



SCHOOL POLICY

RSE/PSHE Policy

Date:	23rd October 2020
Ratified by LGB:	30 th November 2020
Review:	June 2021

Introduction

The guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers can be seen [here](#). It will come into force in September 2020. Until September 2020, the DfE guidance (2000) is a school's duty to provide; this *policy* reflects the 2020 guidance.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

We are confident that the RSE/PSHE curriculums covers all aspects of Relationships and Sex Education and Health Education in an age-appropriate way; if there are any gaps, Jigsaw will provide schools with materials to ensure all statutory duties are fulfilled, at no cost. Likewise, this policy will be updated in line with any new government guidance.

This RSE/PSHE policy is informed by existing DfE guidance on

- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)
- [Preventing and tackling bullying](#) (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017)
- [Drug and Alcohol Education](#) (DfE and ACPO drug advice for schools: Advice for local authorities, Headteachers, school staff and governing bodies, September 2012)
- [Safeguarding](#) (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (updated September 2020), [Keeping Children Safe in Education, 2020](#))
- [Equality](#) (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, updated June 2018). Schools should pay particular attention to the [Public sector equality duty \(PSED\)](#) (s.149 of the Equality Act).
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [SEND code of practice](#): 0 to 25 years (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)

- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- [National Citizen Service](#) guidance for schools

Aim of the RSE/PSHE policy

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

In our school we choose to deliver the RSE/PSHE (including Relationships Education, Relationships and Sex Education (RSE) and Health Education) using Jigsaw resources and the use of external agencies including MESMAC.

Objectives/Pupil learning intentions:

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Jigsaw Content

Jigsaw covers all areas of PSHE for the secondary phase (11-16), as the table below demonstrates:

Puzzle name	Content
Being Me in My World	Includes understanding self-identity, cultural diversity, society and social groups, political influences, independence, social media, online safety, perceptions, legislation
Celebrating Difference	Includes anti-bullying (online and homophobic bullying included) and diversity, through the nine protected characteristics, challenging prejudice and discrimination, stereotyping, equality, equity

Dreams and Goals	Includes goal-setting, aspirations, working together, recovering from set-backs, SMART planning, choices, responsibilities, keeping safe, employability, mental health and illness, jobs and legislation, resilience
Healthy Me	Includes mental and physical health, drugs and alcohol education, self-esteem and confidence, healthy lifestyle choices, sleep, the brain, vaccinations, choices and consequences, sexual health, relationships, sex
Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, assertiveness, consent, change, online/social media relationships, media, sexual health, power, stages of relationships
Changing Me	Includes puberty and body development, pregnancy, family types, relationships and what affects them, sexuality, accessing support, mental health, gender identity

Please note that this table of content is not exhaustive and does not reflect what is taught in each year group.

Relationship and Sex Education (RSE)

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental well-being, identify when relationships are not right and understand how such situations can be managed.

RSE should provide clear progression from what is taught in primary school in Relationships Education. Teachers should build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

As in primary, secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth. There are many ways in which secondary schools should support the development of these attributes, for example by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There should be an equal opportunity to explore the features of stable and healthy same-sex relationships. This will be integrated appropriately into the RSE/PSHE programme, rather than addressed separately or in only one lesson.

Pupils should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Schools should address the physical and emotional damage caused by female genital mutilation (FGM). They should also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, pupils may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. Schools should also be mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, the school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

Internet safety should also be addressed. Pupils should be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

Some pupils are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education can help young people understand acceptable behaviours in relationships.

The new guidance states that Relationships Education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBTQIA+ and gender equality, in line with the Equalities Act 2010.

The Sex Education Forum defines Relationships and Sex Education (RSE) as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

What else do schools need to know?

Health Education will be mandatory in all primary schools in England (except Independent Schools who have separate requirements on PSHE education as per the Independent Schools Standard) from Spring 2021. Health Education includes a section for primary and secondary schools on puberty, the changing adolescent body, menstrual wellbeing and the menstrual cycle.

RSE/PSHE policy requirements

Secondary schools must have a written policy on RSE/PSHE. Schools must consult parents in developing and reviewing their policy and should ensure the policy meets the needs of pupils and parents and reflects the community they serve. Schools must provide a copy of the policy at no cost to anyone who asks for one and should also publish the policy on the school website.

The policy must:

- Define the subjects being taught (Relationships Education, RSE, sex education)
- Set out the subject content
- Describe how the subject is monitored and evaluated.
- Include information to clarify parental right to request their child is excused

The DfE guidance states that all schools must have in place a written policy for Relationships Education and RSE/PSHE. Schools must consult parents in developing and reviewing their policy. Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve. It should be freely available and be published on the school's website.

The policy should:

<i>Policies for mandatory subjects</i>		<i>Policy for non-mandatory subjects</i>
For primary education⁹	For secondary education	For primary schools that may choose to teach sex education
Define Relationships Education	Define Relationships and Sex Education	Define any sex education they choose to teach other than that covered in the science curriculum.
Set out the subject content, how it is taught and who is responsible for teaching it.		
Describe how the subject is monitored and evaluated.		
Include information to clarify why parents <i>do not</i> have a right to withdraw their child.	Include information about a parent's right to request that their child be excused from sex education within RSE only.	Include information about a parent's right to request that their child be excused.

RSE/PSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour and Discipline Policy
- Data Protection Policy
- Anti-Smoking Policy
- Code of Conduct
- Equality and Diversity Policy
- Health and Safety Policy
- ICT Acceptable Usage Policy
- Inclusion Policy
- Collective Worship Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Special Educational Needs Policy

The role of the Headteacher

It is the responsibility of both the Headteacher and Subject Leader of PSHE, Melanie Conway, to ensure that staff and parents are informed about the RSE/PSHE policy, and that the policy is implemented effectively. It is also the Headteacher's and Subject Leader of PSHE's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

Under the support of the Headteacher, Senior leader Rachel Hilton and the Subject Leader of PSHE Melanie Conway work with external agencies regarding the school RSE/PSHE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. These members will monitor this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Monitoring and Review

A designated member of the governing body monitors this policy on an annual basis. This governor, along with the Subject Leader of PSHE, reports its findings and recommendations to the full local governing body, as necessary, if the policy needs modification. The governor and Subject Leader of PSHE gives serious consideration to any comments from parents about the RSE/PSHE programme, and makes a record of all such comments. Governors require the school to hold records giving details of the content and delivery of the RSE/PSHE programme that is taught in your school (via school curriculum plans). Governors should scrutinise materials to check they are in accordance with the school's ethos.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBTQIA+). Inclusive RSE/PSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion

- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations)
- hate crime
- female genital mutilation (FGM)

How can schools involve parents/carers?

Involving parents is integral to the new guidance. Paragraph 41 states that ‘All schools should work closely with parents when planning and delivering these subjects. Schools should ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.’

The guidance provides a reminder that ‘many schools build a good relationship with parents on these subjects over time – for example, by inviting parents to discuss what will be taught, address any concerns and help support parents in managing conversations with their children on these issues’.

To maintain dialogue, Kelvin Hall school runs an annual short survey to parents/carers so they can ask questions about our curriculum or to find out how they can support further at home.

Parents’ right to request their child be excused from Sex Education

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance p.17

Student Wellbeing

Kelvin Hall School will continue to develop knowledge on topics covering the following content by the end of secondary:

By the end of **secondary** school:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	<ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. 	<p>All of these aspects are covered in lessons within the Themes</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me • Relationships • Dreams and Goals

	<ul style="list-style-type: none"> ● common types of mental ill health (e.g. anxiety and depression). ● how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. ● the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. 	
Internet safety and harms	<ul style="list-style-type: none"> ● the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. ● how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. 	<p>All of these aspects are covered in lessons within the Themes</p> <ul style="list-style-type: none"> ● Relationships ● Dreams and Goals ● Healthy Me ● Being Me in My World
Physical health and fitness	<ul style="list-style-type: none"> ● the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. ● the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. ● about the science relating to blood, organ and stem cell donation. 	<p>All of these aspects are covered in lessons within the Themes</p> <ul style="list-style-type: none"> ● Healthy Me ● Dreams and Goals

Healthy eating	<ul style="list-style-type: none"> ● how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. 	<p>All of these aspects are covered in lessons within the Themes</p> <ul style="list-style-type: none"> ● Healthy Me
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> ● the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. ● the law relating to the supply and possession of illegal substances. ● the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. ● the physical and psychological consequences of addiction, including alcohol dependency. ● awareness of the dangers of drugs which are prescribed but still present serious health risks. ● the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so. 	<p>All of these aspects are covered in lessons within the Themes</p> <ul style="list-style-type: none"> ● Healthy Me ● Relationships ● Dreams and Goals ● Changing Me
Health and prevention	<ul style="list-style-type: none"> ● about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. ● about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. ● (late secondary) the benefits of regular self-examination and screening. ● the facts and science relating to immunisation and vaccination. ● the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. 	<p>All of these aspects are covered in lessons within the Themes</p> <ul style="list-style-type: none"> ● Healthy Me ● Being Me in My World ● Dreams and Goals

Basic first aid	<ul style="list-style-type: none"> ● basic treatment for common injuries. ● life-saving skills, including how to administer CPR. ● the purpose of defibrillators and when one might be needed. 	<p>All of these aspects are covered in lessons within the Themes</p> <ul style="list-style-type: none"> ● Healthy Me ● Dreams and Goals ● Being Me in My World
Changing adolescent body	<ul style="list-style-type: none"> ● key facts about puberty, the changing adolescent body and menstrual wellbeing. ● the main changes which take place in males and females, and the implications for emotional and physical health. 	<p>All of these aspects are covered in lessons within the Themes</p> <ul style="list-style-type: none"> ● Changing Me

Drug and Alcohol Education

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

Moral and Values Framework

The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

How is Jigsaw PSHE organised in school?

There are six topics in Jigsaw that are designed to progress in sequence from September to July. Each topic has six lessons.

Each lesson has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address student needs today); and one is based on emotional literacy and social skills development to enhance students' emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to young people living in today's world as it helps them understand and be equipped to cope with issues like body image, online and homophobic bullying, and internet safety.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important

to allow the time and appropriate staffing for this to happen. If disclosures occur, the Child Protection Policy is followed.

In teaching Relationships Education and RSE/PSHE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBTQIA+, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBTQIA+ content at a timely point as part of this area of the curriculum.

Monitoring and evaluation of delivery and effectiveness

The Subject Leader of PSHE, Melanie Conway, will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes - this is done via a short Google survey which is sent out to both staff and pupils for feedback on a termly basis.
- Staff meetings to review and share experience.
- The governor with responsibility for SMSC, PSHE, Careers, and the Wider curriculum at Kelvin Hall School is Dr Kathy Holman.

External contributors

External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to the Jigsaw PSHE programme. Their input should be carefully planned and monitored so as to fit into and complement the programme. At Kelvin Hall School we work closely with MESMAC for the deliverance of the sex education aspects of the RSE/PSHE curriculum and HeadStart. Other appropriate external agencies from the local area are also used to give students valuable experiences and opportunities to speak to those who specialise in these areas.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Involving parents and carers

The school believes that it is important to have the support of parents, carers and the wider community for the Jigsaw RSE/PSHE programme. Parents and carers are/will be given the opportunity to find out about and discuss the Jigsaw RSE/PSHE programme through:

- * Annual survey
- * Parents'/carers' evenings
- * Policy displayed on the school website

Pupil Consultation:

Students are consulted on a regular basis at Kelvin Hall School through the provision of lessons. Students are sent a short Google form survey every term to give anonymous feedback about the RSE/PSHE provision, the progress they feel they are making and amendments or improvements they would like to see be implemented. Students also, through the reflective and self-assessment opportunity at the beginning and the end of each topic, are given the opportunity to voice their opinions and discuss any implementation opportunities to improve the provision given in lessons.

Links to other policies and curriculum areas

We recognise the clear link between Jigsaw PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Science curriculum
- Teaching and Learning Handbook
- Code of Conduct Policy
- Equality and Diversity Policy
- Child Protection Policy

Training and support for staff

All staff who teach the RSE/PSHE curriculum benefit from Jigsaw PSHE training in order to enhance their RSE/PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis via the Google survey and staff meetings and relevant support is provided. The Google survey allows the opportunity for staff to give feedback about the RSE/PSHE curriculum and highlight any areas where they would like to improve their knowledge or be trained further in.

Confidentiality and Child Protection/Safeguarding Issues

As a general rule, a student's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the student is at risk or in danger, she/he talks to the named Safeguarding Lead, Paul Fraser, and the appropriate Head of Year (Deputy Safeguarding Leads), who takes action as laid down in the Safeguarding Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Safeguarding issues and what process to follow in the event of a concern arising. The student concerned will be informed that confidentiality is being breached and reasons why. The student will be supported by the teacher throughout the process.

Policy Review

This policy is reviewed annually.