# MEPA ACADEMY

# ENRICHMENT POLICY

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| **Policy owner** | Enrichment Lead |
| **Approved by** | Senior Leadership Team |
| **Adopted** | July 2026 |
| **Review date** | July 2027, or sooner if guidance changes |
| **Applies to** | All pupils aged 11-16, parents/carers, staff and visitors undertaking attendance duties |
| **School contact** | All pupils in Years 7–11; staff, volunteers, visitors and external providers involved in enrichment |

**Policy commitment:** MEPA Academy will provide a broad, ambitious and inclusive enrichment offer that complements its academic and vocational curriculum, develops character and cultural capital, and gives every pupil meaningful opportunities to participate, perform, create, lead and prepare for life beyond school.

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# 1. PURPOSE AND AIMS

This policy sets out how MEPA Academy will design, approve, deliver and review enrichment. The Academy serves pupils aged 11–16 and combines an academic timetable with professional-standard vocational performing-arts training. Enrichment therefore includes both performing-arts opportunities and wider experiences that support pupils' personal, social, cultural, academic and career development.

**The Academy's enrichment programme aims to:**

- extend learning beyond normal lessons and make purposeful links across academic and vocational subjects;
- broaden pupils' horizons through culture, creativity, sport, community participation and encounters with employers and professionals;
- develop confidence, communication, teamwork, leadership, resilience, independence and reflective practice;
- provide authentic performance, production, audition and technical-theatre experiences while avoiding an overly narrow focus on performance alone;
- support careers education, informed choices and progression to further education, training and employment;
- promote pupils' spiritual, moral, social and cultural development and their understanding of fundamental British values;
- recognise achievement, contribution and improvement; and
- ensure that barriers relating to disability, special educational needs, health, finance, protected characteristics or prior experience are anticipated and reduced.

# 2. SCOPE AND DEFINITIONS

For this policy, enrichment means planned learning or development beyond the core taught curriculum. It may occur during the school day, after school, at weekends, during holidays, on Academy premises, online or at an external venue.

**Enrichment may include:**

- clubs, societies, projects, competitions, showcases and pupil-led activities;
- guest workshops and masterclasses with industry professionals;
- theatre, museum, gallery, university, workplace and community visits;
- performances, productions, festivals, examinations, auditions and technical or backstage roles;
- careers encounters, work-related learning, enterprise and volunteering;
- sport, wellbeing, outdoor learning and cultural experiences; and
- targeted opportunities designed to address identified gaps in participation, confidence, knowledge or experience.
- Curriculum lessons and required assessment activities are not enrichment merely because they are practical or take place off site. However, an activity may support both curriculum and enrichment aims where its additional purpose and outcomes are clear.

# 3. PRINCIPLES AND ENTITLEMENT

**The enrichment offer will be guided by the following principles:**

| Principle | What this means in practice |
|---|---|
| Ambition | Activities have clear educational value, suitable challenge and high expectations. |

| Principle | What this means in practice |
|---|---|
| Breadth | The annual offer balances performing arts with academic, cultural, civic, careers, physical and wellbeing experiences. |
| Inclusion | Access needs and likely barriers are considered at the design stage, not only after a pupil asks for support. |
| Pupil voice | Pupils help shape the offer and evaluate its quality, while the Academy retains responsibility for safety and educational value. |
| Progression | Opportunities build appropriately from Year 7 to Year 11 and include participation, leadership and advanced challenge. |
| Quality and safety | Activities are led by suitable adults, risk-managed and reviewed. |
| Fairness | Selection is transparent, proportionate and free from unlawful discrimination or favouritism. |

Every pupil should have access to a meaningful range of enrichment during their time at MEPA Academy. This is an entitlement to opportunity, not a guarantee of selection for every limited-capacity or auditioned activity. Where selection is necessary, the Academy will publish or explain the criteria, consider reasonable adjustments, retain an appropriate record and seek alternative opportunities where practicable.

**MEPA Studio entitlement** All enrolled MEPA Academy students are entitled to free tuition access to all MEPA Studio after-school classes. This entitlement applies for the duration of the student's enrolment at MEPA Academy and is intended to widen participation, extend vocational development and remove tuition cost as a barrier.

# 4. PLANNING THE ENRICHMENT PROGRAMME

### 4.1 Annual planning

The Enrichment Lead, working with academic, vocational, pastoral, SEND and careers staff, will maintain an annual enrichment plan. Planning will consider curriculum priorities, the Academy calendar, pupil voice, staff expertise, local and national opportunities, workload, cost, transport, safeguarding and the distribution of opportunities across year groups.

**The annual plan should identify, for each significant activity:**

- the purpose, intended outcomes and pupils for whom it is designed;
- the responsible member of staff and any partner or provider;
- timing, venue, capacity and staffing requirements;
- costs, charging or voluntary-contribution arrangements, and support for families;
- accessibility, SEND, medical, pastoral and equality considerations;
- risk-assessment, consent, transport, insurance and safeguarding requirements; and
- how participation, pupil experience and impact will be evaluated.

### 4.2 Approval and proportionality

All enrichment must be approved at a level proportionate to its risk. Routine on-site clubs using established procedures may be approved through the termly programme. Off-site visits, overnight stays, higher-risk activities, public performances, external hire arrangements, unusual working hours or activities involving one-to-one contact require specific approval under the relevant Academy procedures.

> **No informal exceptions** An activity must not proceed solely because it is familiar, prestigious, time-sensitive or offered by a known professional. The same approval, safeguarding, equality and risk-management expectations apply.

### 4.3 Activity design and learning quality

- Define the intended learning, personal-development or career outcomes.
- Check that the activity adds value and does not duplicate the taught curriculum without purpose.
- Plan preparation, participation and reflection so that the experience is more than attendance alone.
- Match content, language, physical demands, working hours and expectations to pupils' age and needs.
- Brief all adults and pupils on roles, conduct, safety, safeguarding and reporting concerns.
- Collect proportionate evidence of reach, quality and impact, avoiding excessive staff workload.
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### 4.4 Timetabling and lost learning

Leaders will balance enrichment with attendance, curriculum coverage, assessment and pupil wellbeing. Activities during lesson time must have clear value and be planned to minimise repeated disadvantage to the same subjects or pupils. Staff will communicate pupil lists promptly and support reasonable arrangements for essential missed learning. Pupils should not be penalised for authorised participation, but remain responsible for completing agreed catch-up work.

# 5. ACCESS, INCLUSION AND AFFORDABILITY

### 5.1 Inclusive planning

The Academy will comply with its duties under equality and SEND legislation and will make reasonable adjustments for disabled pupils. Staff will consider accessibility of venues, transport, communication, sensory environment, costume, food, changing arrangements, physical demands, schedules and emergency procedures.

Relevant support plans, medical information and pupil views will inform planning on a need-to-know basis.

Adjustments will be discussed sensitively with the pupil and parent or carer where appropriate.

A pupil will not be excluded because support is inconvenient or has not yet been explored. Where a particular activity cannot be made safe or suitable after reasonable adjustments, leaders will document the decision and, where practicable, provide a meaningful alternative. Participation data will be reviewed for patterns by year group, SEND, disadvantage, sex and other relevant characteristics, while respecting privacy and small cohorts.

### 5.2 Cost and charging

**Free access to MEPA Studio after-school classes**

All students enrolled at MEPA Academy receive free tuition access to all MEPA Studio after-school classes. No class tuition fee will be charged for an eligible Academy student attending these classes. The Academy and MEPA Studio will communicate the current class timetable and registration arrangements clearly to students and their parents or carers.

Free tuition does not remove reasonable requirements relating to advance registration, class capacity, age or ability suitability, attendance, behaviour, safeguarding, health and safety, or any stated prerequisites. Where a class is full or temporarily unavailable, the student should be offered a waiting-list place or a suitable alternative where practicable. Any optional costs not covered by the free-tuition entitlement—such as examinations, specialist equipment, costumes, performance tickets or external travel—must be identified clearly in advance, together with any available financial support.

**Other enrichment costs**

Costs will be transparent and handled in line with the Academy's charging and remissions arrangements. Where voluntary contributions are requested, communications will make clear that the contribution is voluntary and explain whether the activity may be cancelled if insufficient funds are raised. No pupil will be singled out or treated less favourably because their family cannot contribute.

The Academy will seek proportionate ways to reduce financial barriers, which may include subsidies, bursary or hardship support, staged payment, shared or loaned equipment and costume, local partnerships, fundraising or prioritising low-cost opportunities. Information about support will be discreet, accessible and included with activity communications.

# 6. SAFEGUARDING, WELFARE AND EXTERNAL PROVIDERS

## 6.1 Safeguarding

The Academy's safeguarding and child-protection policy applies to all enrichment, including online activity, travel, rehearsals, performances, changing areas, photography, social media, work-related learning and contact with visitors or external professionals. Any concern about a child or an adult's conduct must be reported immediately through the Academy's safeguarding procedures.

The Designated Safeguarding Lead (DSL), or an appropriately trained deputy, must be available or contactable in line with the activity plan.

Staff must use Academy-approved communication channels and must not establish private contact with pupils through personal accounts or devices.

One-to-one coaching, audition support, filming and changing arrangements must be visible, interruptible and specifically risk-assessed where relevant.

Photography, recording, publicity and use of pupil work require the appropriate permissions and must follow data-protection and safeguarding procedures.

Concerns or allegations about staff, volunteers or providers will be handled under the Academy's safeguarding and managing-allegations procedures.

## 6.2 External providers, visitors and professionals

External status, professional reputation or industry experience does not replace safeguarding and quality checks. The responsible staff member will confirm the provider's identity, role, competence, insurance where relevant, safeguarding expectations, supervision arrangements and permitted contact with pupils.

| Check | Minimum expectation |
|---|---|
| Suitability | Appropriate pre-appointment or visitor checks in line with the activity, role, frequency and level of supervision. |
| Briefing | Written or recorded briefing on safeguarding, conduct, boundaries, equality, emergency action and reporting routes. |
| Supervision | Clear responsibility retained by MEPA Academy; pupils are not left with an unchecked adult contrary to Academy procedures. |
| Content | Materials, music, scripts, language, costumes, choreography and themes are age-appropriate and reviewed where needed. |
| Data and media | No independent collection, retention or publication of pupil data, images or recordings without authority. |
| Evaluation | Concerns, quality issues and feedback are recorded and inform future engagement. |

## 6.3 Welfare and workload

Enrichment should support, not undermine, pupil wellbeing. Rehearsal and performance schedules will allow suitable breaks, hydration, food, changing time, travel recovery and consideration of academic deadlines. Staff will monitor signs of fatigue, anxiety, injury,

unhealthy competition or pressure concerning appearance, weight, casting or progression, and will respond through pastoral, safeguarding or medical routes as appropriate.

## 7. HEALTH, SAFETY, VISITS AND PERFORMANCES

Activities will follow the Academy's health and safety, first aid, fire, educational visits, emergency and critical-incident procedures. Risk assessment must be suitable and proportionate, focus on significant hazards, name control measures and be communicated to those who need it.

A named activity leader will hold overall operational responsibility.

Supervision levels will reflect age, needs, behaviour, venue, travel, changing arrangements, public access and the nature of the activity.

Medical, allergy, dietary, accessibility and emergency-contact information will be available securely to authorised staff.

Transport providers, seat belts, collection arrangements, late finishes and handover points will be planned and communicated.

Performances will include appropriate checks for stage, set, props, electrical equipment, sound levels, special effects, footwear, costume, lifting, warm-up and physical load. First-aid arrangements and emergency contacts will be clear; accidents, near misses and safeguarding concerns will be reported and reviewed.

Activities outside Great Britain, residential visits or adventurous activities require enhanced planning and specific approval.

Dynamic decisions may be necessary where circumstances change. The activity leader may adapt, pause or cancel an activity when safety, safeguarding, weather, staffing, transport, venue conditions or pupil welfare require it. Commercial, reputational or performance pressures must not override safety.

## 8. CONDUCT, ATTENDANCE AND RECOGNITION

**Pupil conduct**

The Academy's behaviour expectations apply during enrichment and travel. Pupils are expected to be punctual, prepared, respectful, safe, inclusive and responsive to instructions; to care for venues, equipment and costumes; and to represent the Academy positively. Where conduct raises concern, staff will respond fairly and proportionately. Removal from an activity may be necessary where there is an immediate or continuing risk, but should not be used automatically where support, an adjustment or a restorative response would be effective. Any decision affecting future access will be reviewed by an appropriate leader and communicated to the pupil and parent or carer.

**Attendance and commitment**

Participation in optional enrichment is encouraged. Once a pupil accepts a place in a limited-capacity team, production, visit or sustained project, regular attendance and timely notice of absence are expected. Compulsory elements, eligibility requirements and consequences of withdrawal will be stated before commitment. Attendance at enrichment must be recorded through the approved system.

**Recognition**
Recognition will value contribution, progress, professionalism, creativity, teamwork, leadership and service, not only lead roles, awards or public success. The Academy will seek to celebrate academic, vocational, technical, backstage, community and personal-development achievements equitably.

## 9. ROLES AND RESPONSIBILITIES

| Role | Key responsibilities |
|---|---|
| Proprietor / governance | Approve the policy; assure compliance, resourcing and oversight; receive evaluation and significant-incident information. |
| Principal and SLT | Set strategic direction; designate leadership; approve higher-risk activity; ensure safeguarding, equality, health and safety, finance and staffing requirements are met. |
| Enrichment Lead | Coordinate the annual plan and calendar; support quality and access; maintain participation information; gather pupil voice; report impact and gaps. |
| DSL | Advise on safeguarding arrangements, providers, communication, media, one-to-one work and concerns; ensure suitable safeguarding response. |
| SENDCo / pastoral leads | Advise on reasonable adjustments, medical and pastoral needs, pupil voice and support planning. |
| Educational Visits Coordinator or nominee | Apply the Academy's visits process; advise on risk, approval, leaders, supervision, transport and emergencies. |
| Activity leader | Plan, seek approval, brief adults and pupils, maintain records, supervise delivery, respond to incidents and evaluate the activity. |
| All staff and volunteers | Follow policies and briefings; maintain professional boundaries; report concerns, incidents and changes in risk promptly. |
| Pupils | Engage safely and respectfully; follow instructions; share relevant concerns or needs; uphold commitments. |
| Parents and carers | Provide accurate information and consent where required; communicate changes; support punctuality, conduct and agreed commitments. |

## 10. MONITORING, EVALUATION AND REVIEW

The Academy will evaluate both reach and quality. A large number of activities is not, by itself, evidence of impact. The Enrichment Lead will use proportionate evidence to identify strengths, gaps, barriers and priorities.

**Monitoring may include:**

- the range and balance of opportunities by year group and area of development;
- participation, repeat participation, waiting lists and withdrawal patterns;
- representation of pupils with SEND, disadvantaged pupils and other relevant groups;
- pupil, parent, staff and provider feedback;
- observed or reported gains in confidence, skill, leadership, cultural knowledge, careers awareness and belonging;
- quality of planning, safeguarding, risk assessment and provider performance;
- cost, value for money, staff workload and sustainability; and
- incidents, near misses, complaints and lessons learned.

A summary review will be presented annually to the Principal and proprietor or governance body. Actions will be incorporated into the next annual plan. This policy will be reviewed at least annually and sooner where legislation, statutory guidance, Academy structure, practice or an incident indicates that revision is required.

**Related policies and authoritative framework**

- MEPA Academy safeguarding and child-protection policy;
- behaviour, attendance, SEND, equality, health and safety, first aid, educational visits, charging and remissions, data protection, online safety and complaints policies;
- Keeping Children Safe in Education (current statutory guidance);
- The Education (Independent School Standards) Regulations 2014, as amended, and current Department for Education guidance;
- Equality Act 2010;
- Children and Families Act 2014 and SEND Code of Practice: 0 to 25 years; and
- Department for Education guidance on health and safety on educational visits.
- If this policy conflicts with current legislation or statutory guidance, the current legal requirement or statutory guidance takes precedence and the policy must be reviewed.

## Appendix A: Activity approval checklist

*The activity leader should be able to evidence each applicable item before delivery.*

| Area | Evidence required |
|---|---|
| Purpose | Clear educational, personal-development or careers outcome; target group and capacity identified. |
| Approval | Correct approval route completed; date, leader and accountable senior person recorded. |
| Safeguarding | DSL advice where needed; adults checked/briefed; boundaries, communication, media and reporting routes clear. |
| Provider | Identity, competence, role, supervision, insurance and terms confirmed as proportionate. |
| Inclusion | SEND, disability, medical, pastoral, religious, cultural, sex and other equality needs considered; adjustments recorded. |
| Cost | Full cost, funding, charges or voluntary contributions and discreet support arrangements confirmed. |
| Risk | Significant hazards, controls, supervision, venue, equipment, changing and emergency arrangements assessed. |
| Travel | Transport, seat belts, meeting points, late collection and handover arrangements confirmed. |
| Information | Pupil and parent/carer briefing is accurate, accessible and issued in good time. |
| Consent | Correct consent route completed; emergency, medical and contact details available securely. |
| Staffing | Leader, deputies, first aid, supervision, specialist competence and contingency cover confirmed. |
| Delivery | Registers, briefings, behaviour expectations, breaks, food, hydration and welfare monitoring planned. |
| Contingency | Clear thresholds and communication plan for change, delay, cancellation or emergency. |
| Evaluation | Participation, feedback, incidents and intended impact will be recorded and reviewed. |

### Approval record

| Field | Record |
|---|---|
| Activity / date | |
| Activity leader | |
| Approved by / date | |
| Risk assessment reference | |

| Field | Record |
|---|---|
| Provider / venue | |
| Final participant list stored at | |
| Post-activity review completed | |

**Appendix B: Minimum information for parents and carers**

- Communications should be proportionate to the activity but, where applicable, should state:
- the purpose and intended benefits;
- date, times, venue and transport or meeting arrangements;
- whether the activity is optional, required, auditioned or limited-capacity, and any selection criteria;
- staff leader and a suitable contact route;
- cost, payment schedule, whether a contribution is voluntary, cancellation terms and how to request financial support;
- clothing, costume, equipment, food, medication and preparation requirements;
- the nature of physical, performance, media, online or off-site activity;
- supervision, collection, late-return and emergency arrangements;
- the information or consent required and the deadline for response;
- how parents or carers should communicate accessibility, SEND, medical, dietary, cultural, religious or pastoral needs; and
- where the relevant Academy policies or further information can be found.

**Accessible communication** Information should be issued with enough notice for families to make informed decisions and request support. Staff should offer an accessible format or reasonable communication support where needed.