ALTERNATIVE PROVISION SERVICE

SEX AND RELATIONSHIPS EDUCATION POLICY

September 2015

1. INTRODUCTION

“Sex and Relationships Education should contribute to promoting the spiritual, moral, cultural and physical development of pupils at school and in society in order to prepare them for the opportunities, responsibilities and experiences of adult life.”

“We must give teenagers the confidence and the information so they don’t feel compelled to have sex. No-one should become pregnant or contract a sexually transmitted infection because of ignorance.” **Tony Blair, Teenage Pregnancy Report June 1999**

Sex and Relationships Education for young people remains high on the agenda for both schools and the Government.

A well planned Sex and Relationships Education curriculum is essential if young people are to make responsible and informed decisions about their lives. It should not be delivered in isolation, but should be firmly rooted within the framework for PSHE and the National Curriculum launched in September 1999.

Pupils need accurate information and help to develop the skills to enable them to understand difference and respect themselves and others.

Effective Sex and Relationships Education does not encourage early sexual experimentation. It should enable young people to mature, build up confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills, which are particularly important today because of the many conflicting pressures on young people.

The Education Act 1996

This policy makes reference to DFEE 0116/2000 SRE Guidance

Merseyside Health 2000 Report in conjunction with other local and National reports on Teenage Pregnancy

OFSTED – Sex and Relationships 2002

St Helens LA – Relationships and Sex Education Guidance 2002

St Helens Healthy Schools Standard

Every Child Matters Outcomes Framework 2005

OFSTED – Time for change? Personal, Social and Health Education April 2007

National Healthy Schools Programme 2005 – The National Healthy Schools Programme has standards that guide and accredit a Sex and Relationships Education programme in schools, within the context of PSHE.

Alternative Education Provision Service will endeavour to

- Consult with Parents, Pupils, Governors, LA and Health Professionals on all matters of the SRE Policy.
- Listen to the views of parents and pupils regarding Sex and Relationships Education and thus constantly evaluate the success of the programme delivered.
- Assess the needs of both teachers and pupils on a regular basis.
- Use local initiatives to inform and update practice.
- Regularly monitor the delivery of Sex and Relationships Education.

“Children will achieve most at school when both their health and learning needs are met” St Helens Healthy Schools Guidance 2002
2. SCHOOL DESCRIPTION

St Helens Pupil Referral Units are based on two sites in different areas of the town. The Units provide education for children, who are at risk of exclusion, or who have been temporarily or permanently excluded. The pupils stay with us until they either return to their ‘home’ school or an alternative provision is found.

3. MISSION STATEMENT & VALUES / ETHOS

**Vision**
To provide a high quality, personalised educational experience that meets learners’ needs and leads to success for all.

**Mission**
A positive and inclusive community where young people are encouraged to achieve high standards of progress and succeed in a supported, safe environment.

**Our Values / Principles**
- Individuals Aspirations Raised
- New Experiences
- Safety and Support
- Personalised Programmes
- Individuals Feeling Valued
- Respect
- Excellence in Learning

4. DEFINITIONS & TERMINOLOGY

The Education Act 1996 gives a definition of Sex and Relationships Education as including Education about HIV and AIDS.

All maintained secondary schools are required to include Sex and Relationships Education for all registered pupils at the school, as part of the curriculum of the school. The legal requirements also apply to all maintained special schools.

Section 403 of the Education Act 1996 requires that the LA, Governors and Headteacher, ‘shall take steps as are reasonably practicable to ensure that where Sex Education is given to any registered pupils at the school it is given in such a manner as to encourage pupils to have due regard to moral considerations and the value of family life.’

In the context of Every Child Matters 5 outcomes, Sex and Relationships Education will ensure:
- Better prevention through education about sex, relationships, contraception and self-esteem, with special attention to high-risk groups.
- Better support for young teenagers and teenage parents to ensure they finish their education, develop parenting skills and have identified a range of support networks.
- Co-ordination of links between Sex and Relationships Education and local contraception services.
- Pupils explore attitudes and values that develop positive sexual behaviours.

5. POLICY DEVELOPMENT & LINKS TO OTHER POLICIES

The people involved in producing this Sex and Relationships Education policy include the PRU Management Committee, LA Consultants, the Head of Service, The Teacher in Charge and PRU Staff.

This policy is linked to, and should be read in conjunction with the policies for,
• SMSC
• Drug Education
• Safeguarding
• Confidentiality
• Health and Safety
• Equality
• Behaviour Management
• Anti-bullying and Anti-harassment

To whom does this policy apply?

This policy applies to all of the following people when they are on the school premises: pupils, staff, governors, parents/carers and visitors.

Breaches of this policy by any of those mentioned will be dealt with by the Head of Service /Governing body. This policy also applies to pupils and staff when off-site when the staff are acting in loco parentis. Therefore, this includes all educational visits.

6. AIMS & OBJECTIVES OF SEX AND RELATIONSHIPS EDUCATION

Sex and Relationships Education should enable pupils to develop their knowledge, skills, attitudes and understanding about physical and emotional development and appreciate the benefits of a healthy lifestyle, relating this to their own and others’ actions.

Sex and Relationships Education should:
- Provide accurate information
- Correct misunderstandings
- Build on knowledge and understanding
- Explore attitudes and values towards positive sexual behaviour
- Develop pupils’ understanding of rules and laws relating to sexual activity
- Develop pupils’ interpersonal skills
- Develop pupils’ self-awareness and self-esteem
- Explore the risks and consequences of their own and others’ actions relating to sexual activity

And:
- Be relevant to the needs of pupils and the schools community

OFSTED 2007 say,
- In the case of SRE, young people do not just want the biological facts but want to talk about feelings and relationships
- Key Stage 3 needs to take sufficient account of pupils' learning at Key Stage 2
- Research suggests that education and strategies that promote abstinence but withhold information about contraception can place young people at a higher risk of pregnancy and sexually transmitted infections
- Effective SRE programmes ensure that discussion of issues of sexuality and different sexual choices takes place
- Effective SRE should help pupils to develop the personal skills they will need if they are to establish and maintain relationships and make informed choices and decisions about their health and well-being.

Within Alternative Provision Service we aim to provide our pupils with the knowledge, understanding and skills to enable them to make the sort of choices that lead to a positive attitude towards a healthy lifestyle and to develop their full potential.

Our Sex and Relationships Programme will:
- Be appropriate to the age and stage of development of the individual
- Be taught with sensitivity and sympathy towards individual, personal and family circumstances in order to avoid hurt or distress
- Enable each pupil to develop confidence and self-esteem
- Raise pupil awareness in order that they are able to make informed choices and responsible decisions about their own sexual behaviour
- Provide pupils with knowledge and information about puberty and change, feelings, relationships, reproduction and responsibility
- Enable pupils to openly discuss questions related to Sex and Relationships and so provide a safe environment for young people to share their thoughts and ideas
- Help pupils to respect their own bodies and in so doing reduce the risk of abuse or teenage pregnancy
- Provide signposting facilities for pupils to appropriate external agencies when necessary
- Ensure that pupils are taught about Sex and Relationships in a consistent manner, following guidelines agreed by LA, Governors, parents and staff

Schemes of work may be developed in consultation with LA Consultants and Health Professionals with regard to Local and National priorities.

7. EQUALITY OF OPPORTUNITY

Difference and Diversity in Culture, Disability, Faith and Gender
The challenge for teachers delivering Sex and Relationships Education within a multi-cultural and multi-faith society is to develop a curriculum and methodology that is open to all young people but which recognises, respects and celebrates differences.

It is up to schools to make sure that the needs of all pupils are met in their SRE programme. Young people, whatever their sexuality, need to feel that Sex and Relationships Education is relevant to them. The Secretary of State for Education and Employment is clear that teachers should be able to deal honestly and sensitively with questions and offer support.

The school will not tolerate any kind of bullying, including that of a homophobic nature. Refer to the school anti-bullying policy.

Additional Needs
The Government states that care must be taken not to marginalise Sex and Relationships Education in Special Schools as it is essential for the pupil’s developing sexuality as well tackling the issues of personal safety and appropriate behaviour.

The school is aware that due consideration should be given to the educational entitlement of all the pupils in its care and that they are taught appropriately. Where necessary we will seek guidance, advice and resources from the LA.

8. ORGANISATION, PRACTICE & IMPLEMENTATION OF SRE

Sex and Relationships Education at the Units is regarded as a whole school issue and opportunities to teach about the importance of living a healthy lifestyle occur throughout the curriculum.

At KS1 and KS2 SRE is taught at age appropriate levels in the PSHCE and Science lessons.

At KS3 pupils have a formal 45 minute PSHCE lesson twice a week. SRE is one of the taught modules of PSHCE.

At KS4 SRE is delivered as part of the Life Skills curriculum. Pupils have between one and three 50 minute Life Skills lessons per week depending on their provision. Pupils are able to gain accreditation for SRE via the AQA units.

Sex and Relationships is delivered in a clear, concise and consistent manner in line with National and Local guidelines.

ICT LINKS
The appropriate use of ICT resources is used to augment and enhance the pupil’s Sex and Relationships Education.
STAFFING
Rachel Guyer, KS3 Teacher In Charge, has responsibility for Sex and Relationships Education, in consultation with the Head of Service. Training needs include CPD Certification, INSET training and individual staff development training where appropriate.

THE USE OF VISITORS/OUTSIDE AGENCIES
Visiting facilitators (e.g. theatre companies, external partnership agencies such as the school nurse, etc.) can enhance the delivery of Sex and relationship Education and some pupils do respond better if they perceive the deliverer to be an 'expert' rather than their 'normal' teacher.

However, visitors will only be used in the programme if they can offer an expertise, approach or pupil response that cannot be achieved by the teachers. Where visitors and outside agencies are involved, their contribution must have been planned as part of an overall programme of Sex and Relationship Education. Their contribution should complement the teaching already taking place in the school. The member of staff organising the session/event is responsible for ensuring that the content of sessions is appropriate and that the visitors are appropriately qualified with adequate background checks where applicable.

TEACHING AND LEARNING
The teacher responsible will have a written record of their planning for the delivery and implementation of the Sex and Relationships Education programme and will evaluate the programme and its delivery after implementation.

Schemes of work are in place for well-structured lessons with clear intended learning outcomes. Lessons use a range of teaching styles in which active learning plays a major part, maximising pupil participation. Staff carefully manage discussions of sensitive and controversial issues. All staff are informed of issues which may be particularly pertinent for individual pupils. This may also lead to the adaptation of the programme taught.

Groupings used in lessons aim to maximise participation and facilitate the ability of pupils to learn from their peers experiences. Monitoring should be both formal and informal and may include the scrutinising of planning, classroom observation, peer teaching, sampling of work and discussions with children.

9. RESOURCES

Resources support the school's agreed aims, the aims of lessons and the objectives and values framework for Sex and Relationships Education
Resources conform to the legal requirements of Sex and Relationships Education
Resources are appropriate to the needs of the pupils
Resources avoid racism, sexism, gender and homophobic stereotyping
Resources portray positive images of a range of young people
Resources can be used as discussion materials
Resources are adaptable for use with all pupils
Resources are factual and up to date
Clear instructions on use of the resources are included – pupil and teacher information is separated and where appropriate handouts can be photocopied
Resources are well designed, durable and easy both to understand, use and store
Resources contribute to a broad, balances PSHE & Curriculum
Resources encourage active and participatory learning methods
The use of visiting experts should ensure that St Helens Healthy Schools Checklist for Supportive Partnerships is given due consideration
Outreach teams may deliver any sensitive areas of the programme, i.e. Sexually Transmitted Infections, Contraception or parenting sessions.
Eg. Theatre companies, external partnership agencies etc.
10. ROLES & RESPONSIBILITIES

THE ROLE OF THE TEACHER IN CHARGE
It is the responsibility of the Teacher in Charge that all staff and parents are informed about this policy and that it is implemented effectively. It is also the Teacher in Charge’s role to ensure that all the staff have appropriate support and training so that they can teach effectively and with sensitivity and understanding.

The Teacher in Charge will liaise with the co-ordinator, external agencies and the LA regarding the schools’ Sex and Relationships Education programme and thus ensure that all adults who work with pupils on these issues are aware of the school policy and work within its framework.

The Teacher in Charge will monitor the policy on a regular basis and report to the Governors on request.

THE ROLE OF THE MANAGEMENT COMMITTEE
The Management Committee of Pupil Referral Units must provide Sex and Relationships Education (including education about HIV/AIDS and other sexually transmitted infections) to all pupils. The Management Committee has the responsibility of setting down these general guidelines on Sex and Relationships Education, and will support the Teacher in Charge in implementing them. The Management Committee will inform and consult with parents about the Sex and Relationships Education policy. Management Committee will also liaise and consult with the LA and Health organisations so that the school’s policy is in line the National and Local Guidelines.

ROLE OF THE PARENTS AND CARERS
We wish to build a positive partnership with the parents of our children and this can only be achieved through mutual trust and co-operation. Parents are encouraged to support the school’s policy and programme for Sex and Relationships Education.

We aim to:
- Inform and consult with parents about the schools’ Sex and Relationships Education policy, programme and practice
- Answer parental questions about Sex and Relationships Education and where necessary signpost a parent to the relevant support agencies
- Inform parents about best practice with regard to current Sex and Relationships Education so that they may support the key messages being giving to the children in the school.
- Parents should be made aware of the Right of Withdrawal – Section 405 Education Act 1996
- All parents have the absolute right to withdraw their children from all or part of a Sex and Relationships Education programme, except for lessons that form part of the National Curriculum.

THE ROLE OF THE PUPILS
Pupils have many opportunities to give feedback during the Sex and Relationships Education programme of study. This information is used in planning and evaluation of the programme on an ongoing basis.

THE ROLE OF THE CO-ORDINATOR
The named SRE Co-ordinator is Rachel Guyer (KS3 Teacher in Charge)

The Co-ordinator will regularly attend LA meetings and courses. They will keep the Head of Service, PRU Management Committee and staff informed on up to date trends and current good practice.

THE ROLE OF THE WIDER COMMUNITY
Where applicable outside agencies will be invited into the Units to work with staff on the delivery of specific issues. E.g. sexual health matters, teenage pregnancies etc.
11. MONITORING, RECORDING & ASSESSMENT OF SRE

Due to the transient and variable nature of our pupil population the Sex and Relationships programme is tailored to meet the individual needs of the pupils present in the unit at the time of its teaching. As such, the evaluation of the SRE programme is ongoing. Pupil evaluation of the SRE programme is integral to the scheme of work and this also forms part of their assessment, as do the questionnaires and other lesson activities. Monitoring should be both formal and informal, and may include the scrutinising of planning.

12. CHILD PROTECTION & CONFIDENTIALITY

“Everyone in the Education Service shares an objective to help keep children and young people safe.” This is a shared objective from – Safeguarding Children in Education – September 2004

Confidentiality of young people cannot and must not be guaranteed by school staff. It is the responsibility of every member of staff to know and abide by the school's Child Protection procedures. If any member of staff has a concern about the safety of a pupil they must record their concerns and pass them on to the school’s Child Protection Co-ordinator. To do nothing is not an option. Pupils should know the rules regarding confidentiality and be reminded of them when appropriate.

Guidance on Confidentiality can be found as an appendix at the end of this policy.

13. MANAGING SPECIFIC SITUATIONS

If any related incident occurs then it should be made clear that the school is committed to addressing issues among young people and to this end will give the appropriate education and support, both to the pupil and parent or carer.

The school will retain the responsibility for dealing with incidents and take account of individual factors. Refer to appendix

In cases of related incidents, the school will inform parents and/or appropriate responsible adult about the issues. However, the following points will be taken into consideration:

- Young people involved will be consulted and informed about the home-school contract.
- A guidance procedure will be provided, on accessing external support.
- Develop home-school relationship to support the young person concerned.
- If possible, it be helpful to have young person present when parents are being told.
- The school and the parents will work together to support the child involved.

Refer to appendix

School will take into consideration any Safeguarding or Child Protection issues that may affect a situation. If any matter or incident is disclosed it will be dealt with in accordance to the school's Safeguarding Policy.

14. MONITORING & EVALUATION OF POLICY

Denise Clayton Head of Service

15. REVIEW

The staff and Governors agreed this policy on November 2014 and it will be reviewed again in November 2016 unless there are changes to National and Local Guidelines

Completed with the assistance of Barbara Constantine, PSHE and Citizenship Consultant
CONFIDENTIALITY POLICY OF Launchpad Alternative Provision Secondary School

What is confidentiality?

CONFIDENTIALITY (NOUN) DERIVED FROM CONFIDENTIAL -INTENDED TO BE KEPT SECRET, INDICATING THAT WHAT ONE SAYS IS PRIVATE OR SECRET.

TO CONFIDE (VERB) TELL SOMEONE ABOUT A SECRET OR PRIVATE MATTER WHILE TRUSTING THEM NOT TO REPEAT IT TO OTHERS.

*Oxford English Dictionary*

Confidentiality can mean very different things to different people or groups of people. In the context of a large organisation like a school it is important that everyone knows and understands what is meant by Confidentiality.

**THE AIM OF THIS DOCUMENT**

This guide aims to raise awareness of Confidentiality for staff, parents and pupils. Whilst it is important that this document is not too prescriptive it should offer all staff working directly with pupils, some guidance on dealing with a variety of situations and disclosures. It is hoped that it will help in bridging the gap between general pupil support and the identification of Child Protection issues.

It is essential that parents and pupils have a clear understanding of the pastoral support available to their son or daughter within the school. This give parents reassurance and staff greater confidence when called upon in a supporting situation.

‘It is only in the most exceptional circumstance that schools should be in the position of having to handle information without parental knowledge. Where younger pupils are involved this will be grounds for serious concern and Child Protection issues should be addressed.’

*(Sex and Relationship Guidance 2000 DfE 0116/2000)*

Given the potential for uncertainty and ambiguity, it is vital that everyone working in school is aware of the boundaries of their legal professional roles and responsibilities, so that they can work together to ensure the best interests of the pupils. This includes supply staff, students and visitors.

**THE LAW ON CONFIDENTIALITY IN SCHOOLS**

Although there are laws relating generally to Sex and Relationships Education and a general legal requirement for Sex and Relationships Education to encourage ‘due regard to moral considerations and to the value of family life’ there is no legislation specifically to confidentiality in schools. There is guidance on confidentiality but this is not legally binding, See Sex and Relationships Guidance 2000 Ref: DfE 0116/2000

*Pupils have the right to expect schools to provide a safe and secure environment. Any fears or worries that they bring into the classroom should not go unnoticed by staff. Teachers should be aware that effective Sex and Relationships Education which brings an understanding of what is and is not acceptable in a relationship, can lead to disclosure of a Child Protection issue.*

**LINES OF RESPONSIBILITY & REFERRAL**

Even if some of those working in schools are unable to offer absolute confidentiality to a young person, they can and should be honest and open about the terms of the relationship that they can offer, and understand those of other professionals.

It is possible for young people to identify any number of adults as someone who is approachable, trustworthy and responsible.
As such, disclosures can take place at any time, anywhere and with anyone from reception staff to PE teacher, Learning Mentor to Dinner Lady not forgetting a plethora of external agencies including School Nurses. Disclosure from pupils may take place at an inappropriate moment or in an inappropriate place. If this happens the adult should talk again to the pupil individually as soon as possible before the end of the day.

All staff at Launchpad Alternative Provision will be made aware of the internal lines of responsibility within the school and some guidance on how to link in with other agencies that may be involved and this should be made part of a staff induction for new staff and can be reviewed intermittently through inset.

**THE DISCLOSURE PATHWAY**
- The teacher/adult will approach the designated member of staff
- The school Safeguarding/Child Protection Procedures will be followed
- The designated member of staff will make sensitive arrangements, in discussion with the pupil, to ensure that parents/carers are informed

**If approached by a member of staff or adult they should:**
- Tell the pupil straightaway (preferably before they disclose anything) that they may have to involve another member of staff or inform their parents.
- Ask the pupil if they still want to talk about it or would they prefer to speak with someone who may be able to treat it more confidentially i.e school nurse
- Ask the pupil what they would like to happen to resolve the situation they have raised.

**HEALTH PROFESSIONALS**
Effective Sex and Relationships Education should enable and encourage young people to talk to a trusted adult if they are having sex or are contemplating doing so. It is desirable, although not always possible, that that person should be their parent or carer. **The law allows health professionals to see and in some circumstances treat young people confidentially.** In order to be able to take responsibility for their actions, young people need to be more generally aware of the law relating to sexual activity, and in local confidential services.

Health professionals are bound by their professional codes of conduct to maintain confidentiality. **When working in the classroom they are bound by the confidentiality policy of the school.** In line with best practice guidelines they will seek to protect privacy and prevent inappropriate disclosures by negotiating ground rules and using distancing techniques.

**THE ‘FRASER’ GUIDELINES FOR HEALTH PROFESSIONALS**

In 1985, Lord Fraser said in judgement of the Gillick case that a doctor can give contraceptive advice or treatment to a person under 16 without parental consent, providing the doctor is satisfied of the criteria below. These guidelines, known as the ‘Fraser’ guidelines, are only legally binding for doctors but they represent good practice for other Health Professionals.
Criteria for the ‘Fraser’ Guidelines:

- The young person will understand the advice
- The young person cannot be persuaded to tell his or her parents or to allow the doctor to tell them that they are seeking contraceptive advice
- The young person is likely to begin or continue having unprotected sex with or without contraceptive treatment
- The young person’s physical or mental health are likely to suffer unless he or she receives contraceptive advice or treatment
- It is in the young person’s best interest to give contraceptive advice or treatment

GENERAL RULES

- All staff must ensure that they do not promise to keep secrets for pupils.
- Students and parents/carers must be made aware of the school confidentiality policy
- Advice and support should be sought through the Child-protection co-ordinator. Gut instincts should not be ignored and the Child-protection co-ordinator can help to clarify any concerns.
  If you are unsure, worried or just can’t put your finger on it - go to your Child-Protection Co-ordinator.
- Pupils should be made aware that information may be shared with other staff / agencies where there is a cause for concern and that this will be done with their consent.
  There may be occasions where seeking their consent can be over-ridden e.g. the pupil is uncooperative and at significant risk, that seeking their consent will enable them to put themselves as risk.
- If a pupil has great anxieties about involving parents it may be necessary to check with the Child Protection Co-ordinator to see if there are any historical issues that inform you. Ask yourself if you have been convinced that involving parents will put the pupil at significant risk.
- Always tell the pupil what you are going to do next.
- Be re-assuring!

HEALTHY SCHOOLS STANDARDS

The Healthy Schools Standard in Sex and Relationships Education has been set to enable schools to sensitively and systematically offer a comprehensive curriculum and support package around the sensitive issues covered in this subject area. As such it is recommended that by achieving this standard schools will be ensuring a quality provision of education and support recognised locally and nationally.

DOMESTIC ABUSE

There can be a high rate of domestic violence in young peoples’ relationships. Jealousy, alcohol, immaturity are all contributing factors.
It is as important to build self-esteem and confidence into the curriculum for all students teaching them how to manage powerful feelings and feelings of inadequacy and frustration, ownership and independence. There are several agencies that have worked successfully with primary and secondary schools to address the support needs of pupils as well as undertaking awareness raising sessions for staff and pupils.
St Helens MBC would like to thank Gateshead PCT and The Teesside Drugs Education Team for allowing us to reference and use some areas of their Confidentiality policies and Guidance.

Completed with the assistance of Barbara Constantine, PSHE and Citizenship Consultant

Head of Service

Chair of Management Committee

Date