



# PSHE

(including sex education)

# Policy

# 2017

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Ratified by: <b>TCOLC GOVERNORS' PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE COMMITTEE</b>	Naresh Chauhan	Signature	Date:

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### **Basic Information:**

This policy covers our school's approach to PSHE and sex education. The policy has been drawn up by the Subject Coordinator for "learning and life skills / personal, social and enterprise" in consultation with all teaching staff, other school staff, parents/carers, pupils, governors, members of the wider school community and other agencies. This policy is in line with guidance from the DfES ([www.dfes.gov.uk](http://www.dfes.gov.uk)).

### **How will the policy be made available to parents, carers and the wider community?**

Parents and carers will be informed about the policy through written notification, the school website, the school newsletter and the school prospectus. The policy is available in the staff handbook and is referred to in relevant areas of the curriculum. This document is freely available to the entire school community. Translations of the policy into other languages are made available.

### **Overall school aims and objectives**

Our vision is to develop an inclusive, dynamic, high achieving learning community, where all students and staff are happy, whilst being supported and encouraged to be ambitious, achieve personal success and make a positive difference to their world.

*Be happy, be ambitious, make a difference.*

### Four themes

Teaching and Learning

Standards, Progress and Intervention

Support

Leadership

### Eight Priorities

1. Increase literacy levels
2. Identify and address underachievement
3. Teaching and learning is at least good
4. Create a motivating, inspiring, flexible curriculum
5. *All* students make at least good progress
6. Good behaviour supports at least good learning
7. Leadership is good at all levels

The City of Leicester College believes that the wider development of students, including their personal, social and health education is essential to enable young people to achieve happiness, to develop and achieve ambitions and to make a difference in the world. PSHE not only makes these values explicit but contributes to securing this ethos within the school.

### **Responsibility and Liability**

All members of staff remain personally responsible for ensuring that they act within the law. The College Leadership Team are responsible for ensuring that all staff perform their duties in a lawful manner and that proper training and support is provided accordingly. In certain circumstances the Governing Body could be vicariously liable for actions carried out by staff purportedly in the College's name. Any member of staff may be personally liable if, whilst on College business and despite guidance and training from the College, they behave illegally.

### **Creating a safe and supportive learning environment**

We will create a safe and supportive learning environment by involving students in establishing clear ground rules for all PSHE lessons. These will include the need for mutual respect and supportiveness.

It will be made clear to pupils that we do not offer complete confidentiality and may need to pass on certain information to designated child protection staff and outside agencies. However, certain personal information can be kept confidential, (for example if a student requests advice or support over a personal issue that does not constitute a safeguarding concern).

Students will be reminded that "ON CALL" gives us the capacity to provide an immediate response to incidents of a wide range. We will also remind students of how to access the services of Mentors, the Councillor or a School Nurse.

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by immediately passing on relevant information to the designated child protection staff within school. The member of staff reporting such an issue must satisfy themselves that it has been fully dealt with and take further action if necessary to ensure that this is followed up.

Additionally, staff will encourage pupils to adopt safe and responsible practices and deal sensibly with risk e.g.

- When attending alternative educational or work related provision
- Using the internet
- If they come into contact with groups that encourage violence.

### **Equality and Diversity**

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by providing an inclusive and supportive study and work environment which affirms the equal and fair treatment of individuals in fulfilling their potential and does not afford unfair privilege to any individual or group. We challenge inequality and less favourable treatment and promote an environment free of harassment and bullying on any grounds in relation to all. In these respects we contribute to the implementation of the school's equality and diversity policy.

Teaching will take into account the ability, age, readiness and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHE education provision.

We promote an appreciation and respect for Leicester's diverse population and teach pupils of the importance of making their own contribution to the life of our community. We will tailor our curriculum as necessary to ensure that equality for all is promoted, for example by focusing on respect for particular groups of people in response to current affairs. This is one of many ways that PSHE contributes to the development of SMSC as well as community cohesion within and beyond our college.

### **The aims and objectives of our programme**

Our programme aims to ensure that students have a developing awareness of how to respond safely to the range of personal, social and health issues that may arise as they grow up. We think that this is crucial to building a happy, successful life and to being able to support others in such areas. We believe that there is a close relationship between these areas of students' development and those involved in citizenship. We therefore teach these subject areas together which enables us to draw out and highlight areas that overlap. We also want to explicitly link the teaching of PSHE with the content and skills of other disciplines. For this reason we aim to use cross-curricular approaches (for example using drama to deliver some PSHE) in such a way that the different subjects complement each other.

**Additionally, the PSHE programme at The City of Leicester College has the following emphases:**

- To support and develop the self-esteem of all pupils.
- To encourage care and respect and responsibility towards others.
- To impart knowledge, develop skills and explore values regarding the physical, sexual, moral, social and vocational self.
- To develop skills for building personal relationships.
- To recognise the worth of pupils' own and others' achievements.
- To enable pupils to take increasing responsibility for their own learning and behaviour.

**Our intended outcomes**

Please see the "Overview" document for PSHE (Appendix 1). This lists the skills and content that we aim to develop in our students across each school year. These include SMSC, sex and drugs education, economic and personal wellbeing and work-related learning.

Our aim is for students to learn actively, rather than passively receiving information. They will be provided with opportunities to clarify their values and beliefs and rehearse and develop enquiry and interpersonal skills.

Equally, we want our students to acquire comprehensive knowledge of balanced, factual content (outlined in appendix 1). This is to enable their present and future risk assessment skills, decision making and management.

**Key Principles and Teaching Methodology**

To facilitate pupils' learning in PSHE:

- ✓ The purpose of each lesson is made clear
- ✓ Appropriate learning experiences are planned and meet the needs of all the pupils in the class
- ✓ We provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge and understanding
- ✓ Time is given for pupils to reflect, consolidate and apply their learning
- ✓ Pupils are encouraged to take responsibility for their own learning and to record their own progress
- ✓ Attention is given to developing a safe and secure classroom climate
- ✓ Staff training needs are met

We start PSHE from 'where pupils are'. We recognise that they may bring: prior understanding, almost understanding, misunderstanding, or gaps in understanding to any issue. It is important that pupils are encouraged to share this prior knowledge with us. We will enable this through discussions and summative assessments.

Research shows that attempts to scare young people into making a healthy choice rarely work, and can seriously 'backfire' – it may inadvertently create excitement, curiosity or even status among pupils who accept the risk. This does not mean the true consequences of the lifestyle choice should not be made clear, but we believe balance is important. We will ensure that sessions, including those on risky behaviours remain positive in tone by providing students with all the information to enable them to make an informed decision of their own.

Pupils frequently overestimate how often their peers take part in risky behaviours and feel that they are the 'odd ones out'. We therefore think they must be reassured that, in reality, the majority of young people make positive, healthy lifestyle choices.

It is important that pupils are helped to make connections between the learning they receive in PSHE education and their current and future 'real life' experiences. This is one of the reasons that we offer cross-curricular learning of PSHE in year 9.

There is a protocol for involving outside visitors. Teachers will ensure that visitors are accompanied at all times in school. The teacher will always be present to manage the learning and ensure that learning outcomes and objectives have been agreed in advance. Any input from visitors should be part of a planned, developmental programme.

Staff will receive training on handling difficult and sensitive issues and guidelines issued where appropriate.

### **What topics will be covered and when?**

In year 7 students have one hour per week of "learning and life skills / personal, social and enterprise". These lessons incorporate both PSHE (including sex and relationships education: SRE) and citizenship. In years 8 & 9 PSHE (including SRE) is delivered by drama specialists enabling a more active cross curricular approach to the exploration of the course. In year 10 students receive one hour per week of "learning and life skills / personal, social and enterprise". This again includes both PSHE (including SRE) and citizenship. Many of the

above lessons are delivered by a senior members of staff and some by other members of the teaching team.

As with most subjects PSHE education gradually builds key concepts and skills through topics that are relevant to children's age and stage of development. They will all have opportunities to learn about:

**Relationships:** developing and maintaining positive relationships; dealing with negative relationship (which may include bullying and sexual violence); how to communicate effectively.

**Health:** healthy lifestyles, healthy eating and exercising; mental and emotional health; drug, alcohol and tobacco education.

**Personal Finance:** savings, debt management and budgeting.

**Risk:** financial and careers choices; personal safety; internet safety and violent incidents.

**Career Choices:** enterprise, business and finance.

The core curriculum is supported with a programme of extra-curricular events and activities which differ each year. Some aspects of the syllabus are further developed in tutorials and assemblies.

### **How we assess learning**

As with any learning process, assessment of pupils' personal, social and emotional development is important. It provides information, which indicates pupils' progress and achievement, and informs the development of the programme.

Pupils do not pass or fail within this area, but have the opportunity to reflect on their own learning and personal experiences, and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on pupils' self-awareness and self-esteem and is recording by assessing a student's attitude to learning.

A range of different formative and summative strategies will be used. These will include use of assessment for learning techniques within each lesson. Regular opportunities will be provided for self, peer and teacher assessment of work, including oral and written feedback. The combination of all of these approaches will enable teachers to accurately record and measure students' attitude to learning.

### **How we ensure inclusion and differentiate learning**

As per the school's "Inclusion" and "Equality and Diversity" policies, we are committed to making sure that all pupils have equal access to our PSHE education programme. We will respect pupils' unique starting points and be aware that they may or may not have considered certain aspects of identity and that these may be emerging. For example: culture, sexual orientation, gender identity or faith. Race equality and ethnic and cultural diversity are promoted in PSHE and all discrimination is challenged in our teaching and learning. Every effort is made to ensure that all pupils have equal access to the mainstream curriculum, by taking account of their individual cultural backgrounds and linguistic needs, and by targeting work appropriately.

We will ensure that pupils with special educational needs receive access to PSHE education through careful differentiation of content and teaching methods. We will work alongside teaching assistants where appropriate according to the needs of each child.

### **How parents and carers are involved**

We are committed to working with parents and carers over the delivery of PSHE. We aim to consult regularly with them over our policies relating to PSHE and sex education. We will offer support by providing engaging homework that those at home can support pupils with. Parents and carers are welcome to contact the school at any time if they wish to discuss matters relating to PSHE in more depth with a teacher of the subject.

We will communicate to parents about their right to withdraw their children from any and every aspect of sex education that is not taught as part of the statutory curriculum. We will do this by providing information via newsletters, the school website and consultations.

### **How we ensure the curriculum is balanced**

While promoting all of the values described above, we will ensure that pupils are offered a balanced programme by providing a range of viewpoints on issues studied. We want students to develop as broad-minded individuals who are aware of the complexities of moral arguments. However, our priority is always to ensure that students learn what is needed to remain safe and happy with their human rights being protected.

### **How we ensure that our equalities obligations are fulfilled**

We will ensure equality by using lessons to help pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help). Also each teacher will

make it their responsibility to get to know the students so that they can cater adequately for their specific needs and differences. Regular assessments, monitoring of data and interventions will help us to determine the needs of different pupils. In addition, we will work alongside our “Inclusion” team so that we are up to date over any changes in students’ personal circumstances.

We will review this policy in July 2017 in light of the changes to the syllabus this year and any relevant matters arising either within school or the wider community. Following this the policy will be revised every two years unless there are further issues or changes arising from the Department of Education and/ or society, whereby the policy should be reviewed to accommodate these.

### **Who is responsible for teaching the programme?**

The programme will be overseen by the Hub Leader and coordinated by the Subject Coordinator. It will be taught by a mixture of specialist and non-specialist teachers. In years 8 & 9 it will be delivered solely by drama teachers with the support of a PSHE specialist. Whilst all teaching and learning sessions will be led by teachers, some sessions will also be supported by external speakers, such as nurses or outside agencies.

### **The role of the health shop within the programme.**

The Health shop programme is the involvement of a school nurse (Lisa Popple) who provides regular scheduled drop-ins as well as arranging appointments and sign posting students to outside agencies for all aspects of their health and well-being. The school nurse is available at break and lunchtimes in inclusion for students to attend on Thursdays. Students are made aware that conversations with the school nurse are confidential unless the issues discussed concern child protection issues in which case the nurse is under an obligation to report to the schools designated child protection officer.

### **How the PSHE education policy links to other school policies and other subjects on the curriculum**

This policy supports and complements the following policies:

- Bullying
- Safeguarding / Child protection
- Drug education and the management of drug-related incidents
- Food and Drink

Learning in PSHE will link to and complement learning in: drama (through the years 8 & 9 cross-curricular lessons), I.T. (e.g. over matters of I.T. safety), religious studies and maths (e.g. in relation to financial education) as well as other subjects.

### **How pupils' questions are answered**

Teachers will generally want to answer pupils' questions immediately. However, there will be times where it is best practice for the teacher to ask the student to wait for an answer until they have been able to consult with other staff and the leadership team to construct the most appropriate answer.

Another best practice that we aim to use is to provide a question box where pupils who are not comfortable raising questions in an open setting may ask questions to be responded to at a later date.

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# **Sex and Relationships Education Policy**

This area of policy covers our school's approach to the teaching of curriculum related to sex and relationships education. It is an aspect of our PSHE policy that is the statutory responsibility of the school's governing body. **It has been originally produced in consultation with the parent body to reflect the values of the community (unlike other areas of the taught curriculum, which are the responsibility of teachers or prescribed by the national curriculum).**

The creation and use of this policy is in keeping with the 2006 Education and Inspections Act which requires Governing Bodies 'to promote the well-being of pupils at the school'. It will be reviewed in line with the rest of the PSHE policy.

Our school's statement of intent or beliefs through the aims of SRE

Central to the City of Leicester College's purpose is supporting the wider development of students, (including their personal, social and health education), to help them to: **be happy, be ambitious and make a difference**. Providing a strong SRE curriculum is an essential dimension of these broad aims.

Our delivery of SRE also contributes to the spiritual, moral, cultural, mental and physical development of pupils. Furthermore, it helps us in preparing them for the opportunities, responsibilities and experiences of later life. (*Education Act 2002*)

Given the very diverse make-up of our student population, we are particularly mindful that "sex and relationships education must be sensitive to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes." In spite of any such developments, our, "...overarching principle is to ensure the present and future wellbeing of pupils and to meet their learning needs." (*Guidance on producing your school's SRE policy* – PSHE Association 2013). Related to this, our teaching of SRE also has the aim of helping to develop a climate of mutual respect and tolerance between those of different faiths, cultures, races, genders and sexual orientations.

In addition to PSHE lessons, our science curriculum covers basic human biology as this is statutory in maintained schools. In PSHE our young people have the opportunity to consider what this knowledge and understanding means to them and to develop the skills and strategies they will need to apply this knowledge in their lives.

#### Our agreed approach to SRE in the curriculum (including our rationale and values)

We define sex and relationships education as lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. We consider this as an entitlement for all young people.

We also believe that SRE should support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types and acceptance of different approaches. We encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure.

We aim to generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.

We recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes. We will provide materials that students and parents can discuss together and offer further support where requested. Parents will be notified if particularly sensitive issues are being covered in school so they are aware in advance. Furthermore, parents will be informed of their legal right to withdraw their children from all or part of any SRE provided, with the exception of the biological aspects necessary under national curriculum science. If a child is withdrawn from certain aspects of SRE alternative provision will be made for them in a different classroom. Materials will be provided so the parents can help the child's learning in a way that they feel comfortable with.

We also recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

We are statutorily required to teach SRE at key stages 3 and 4, providing a comprehensive body of knowledge and understanding about sexual health to manage fertility and avoid infection. The precise nature of this education needs to reflect the developing physical and emotional maturity of the students across the age ranges. This is crucial to ensure adequate self-understanding and ability to make safe choices as young people grow up.

#### Our school's aims and intended outcomes through the objectives of SRE

Our aim in SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our SRE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for sex and relationship issues.

- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships.

The skills and knowledge that we want students to build up fit into these areas:

#### Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour.

#### Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

#### Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

Due to the diverse backgrounds of our students our programme must, “be sensitive to differing views within these backgrounds but must ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.” This must include, “...clear, impartial scientific information on matters such as abortion as well as covering the law in relation to, for example, forced-marriage and female genital mutilation. It

should also cover the concept of, and legislation relating to, equality.” Our provision of SRE must cater for all and be, “...respectful of how pupils choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender identity may be ‘emerging’.” (*Guidance on producing your school’s SRE policy* – PSHE Association 2013)

A priority of our SRE work is to ensure that pupils know where to get help on personal concerns such as abuse and sexual health both inside and outside the school.

Our curriculum must ensure that pupils can recognise ways they could put themselves at risk through the use of technology. These can include risks to their emotional and physical wellbeing and safety and their personal reputation. Students learn about these risks, the law as it pertains to the sharing and downloading of images and information and safe ways of sharing personal information, social networking, online dating and sharing images.

Another key outcome of our SRE work should be that students understand the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help.

For full details of the content that will be covered in SRE within the curriculum, please see Appendix 1, “PSHE overview”. Assessment of SRE will be as described in the section above over assessment of PSHE in general.

Colleagues should familiarise themselves with the SRE elements of the PSHE Education Programme of Study at: <https://www.pshe-association.org.uk/uploads/media/27/8004.pdf>  
Also the advice at: <http://www.sexeducationforum.org.uk/media/17706/sreadvice.pdf>

### Inclusion:

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

### *Students with Special Needs*

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

## *Sexual Identity and Sexual Orientation*

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

### Detail of the range of issues covered and methodology used to enable learning in SRE.

Throughout KS3 and also in year 10 SRE is specifically delivered through PSHE (Learning and Life Skills/Personal, Social and Enterprise), Science, R.S. and pastoral lessons. Please see appendix 1: PSHE overview for details. It is taught by a range of specialist and non-specialist teachers. Where non-specialist teachers are used training is arranged. Support will be provided by Teaching Assistants, Mentors, Achievement Co-ordinators, Tutors and the School Councillor.

SRE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by other students taking part in the lesson (**NB: staff never offer confidentiality in case of child protection issues however**). When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

### School nurse provision

The school nurse (Lisa Pople) provides regular scheduled drop-ins as well as arranging appointments and sign posting students to outside agencies for all aspects of their health and well-being, this includes aspects of sexual health and contraceptive distribution and advice. The college supports the distribution by the school nurse of condoms as a form of contraception to both female and male students. All other forms of contraceptives cannot be

administered or given by the school nurse but advice may be given. Students are made aware that conversations with the school nurse are confidential unless the issues discussed concern child protection issues in which case the nurse is under an obligation to report to the schools designated child protection officer.

All colleagues should familiarise themselves with the resources available at:

<http://www.sexeducationforum.org.uk/>

### Safeguarding / Confidentiality

The Child Protection Policy, including detail on confidentiality is available via the staff handbook, school website or by contacting the College office.

If we have any reason to believe that a child may be at risk we are required to immediately report this to one of the designated child protection officers within school. Those are currently: Ms A Gregory (Headteacher), Ms H Foster, Mr J Andrews, Mr W Morris (Deputy Headteachers) and Ms K Anderson (Mentor/Counsellor).

Should a child protection matter arise and none of the designated staff be immediately available, there are a number of trained staff to whom a referral should be made:

Ms J Green ( College Leader)

It is the responsibility of the member of staff reporting the issue to check that it has been acted upon and, if necessary, to continue following this up with other designated staff to ensure that the child is safe.

No one working with children can agree confidentiality if a child is thought to be at risk. See school's confidentiality policy. All visitors to the classroom are bound by our school's policy on confidentiality, regardless of whether they or their organisation has a different policy. Visitors must therefore be made aware of this. Staff should ensure that there are appropriate opportunities for pupils to access confidential support after the lesson if this is needed.

### How the SRE policy links to other school policies:

This policy links to the following other policies:

Anti-bullying 2014

Child Protection 2015

Safe E-Learning and Acceptable ICT Use 2011

Learning about SRE will help students to understand the importance of avoiding discriminatory behaviours and respecting one another's differences. It will ensure that all students are aware of how to remain safe and get help about worries relating to safeguarding issues. This also applies to their online behaviour and safety. SRE education in our college therefore complements learning in ICT lessons that addresses these issues. Please see specific detail of curriculum content relating to this area on appendix 1: *PSHE overview*.

How will children's questions be answered?

Please see explanation over this point given above in relation to the wider PSHE policy.

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## Preventing Radicalisation Policy

### **Background**

This 'Preventing Radicalisation Policy' is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

### **Ethos**

At The City of Leicester College we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented

effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

We have a duty to prepare our children for life in modern Britain and to keep them safe.

Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

### **Statutory Duties**

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2015)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2015)

### **Non-statutory Guidance**

Delete either the first bullet point or the second, depending on your school status

- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools (DfE 2014)

### **Related Policies**

Child Protection 2015

Safe E-Learning and Acceptable ICT Use 2011

- Staff Code of Conduct

### **Definitions**

Extremism is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

### **Roles and Responsibilities**

Role of the Governing Body

It is the role of the governing body to ensure that the school meets its statutory duties with regard to preventing radicalisation. The governing body has a nominated person who will liaise with the head teacher and other staff about issues to do with protecting children from radicalisation.

#### Role of the Head teacher

It is the role of the head teacher to:

- Ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis,
- ensure that the school's curriculum addresses the issues involved in radicalisation
- Ensure that staff conduct is consistent with preventing radicalisation

#### Role of Designated Safeguarding Lead

It is the role of the designated safeguarding lead to:

- Ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- Receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- Make referrals to appropriate agencies with regard to concerns about radicalisation
- Liaise with partners, including the local authority and the police
- Report to the governing body on these matters

#### Role of staff

It is the role of staff to understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

### **Internet Safety**

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our school blocks inappropriate content, including extremist content.

We also filter out social media, such as Facebook. Searches and web addresses are monitored and the ICT technicians will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found.

Where staff, students or visitors find unblocked extremist content they must report it to a senior member of staff. Pupils and staff know how to report internet content that is inappropriate or of concern.

### **Staff Training**

Staff will be given training to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training. Staff are updated as necessary in weekly safeguarding briefings.