriculum, and where possible, with recognised alternative programmes such as the Duke of Edinburgh Award and Forest Schools programme.

General Rules for Off-Site Activities

To further the vision stated above, Highfields Inclusion Partnership uses its enrichment programmes to provide as many opportunities as possible for educational off-site visits. These visits most commonly include:

- Museums and Art Galleries
- Local Parks
- Public Recreation Sites in the Countryside (usually in the Peak District or Cheshire)
- Volunteering Organisations

When off-site, the behaviour policy applied within Centre is maintained. Key points include:

- Staff will use the usual rewards and sanctions policy – a red card will lead to a student being withdrawn from the activity and brought back to Centre.
- Students will wear full school uniform unless instructed otherwise.
- Where students are undertaking activities in poor weather conditions, they are responsible for arriving with appropriate outdoor clothing - those without appropriate outdoor clothing may be withdrawn from the activity.
- Some activities – such as climbing or caving - may be too daunting in the first instance for some students but they will be asked to participate by observing and encouraging other students.
- Students are representing the Centre when off-site and therefore must act respectfully in public spaces.
- Strict adherence to any safety and health precautions associated with a particular activity is necessary.
 - Where a student is deemed to be behaving in an unsafe way, they may be withdrawn from the activity and brought back to Centre without reference to the usual staged sanctions policy. On rare occasions, a parent / carer may be asked to collect their son / daughter from the site itself.
 - If a student's behaviour at an activity is deemed to be unsafe, they may be withdrawn from future activities.

- If a student's behaviour in the week leading up to an activity is deemed to be unsafe – during school hours or outside of school - they may be withdrawn from the activity.
- Students are generally not required to bring money on outdoor activities – staff will provide direct advice to parents should they require money.
- Off-site activities tend to be very popular with our students. However, where a pattern of 'selective attendance' emerges in which students attend for days only in which enrichment activities are taking place, the Centre reserves the right to withdraw students and re-focus them on their academic priorities.

Quality Indicators for Individual Sessions:

Staff are provided with regular training around the principles and organisation of enrichment activities so that they remain engaging, constructive and well-managed.

Highfields Inclusion Partnership has adopted the following criteria from the Duke of Edinburgh in terms of broadly defining what an outstanding enrichment activity should look like to an outside observer:

- Does the activity have learning goals which are challenging and achievable?
- Can it be demonstrated how the young person will benefit / make progress from the activity?
- Does the activity follow a sequential plan of action and timescale?
- Does the activity generally match and seek to broaden the students' personal interests and abilities?
- Can the young people involved generally describe what goals they are working towards through the activity?

Monitoring and Review of Activities

Highfields Inclusion Partnership monitors the success of enrichment activities through a number ways:

- Daily de-briefing in which staff overseeing the activities report back their observations around student engagement and progress
- The use of photo-diaries to record and celebrate young people's participation
- The use of the 'D of E' tracker for Year 11 students
- Discussions from PLP meetings
- Feedback from specialists employed to lead one-off activities, such as climbing instructors
- Analysis of Resiliency Scale and PASS scores, on entry and exit
- Student voice activities, such as questionnaires

This policy is written in accordance with Stockport LA Educational Visits and activities guidance

Forest School

1. Introduction

The Forest School ethos is based on a fundamental respect for children and young people and for their capacity to investigate, test and maintain curiosity in the world

around them. Forest school sessions provide children and young people the opportunity to build positive values and attitudes about themselves through self-led exploration and learning. They are given the appropriately challenging and achievable tasks that build their confidence, skills and experience.

2. Aims

- To develop skills in activities promoting good health and personal fitness, which use the natural environment for personal pleasure and recreational pursuits.
- To develop a love and respect for the environment and life within the environment
- To provide opportunities and experiences which otherwise may not be available to students
- To offer personal challenges to stretch and extend personal skills
- To create situations where students have to trust and be trusted
- To develop a sense of personal responsibility and leadership
- To offer opportunities for students to work cooperatively as part of a team
- To offer activities which will contribute to the building of self-esteem.

3. Entitlement and equal opportunities

Forest School is offered to all students at Highfields Inclusion Partnership. For students with specific special needs specialist advice is sought and individual risk assessments carried out.

4. Staffing

Each session will be led by a qualified Forest School leader, accompanied by several teaching and support staff (depending on number of students attending). Certain activities will require a higher ratio of staff to students and this will be assessed on a weekly basis.

5. How the course is planned

Key stage 3, groups A and B

Cedars and Year 10

The course takes place on Mondays and Wednesdays for 8 consecutive weeks.

The course consists of:

- 4 weeks of nature walks with a purpose of bird spotting, natural dyeing, tree identification and mini beasts
- 4 weeks of Forest School skills based at the Abney Centre Scout base, Cheadle. Activities such as fire lighting, camp fire cooking, den building and rope swing building

A risk assessment is carried out for each activity, travelling students and staff.

Parental permissions forms. Explanatory letter and insurance details are all processed prior to the activity taking place.

6. Monitoring

List of student names, location of activity, contact telephone numbers and timings are given to the office staff each week.

7. Insurance

Activities are covered by the LA School Journeys Insurance

8. Transport

Students travel in staff cars which are all covered by their appropriate insurance. Occasionally a mini bus may be used.

9. Resources

Appropriate clothing, footwear and equipment should be worn by students. Written details are given to students at their admission meeting. School have a limited supply of spare walking boots and waterproofs if needed.

10. Assessment

Activities are evaluated by staff and students on return to the centre. At the end of the 8 week block, planning and organisation of future courses are discussed.

11. Documentation

See Forest School handbook

12. Review

The policy is reviewed each year.