

# Orbis Schools Wales: Display Policy

Policy Number:	EDW008	Originator:	Rachel Hackling
Issue Number:	1	Authoriser:	Amanda Morgan-Taylor
Issue Date:	24/02/2021	Service Type:	Childrens Services
Next Review Due:	02/2022	Policy Location:	All files/Radar

## 1. Introduction and Rationale

The Orbis Schools environment reflects the ethos of the whole service. Pupils learn most effectively when engaged in first-hand experiences. Displays of natural and made objects can provide powerful stimulus for learning. Displays can also help create an interesting and attractive environment in which learning is facilitated; and which can help foster a caring attitude by pupils to their surroundings.

When a pupil's work is valued by being displayed, their self-esteem is increased. Displays also help stimulate appreciation and understanding of the environment and the world around us. They can be used as an effective learning and teaching tool, thereby supporting the curriculum.

Displays at Orbis schools are appropriately presented considering the possibility of sensory overload for some of the pupils. In order to recognize and support our pupils with ASC appropriate visual communication aids should be displayed to encourage and support positive interactions within the learning environment.

## 2. Aim and Purpose

**2.1** Displays can fulfil a variety of purposes; to show pupil's achievements; to provide information for reference; to act as a stimulus for ideas. The whole service environment should offer opportunities for learning through displays of resource materials, encouraging interaction by the pupils.

- Pupils should have access to visual resources and reference materials such as posters, illustrations, artists' work etc.
- Displays should reflect the quality and expectations of the service. The work displayed and the way in which it is displayed should show the service's standards. Pre-Planning is a necessary preliminary to display work.
- Displays should be appealing and varied. Work showing a variety of techniques and media should be displayed.
- Displays should comprise of the pupil's own work, and this should be shown to its best advantage. Careful consideration should be given to how the work is mounted, the choice of background, colour, texture and the use of typed text for providing information.
- Displays should be relevant to the work being carried out in the classroom/offsite. Work in progress, as well as finished work, should be part of displays.
- Displays should be representative of all pupils - reflecting the multi-cultural society in which we live.
- The range and variety of pupils work should be shown.
- Progression throughout the service should be reflected in the displays.
- Pupils should be encouraged to make decisions about displays. They should be involved in the selection, presentation and mounting of displays.

This document relates to Article 23 (*Every child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.*) of the UN Convention the Rights of the Child. *This organisation is committed to safeguarding and promoting the welfare of children and young people*

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- The amount of text and presentation of information should reflect the communication methods and understanding of the pupil cohort. Symbols (rather than written word) should be used where relevant.

## 2.2 Guidelines

- All displays are to be displayed in lockable display cabinets where required.
- Decide upon a focal point - the theme or topic is obvious.
- A variety of two and three dimensional work can be displayed - paintings, drawings, writing, models, etc.
- Draw the pupils' attention to the display during work time. Displays should be used positively as a teaching and learning resource.
- Pre - plan displays before securing / finalizing them on the wall
- Do not cut pupils' work simply to make it fit the display area.
- Always use a 'sans' font for text (e.g. Comic sans), as this is easier for pupils with learning difficulties to read and understand unless another font is preferred by the pupil or recommended through MDT working.
- Keep displays simple and uncluttered for effectiveness.
- Keep spaces between work straight.
- Avoid using cello tape, masking tape, and drawing pins – hide fixings where possible.
- Keep lettering simple, clear and consistent.
- Use colours which complement and present the work to the best effect.
- Pay attention to balance of displays, trying to ensure they do not tip to one side, ensuring the layout is even.
- Involve the pupils in planning displays - choosing work, making labels, mounting pictures, etc.
- Check spelling and punctuation.
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**Remember, displays are there to celebrate all the hard work that pupils and staff have undertaken.**

## Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to Age, Disability Gender reassignment, Marriage and Civil partnership, Pregnancy and Maternity, Race, Religion or belief, Sex and Sexual Orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Regional Manager for the service.

Orbis will then actively respond to the enquiry

This policy is owned by: Quality Department

Date:24/02/2021

Signed:

*A. E. Morgan-Taylor*

Company Confidential

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Orbis Education and Care, Vision Court, Caxton Place, Pentwyn, Cardiff CF238HA

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Name of Service	

The people listed below have read and understood the policy named above and are aware of the responsibilities they have in relation to the policy requirements.

Name	Signature	Date

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