



Cliffe VC Primary School Relationships and Sex Education Policy

Title	Author	Approved		Review Date
Relationship & Sex Education	Mr Blackwood Miss Rose	Full Governing Body	May 2020	May 2021

1. How this policy was developed

This policy takes full account of the school's legal obligations, NYCC guidance on developing a relationship and sex education policy (Sept 2019) and the DfE guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (June 2019)

2. What is RSE?

The term *Relationship and Sex Education* – RSE – is used in this policy rather than *sex education*. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values and developing self-esteem and the skills to manage relationships.

According to North Yorkshire guidance, RSE is:

'Relationships and sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It should support pupils gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships and staying safe both on and offline and enabling them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing

The school's approach to RSE consists of:

- The taught National Curriculum Science Programme of Study
- RSE objectives covered within each Key Stage through the PSHE themes; 'Me and my relationships'. This theme is taken from the North Yorkshire Scheme for PSHE which informs long-term planning for PSHE across KS1 and 2.
- An inclusive approach based upon positive beliefs, values and attitudes.
- The acknowledgement that 'family units' take many forms and that when discussing 'family' we will give mutual recognition and respect to 'same sex', 'one parent' and 'adoptive' families.
- The use of the online video resource 'Busy Bodies' to support teaching about puberty and conception in Year 5 and 6, as advocated by the North Yorkshire Health and Wellbeing Adviser.
- Pastoral support for pupils who experience difficulties
- Circle Time discussions and activities
- Occasional use of assemblies, story-telling and sharing to support teaching.

Sequential RSE module objectives found in EYFS and the 'Me and my relationships' theme for KS1 and 2:

Early years

In Early Years the school follows the statutory framework for Early Years Foundation Stage (EYFS). This includes:

- Making relationships
- Managing feelings and behaviour
- Health and self-care
- Self-confidence and self-awareness
- Children are also exposed to positive gender roles ensuring these are not stereotyped.

Year 1:

- I know that there are different types of relationships including families, friends and others and I respect those differences.
- I know that family and friends should care for each other and families can give love, security and stability.
- I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help.
- I know the names for the main body parts including external genitalia (penis / vulva) and why it is important to keep them private.
- I understand what is meant by 'privacy'; my right to keep things 'private' and the importance of respecting others' privacy both on and offline and between friends.

Year 2

- I know the characteristics of a healthy family life and the importance of caring for each other and spending time together.
- I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help.
- I know about the changes that have happened to my body since birth and the process of growing from young to old and how people's needs change.
- I have an understanding of stereotypes and how these can have a negative impact (e.g gender, age).
- I understand the importance of valuing of one's own body and recognising its uniqueness.
- I know the names for the main body parts (including external genitalia) and the similarities/differences between most boys and girls.
- I know that individuals have rights over their own bodies, and that there are differences between good and bad touching (this includes between peers)

Year 3

- I can identify different types of relationships and show ways to maintain positive and healthy relationships, both on and offline.
- I understand that relationships both on and offline may change over time and how to ask for help if this make me unhappy.
- I can judge what kind of physical contact is acceptable or unacceptable and how to respond -including who I should tell and how to tell them.

- I understand the difference between secrets and surprises and understand not to keep adult secrets both on and offline and when to support a friend to tell a trusted adult.
- I know how other families are similar or different to mine, I respect those differences and I know families as characterised by love and care.
- I understand that it is OK to be different to others.
- I understand about growing and changing and new opportunities and responsibilities both on and offline that increasing independence may bring

Year 4

- I feel good about myself and my body and having an understanding of how the media presents 'body image'.
- I understand that my body and emotions will change as I grow older and I know the importance of taking care of my own body.
- I can recognise what love is and understand that marriage / civil partnerships represent a legally recognised commitment freely entered into by two people.
- I know that there are different kinds of families and partnerships (includes same sex) and I understand the importance of stable, loving and caring relationships.
- I can demonstrate the features of good healthy friendship both on and offline and have the skills to manage a falling out

Year 5

- I understand simple, safe routines to prevent the spread of bacteria and viruses and the importance of immunisation.
- I know the ways in which children grow and develop in puberty – physically and emotionally.
- I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this.
- I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way.
- I am aware of different types of relationships and what makes them a positive, healthy relationships both on and offline and I have the skills to form and maintain a healthy relationship

Year 6

- I understand the physical and emotional changes I will go through at puberty.
- I can look after my body and health as I go through puberty.
- I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this.
- I understand the biological method of human reproduction. (Science Curriculum coverage)
- I know about some of the wider issues relating to human reproduction including its emotional implications and some basic forms of conception. (This is an addition to Science Curriculum coverage)
- I recognise different risks in different situations both on and offline and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable (this could include between peers).
- I understand that civil partnerships and marriages are examples of stable, loving relationships freely entered into by both people (include same sex relationships).
- I know that relationships change over time and the features of a positive healthy relationship both on and offline (including friendships).
- I know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong including when to share a confidential secret all of which can happen both on and offline.

3. Why RSE?

3.1 Legal Obligations

Maintained primary schools and Academies in England and Wales have a legal responsibility to provide a 'Relationship and sex education' programme. They also have a responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents. Parents only have a right to withdraw their children from 'sex education' lessons **which fall outside those aspects covered in the National Science Curriculum.**

3.2 The needs of young people and the role of schools

The overall aims of the school and National Curriculum are:

1. To provide opportunities for all pupils to learn and achieve
2. To promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

The school has a key role, in partnership with parents/carers, in providing RSE.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.

3.3 National and local support and guidance for schools to develop RSE

Rates of teenage pregnancy, abortion and sexually transmitted infection in the UK are among the highest of all European countries. The Government has developed a comprehensive strategy to change this situation and RSE for pupils in both primary and secondary schools is seen, alongside other initiatives, as a key element. Our school's approach to RSE is in line with the Government's strategy and guidance given to schools in 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (June 2019)

At a local level support and guidance for schools to develop RSE includes:

- Advice and support for schools from expert LEA personnel
- Support from Healthy Schools Scheme to develop whole school approaches to RSE.
- DfES/Department of Health PSHE Certificate for PSHE and Sex Relationships.

4 Morals and Values Framework

Our approach to RSE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.

- The right not to be abused by other people or to be taken advantage of
- The right of people to follow their own sexuality, within legal parameters.

We also believe that pupils have an entitlement to:

- Age and circumstance appropriate RSE
- Access to help from trusted adults and helping services

RSE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda.

Inclusion

Young people may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all pupils should have access to RSE that is relevant to their particular needs. To achieve this, the school's approach to RSE will take account of:

The needs of boys as well as girls. Girls tend to have greater access to RSE than boys, both through the media (particularly magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying

Ethnic and cultural diversity. Different ethnic and cultural groups may have different attitudes to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Gypsy, Roma and Traveller Community (GRT) In the past national engagement levels for GRT communities has been low, this can lead to a lack of knowledge, skills and attributes which would allow pupils to keep themselves safer in relationships and understand more about their growing and changing bodies. It is not possible to make a blanket statement which reflects the views of all GRT families. Direct engagement with each family is the one reliable way to assess what each family thinks. A direct conversation has the added benefit of providing opportunities to alleviate parental concerns and increase the likelihood that decisions are well informed. Time is needed to discuss with the families what the curriculum will cover, the resources that will be used and the importance of safeguarding all pupils. This should be an integrated part of the induction process for any GRT families that join the school and ongoing communication with the families. Ideally by a member of staff where there is a pre-existing relationship and trust and who is equipped to sensitively discuss the curriculum content and answer any questions that the family may have.

Varying home backgrounds. We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexuality. On average, about 5% of our pupils will go on to define themselves as Lesbian, gay, or bi-sexual (LGB). Students may also have LGB parents/carers, brothers or sisters, other family members and/or friends. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying.

Special educational needs. We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs.

The teaching programme for Relationship and Sex Education. We intend that all pupils shall experience a programme of sex and relationships education at a level which is appropriate for their age and physical development, with adaptations for those whose cognitive development is particularly slow.

Pupils who use alternative methods of communication. Some pupils have physical, visual or hearing impairments or are unable to use speech and may use signing, symbols and/or communication switches and aids. The staff will adapt their teaching of sex and relationship education to ensure that these pupils have equal access. (For example writing with Symbols computer programme includes 'private' body parts).

Pupils with profound and multiple learning difficulties are not excluded from the programme. Using appropriate methods, they will experience most of the basic content; self-awareness, gender awareness, body recognition, privacy.

Pupils with autism will require individual teaching to meet their specific needs. RSE may be included in a TEACHH programme and Picture Exchange Communication Systems (PECS) is suitable for areas such as toilet training. Explicit teaching and use of pictures and visual aids is essential to avoid confusion.

Contraceptive advice to older pupils: Pupils will be taught, in the context of sexual intimacy and safer sex. Questions about forms of contraception will be answered accurately and honestly within the student's ability to understand. If pupils need further personal advice about contraceptive use, counselling and support will be sought from appropriate agencies and personnel.

5 A Whole School Approach

A whole school approach will be adopted to RSE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding RSE. In particular:

The Headteacher and Governors will endeavour to support the provision and development of RSE in line with this policy by providing leadership and adequate resourcing.

The designated PSHE subject leader will maintain an overview of RSE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet students' needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

Teaching staff. All teachers are involved in the school's RSE provision. Some RSE is taught through the PSHE programme and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to pupils (Any teacher can be approached by a student who experiences a difficulty regarding sex or relationships issues). Teachers will be consulted about the school's approach to RSE and aided in their work by the provision of resources, background information, support and advice from experienced members of staff and access to appropriate training. Any teacher who feels ill equipped to deliver RSE lessons will consult directly with the Headteacher.

Non-teaching staff may be involved in a supportive role in some RSE lessons and also play an important, informal pastoral role.

Trustees have responsibilities for school policies. They will be consulted about the RSE provision and policy and have regular reports at Governors' meetings.

Parents/Carers have a legal right to view this policy and to have information about the school's RSE provision. The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. This will periodically include information/education workshops for parents/carers. The school's approach to RSE will encourage dialogue between parents/carers and their children.

Outside agencies and speakers will work with teachers, particularly in Year 6, to deliver sections of the RSE unit in partnership. The school will work in ongoing consultation and partnership with the school nurse.

Pupils have an entitlement to age and circumstance appropriate RSE and to pastoral support. They will be actively consulted with about their RSE needs and their views will be central to developing the provision, their feedback on the effectiveness and accessibility of teaching techniques will be carefully considered when reviewing the effectiveness of the planned unit.

6. The Taught RSE Programme

The RSE programme will be delivered as part of the school's approach to PSHE.

6.6 Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE/Citizenship Subject Leader or Headteacher as appropriate.

6.7 Dealing with questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to all questions before each session and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal, the teacher should remind the pupils of the 'working agreement' (ground rules).

6.1 Aims of the programme

The overall aims of the programme are:

- To provide accurate information about, and understanding of, RSE issues
- To dispel myths
- To explore a range of attitudes towards RSE issues and to help pupils to reach their own informed views and choices for a healthier lifestyle
- To develop respect and care for others
- To increase pupils' self-esteem
- To develop skills relevant to effective management of relationships and sexual situations. Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others.
- To contribute to a reduction in local and national pregnancy, sexually transmitted infections and abortion rates.

6.2 Place in the curriculum

The main RSE programme will be delivered through PSHE lessons. In addition, certain biological aspects are delivered through Science lessons and other aspects of RSE arise in Religion Education and Circle Time sessions.

6.3 Content and learning objectives

The RSE programme is delivered in a developmental manner so that issues are explored in greater depth as students mature. (see Sequential RSE module objectives page 2)

6.4 Methodology and resources

Active learning methods which involve children's full participation will be used. This includes use of quizzes, case studies, research, role play, video, small group discussion and use of appropriate guest speakers.

Sex and relationship education takes place within mixed sex classes or single gender groups as

deemed appropriate and relevant, with the pupils' usual class teacher. Should a teacher be absent, it would not be undertaken with a short-term supply teacher.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to pupils.

Two key outside resources used annually are:

- Talk pants- NSPCC <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/>
- Expect Respect toolkit- <https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/>

6.5 Ground rules and distancing techniques

No member of staff will ever lead a 'sex education' or 'puberty' lesson without another suitable member of staff being present.

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of sex and relationships. To this end ground rules have been agreed to provide a common values framework within which to teach. These are restated and supplemented with suggestions from pupils at the beginning of each RSE lesson. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question
- No one will be forced to take part in a discussion
- Only the correct names for body parts will be used
- Meanings of words will be explained in a sensible and factual way

6.6 Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE/Citizenship Subject Leader or Headteacher as appropriate. These issues will be clearly defined as a 'working agreement' (ground rules) at the start of SRE lessons for the benefit of both pupils and staff. It will be made clear to pupils that any information they divulge that is deemed to fall into the significant harm category or putting pupils at risk will be referred to the School Child Protection Officer.

6.7 Dealing with questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting .
- All classrooms will have a 'working agreement' (ground rules) for PSHE and SRE lessons.
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness. Information will be medically and factually correct.
- Pupils should be encouraged to write down questions anonymously and post them in a question box (ask-it-basket) which children can add to before a lesson is taught. The teacher will have time to prepare answers to all questions before the next session and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal, the teacher should remind the pupils of the ground rules. No one teacher or pupil will have to answer a personal question.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child
- Pupils must not be given the impression that teenagers inevitably have sex; the view that sex should be between two people who are mature enough to make informed decisions should be emphasised
- If a teacher is concerned that a pupil is at risk of sexual abuse, the Headteacher should be informed and the usual child protection procedures followed

6.8 Monitoring, evaluation and assessment

The programme is regularly evaluated by the PSHE subject leader. The views of students and teachers who deliver the programme are used to make changes and improvements to

the programme on an ongoing basis. Monitoring and evaluation can be informed by the Ofsted Framework for the Inspection of Schools. Whilst it is difficult and often inappropriate to assess attitudes and students' personal lifestyle choices, much of the RSE programme of study is capable of formal assessment, particularly the knowledgeable scientific components.

6.9 Parental concerns and withdrawal of students

Until September 2020, Parents / carers do have the right to withdraw their child(ren) from the relationships education curriculum. From September 2020 parents will be unable to withdraw children from the Relationships Education and Health Education. Parents only have a right to withdraw their children from 'sex education' lessons **which fall outside those aspects covered in the National Science Curriculum.**

We will work in active partnership with parents/carers, value their views and keep them informed about our RSE provision. If a parent/carer has any concerns about the RSE provision, we will take time to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision.

7. Pastoral Support for Pupils who experience difficulties

7.1 The nature of support available to pupils

The school takes its role in the promotion of pupil wellbeing seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive support for pupils in a number of ways. Staff may be approached for help on an individual basis. They offer a listening ear and, where appropriate, information and advice. The school nurse offers a health and support service to pupils. Where appropriate, pupils are referred to the school nurse and / or outside helping agencies. The school will keep up to date about the development of local services and national help lines for young people and form working relationships with local agencies that are relevant to pupil needs.

7.2 Confidentiality and informing parents/carers

We are aware that some parents/carers find it hard to cope with their children's sexual development and are happy for the school to take the initiative. We will take every opportunity to inform and involve parents and carers:

- By making our commitment clear in the school prospectus
- By placing sex education on the agenda at the relevant governors' meeting
- By inviting parents/carers to discuss sex and relationships education when their child enters the school and when their child moves up from the primary to the secondary department.
- By discussing and agreeing a consistent approach for pupils to be used at home and at school
- By inviting parents/carers to a meeting where resources are available and their use explained.

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child Protection Procedures must be followed when any disclosures about abuse are made. It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, a careful judgement should be made about whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing
- The pupil's age, maturity and competence to make their own decisions. Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek the consent of the student to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/carer.

Sexual Offences Act 2003

The Sexual Offences Act aims to clarify what constitutes a crime of sexual nature against children, young people and adults. The Act does not limit children's right to RSE and sexual health support and advice. The aim of the Act is to protect young people from sexual abuse or sexual exploitation. The Act recognises:

- The legal age for young people to consent to have sex is still 16, regardless of sexual orientation.
- Although the age of consent remains 16, it is not intended that the law should be used to prosecute mutually agreed teenage sexual activity between two young people if a similar age, unless it involves abuse or exploitation.
- Young people under 16, including those under 13, can continue to seek sexual health and contraceptive information, advice or treatment in confidence.
- The law ensures that those providing information and support with the purpose of protecting a young person from pregnancy, STIs, protecting their physical safety or promoting their wellbeing, will not be guilty of an offence.
- The aim of the law is to protect the safety and rights of young people and make it easier to prosecute people who pressure or force others into having sex they don't want.

Observing sexualised behaviour:

If a young child 'innocently' displays sexualised behaviour either through language, drawing and /or touching. Then we will:

- Assess any safeguarding issues.
- Discuss with the parent being mindful not to make the parent feel that the behaviour is wrong in itself but rather, maybe more appropriate at other times.
- Discuss with the pupil (in an age appropriate way) giving the same messages as above.
- Have an agreed signal with the pupil to stop the behaviour when it is negatively impacting on the learning opportunity taking place.
- Suggest to parents that the pupil visits the doctor to rule out any infections or physical reasons.
- Talk to the health visitor/ school health professional for further advice.
- Try to identify key times of day when the behaviour is more likely to occur and make adjustments to the timetable for that pupil at that time of day.
- Find ways to reduce possible anxiety in the pupil that may be a factor contributing to the behaviour.

Self Taken Images – 'Sexting'

Sexting is when someone sends or receives a sexually explicit text, image or video on their mobile phone, usually in a text message. In some schools there is increasing concern about pupils taking an indecent image of themselves, or someone taking the image and then

sending it to their friends or boy/girlfriend via a mobile phone or some other form of technology. Once these images have been taken and sent to others, control is lost of them and they can end up anywhere. This puts the person in the images in a vulnerable position, as somebody they may or may not know now has these images and could use technology to bully, harass or even try to locate them.

It is illegal to send an indecent picture of a person under 18 on to someone else. If anyone were to have in their possession an indecent image of another minor, they would technically be in possession of an indecent image of a child, which is an offence under the Protection of Children Act 1978 and the Criminal Justice Act 1988.

The present advice for a pupil if they receive an indecent image or text from someone is not to send this image on to others. The pupils should speak to a trusted adult. If an indecent image has been posted in the online environment, someone will need to contact the service provider, such as Facebook, or Youtube to have it removed. This can be done by visiting their safety centres and following their reporting links.

If a member of school staff is shown or discovers an indecent image then:

- Refer to the Designated Senior Person in school who may seek advice from Children's Social Care

If possible, clarify and make note of the image:

- What is it ?
- Of Whom?
- Who took it?
- How/Why does the pupil have it on their device/phone?

Upskirting

Upskirting is a highly intrusive practice, which typically involves someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks (with or without underwear). Whilst the term may seem 'gender specific' it is recognised that all children can potentially be both perpetrators and victims. It is now illegal.

7.3 Dealing with bullying

Bullying commonly includes inappropriate and hurtful comments and behaviours concerning sexism, homophobia, appearance and other sex/relationship issues. The school takes the issue of bullying very seriously in line with Pupil Support Circular 10/99 and DfES 'Don't Suffer in Silence' (2002). This is reflected in the school's Anti-Bullying Policy. Staff will challenge and deal sensitively with any evidence of bullying. Pupils will be encouraged to report any incidents. Staff will endeavour to investigate any incidents of bullying as soon as possible and give feedback to pupils who complain of bullying. The RSE and PSHE programmes will consider bullying and aim to discourage bullying based on sexism, homophobia, appearance and other sex/relationship issues.

Since 2004 all schools have been required to report and log all known incidents of bullying on school premises and to provide an annual summative report to the local authority. It is important that any form of harassment or hurtful comments of a sexual nature are seen within the context of the school's anti-bullying policy.

8 Dissemination of the Policy

Copies are available at the School Office on request. The policy is also available on the school website.

This policy has been developed and shared with the whole school community.