

## School Displays including Posters, Notices and Pictures in Students' Rooms Policy

<b>Document Title</b>	School Displays including Posters, Notices and Pictures in Students' Rooms Policy
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<b>Owner</b>	Managing Director, NAS Education and Children's Services and NAS Academies Trust
<b>Policy Lead(s)</b>	Deputies
<b>Department</b>	Education

### Purpose

This policy provides guidance about the internal use and display of pupils/students' work including their photographs on posters and notice boards in NAS school settings.

### Scope

Applies in all NAS schools.

Note: this policy incorporates two former policies - Schools Display (SO-0129) and Posters, Notices and Pictures in Students Rooms (SO-0186).

### Policy Summary

School displays should reinforce learning in all subject areas, acknowledge students' efforts and celebrate their achievements. Displays should set standards of quality, raise expectation and convey an impression of the ethos of the school. Through displays pupils/students can be encouraged to develop a pride in their work and an active interest in their surroundings, making the environment attractive and, by sharing their work with others, to begin to appreciate an awareness of 'audience'.

Pupils/students will have their work on display in the classroom or around the school at some point during the school year. Many pupils will refuse to have work

or their photo displayed in the classroom and/or around school as this may cause anxiety and distress.

Residential and short break boarders are encouraged to make their own rooms as personal as they wish, and will be supported to choose what they wish to display in their rooms. Their displays may include posters, photographs or other artwork and will take into account the age of the individual and their personal likes and interests.

The environment for pupils/students with an autistic spectrum disorder can be an important contributor element in maintaining a calm and reassuring atmosphere. A balance needs to be struck to ensure that the designated display areas do not become too 'busy' as some pupils find too much visual material to be distracting or even disturbing. It is therefore important that supporting staff work sensitively with children/young people to enable them to create a living environment which meets their needs.

## **Equal Opportunities**

Displays of work showing different cultures and religions will be promoted where appropriate to reflect the multicultural diversity of our society.

## **Procedure**

1. Teaching staff, key workers/teams and pupils/students will share the responsibility for presenting work, including conducting regular checks to ensure displays are not damaged and correctly wall-mounted. If necessary, any damaged items should be replaced.
2. The criteria for the selection of school and pupils/students own work to be displayed is shared with the pupils/students and this process should include getting the pupils/students, views, approval and permission.
3. Displays set out on wall boards should be neatly backed and edged.
4. Edges of work displayed must be clearly cut and accurately aligned.
5. Pictures should be in frames, with Perspex being used in preference to glass for safety reasons. Non-reflective Perspex may be more appropriate for use in certain situations.
6. All boards should be titled, work dated & leveled with the exception of personal information including posters, notice or photographs in pupils'/students' own bedroom at school.
7. Labels must be neatly written or produced on a word processor.
8. Lower case should predominate with capitals only used as appropriate e.g. forename and initial letter of surname.

9. Displays must be maintained to a high standard, reflect and focus on both pupils'/students' own work and the work and interests of the school.
10. Any out-of-date notices should be promptly removed unless of significance to the pupil/student.
11. Displays in schools should be renewed or extended each term if possible. When displays are removed, boards should be left completely clean and in good order ready for the next display.
12. Display boards in classrooms should not be filled during teaching time when the pupils/students are not part of the display process.
13. Pupils/students should be encouraged where appropriate to help with the process of displays, provided the necessary Health and Safety and Risk Assessments have been identified and addressed.
14. The Principal or Registered Manager's decision is final as to the acceptability of any material deemed offensive or to be in bad taste. Pupils/students have full recourse to the complaints procedure.

## Measure

Ofsted  
Quality Monitoring Visitor  
HMI HMle  
Care Quality Commission (CQC) Autism Accreditation

## References

Ofsted  
Care Quality Commission (CQC)  
Care and Social Services Inspectorate Wales (CSSIW) Care Inspectorate - Scotland  
Education Scotland Department for Education Purchasers' Contracts Children & Families Act 2014

## ***Other relevant policies and guidance***

Ofsted  
The Spell Framework