

	<p>SLINGSBY CP SCHOOL</p> <p>Relationships and Sex Education (RSE) Policy</p>	<p>Date of Last Review</p> <p>September 2021</p> <p>Date for Review</p> <p>September 2022</p>
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Introduction

The aims of relationships and sex education (RSE) at Slingsby CP School are to:

- Provide a framework in which sensitive discussions can take place so that pupils have confidence to ask questions;
- To ensure that misconceptions are addressed so that pupils know more, remember more and understand more about RSE;
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- Help pupils develop feelings of self-respect, confidence and empathy;
- To encourage and assist in establishing healthy relationships;
- Create a positive culture around issues of sexuality and relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies;
- To equip children with the knowledge and skills to assist them to stay safe on and offline.

The school's commitment to promoting the personal and social development, health and wellbeing of its pupils is evident in the school ethos and culture and is reflected in its policies and in the breadth of the curriculum. Because of the personal and social nature of the topics covered in RSE, values and attitudes are a central part of the learning and moral development. Therefore, the whole school ethos and values support a safe learning environment for RSE.

Policy development

This policy has been developed in consultation with staff. Parents and carers were provided with a "Guide to Parents" regarding the new RSE curriculum in October 2019 and a further detailed consultation letter from the Head Teacher setting out an overview in December 2019. The Consultation period was two months in which parents and carers were asked to complete and return a response form and given the opportunity to ask for a meeting with the Head Teacher if they had any questions or concerns. Some parents requested a meeting with the Head Teacher to discuss the curriculum further. Due to Covid-19, however, and the subsequent school closures, the follow-up meetings with the parents had been postponed but the Head Teacher has now followed up all questions and queries.

The consultation and policy development process has involved the following steps:

1. Review – All relevant information including relevant national and local guidance was collated and used to form the policy.
2. Staff consultation – All school staff were given the opportunity to look at this policy and provide feedback.

3. Parent/Carer consultation – Parents and carers were provided with a written overview of the new curriculum and asked for their comments.
4. Ratification – Once amendments were made, the policy was shared with governors and ratified.

Government and Ofsted documentation

The Government announced that Relationships and Sex Education and Health Education will become statutory for all schools in September 2020. The final Relationships Education, Relationships and Sex Education and Health Education guidance was published in February 2020.

It was recommended that schools start to plan for these statutory requirements before September 2020 and they are incorporated in the planned PSHE curriculum that many schools are already providing. Schools that adopt the new curriculum early will still need to meet the current sex and relationship education statutory guidance from 2000.

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)

Sex education is not compulsory in primary schools but the content in the Government's new guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas. It is for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. The DfE do recommend that all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils. Therefore, at Slingsby School we have decided that in Year 5 and 6 the children are taught about puberty and **-in Year 6 only-** the conception of a baby, but nothing beyond this. If a cohort of children appear to be very mature and knowledgeable in this area, it will be for the class teacher, headteacher and PSHE lead to discuss how to extend the content of sex education to meet these children's needs.

What values underpin the school's RSE policy, aims, objectives and outcome for RSE?

The school's commitment to promoting the personal and social development, health and wellbeing of its pupils is evident in the school ethos and culture and is reflected in its policies and in the breadth of the curriculum. Because of the personal and social nature of the topics covered in RSE, values and attitudes are a central part of the learning and moral development. The whole school ethos and values need to support a safe learning environment for RSE.

Relationship and Sex Education (RSE)

The NYCC (2019) refers to relationship education as the following: "Relationships Education is learning about the emotional, social and physical aspects of growing up, relationships, gender, sexuality and sexual health. It helps pupils to 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 friendships and relationships, staying safe both on and offline. This enables them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.” Slingsby School fully supports this and wishes to use this definition.

NYCC (2019) defines sex education as the education about the act of human sexual intercourse. It is statutory for children to be taught about puberty and this will be done gradually and at an appropriate level and rate through the years. Years 4, 5 and 6 will learn about puberty.

The school’s approach to RSE consists of:

1. RSE being an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages.
2. PSHE lessons will be taught for approximately 40 minutes a week, in a discrete manner, RSE lessons being a part of these sessions. Staff are regularly updated and trained in RSE and PSHE.
3. Slingsby School wishes to work in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home.
4. Lessons are delivered so that pupils feel safe. This will be maintained by creating ground rules. Lessons will also encourage participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
5. Information taught in RSE lessons is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
6. Staff will promote safe, equal, caring and enjoyable relationships and discuss ‘real-life’ issues appropriate to the age and stage of pupils, including: friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
7. There will be a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
8. Teachers give pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views.
9. At the appropriate age/stage children will learn about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online.
10. Slingsby School fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life.
11. Slingsby School will meet the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities (See pupils with SEND).

Delivery of RSE and the Curriculum

Slingsby School believes that a successful Relationships Education, RSE and Health Education programme should be firmly embedded within the school's framework for PSHE, National Curriculum for Science and other supporting curriculum areas:

- The RSE curriculum is delivered e.g. through Science, PSHE lessons, ICT, RE, cross-curricular etc
- Class teachers are to deliver the RSE programme and will be regularly be updated as to changes and trained in these areas
- Explain the range of resources and teaching methods used and the methodology for selecting the resources
- State how effective provision is ensured for all learners (including SEND, ethnicity, faith, sexual orientation and gender)

The topic areas to be covered are as follows:

Relationships Education

- Families' and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Relationships Education is **compulsory** in all primary schools but sex education is not be compulsory for primary schools. It has been decided that at Slingsby CP School that the children in Year 5 & 6 will be taught about puberty and – in Year 6 only- the conception of a baby.

Health Education

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body (puberty)

Slingsby CP School provides a progressive curriculum for PSHE and inclusive in this RSE, that recaps and builds on previous knowledge (see appendix 1).

Assessing, monitoring, evaluating and reviewing RSE

RSE will be assessed in accordance with the school's policy for Assessment, Monitoring, Evaluating and Reviewing of Curriculum Subjects.

Assessment of the curriculum:

- Teachers are to complete the school's assessment proforma every term.
- Teachers are to add notes to their planning and also show evidence of activities/lessons in pupil RE/PSHE and science books, as they would all PSHE and science lessons. This will ensure evidence to be used to assess all pupils.
- Children from Reception onwards should take part in a baseline task (pictorial etc), and then complete the same task at the end of the series of lessons to show progress and areas that still need developing.
- We intend for children to take part in the 'Growing up in North Yorkshire survey bi-annually. This survey will support the monitoring and evaluation of the RSE provision and identify any emerging issues for pupils.

Monitoring and Evaluation

The RSE programme is regularly monitored and evaluated within the school's framework for teaching and learning and delivery of the curriculum. The views of pupils, parents/carers and staff are used to make changes and improvements to the programme on an ongoing basis.

- To review and plan the content and delivery of the programme of study for RSE
- To review resources and renew as appropriate
- To update training in line with current guidance and staff identified needs

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.

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. Slingsby School's RSE and Health Education is accessible for all pupils. This is particularly considered by teachers when planning teaching for pupils with

special educational needs and disabilities. Slingsby CP School delivers high quality teaching that is differentiated and personalised to ensure accessibility. Our school is mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND. Teachers take into consideration each child who has SEND might require their RSE being taught in a different way, on a 1:1 basis or the need for more sessions to cement the information taught.

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 may 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 and 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.

Right to Withdraw

Parents cannot withdraw from Relationships or Health education (which includes the puberty learning outcomes) from September 2020. Parents have no right to withdraw from aspects of the National Curriculum for Science. Maintained schools must follow the National Curriculum. There is no change here from the previous situation.

The only part of the RSE curriculum that a child can be withdrawn from is that identified as sex education in Year 6 - defined as act of human sexual intercourse.

Before granting a request to withdraw, the class teacher would discuss any concerns to see if the issues can be resolved. This could include looking at the curriculum content and age appropriate resources. This meeting will be documented.

If a pupil is withdrawn from sex education, it is the school's responsibility to ensure that the pupils receives appropriate, purposeful education during the period of withdrawal.

Religion and Belief

It is stated by the government that pupils from all faiths and cultures have an entitlement to RSE. Teaching effective RSE means being sensitive to the range of different values and beliefs within a multi-faith and multi-cultural society.

When teaching these subjects, the religious background of all pupils will be taken into account when planning teaching, so that the topics that are included in the governments Relationships, RSE and Health Education guidance from September 2020 are appropriately handled. Schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

Teachers are free to give faith perspectives. This would be based on the make-up of their class and their needs and beliefs. However, teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

Safeguarding and Confidentiality

RSE can be a sensitive issue. To protect privacy and engender respect for all, staff will be expected to develop ground rules with pupils at the onset of work. This will include information on confidentiality and information will be given on where pupils can get help on personal concerns both inside and outside school. Pupils should be informed about the remit of confidentiality and that staff cannot offer or guarantee pupils unconditional confidentiality. Distancing techniques will be used throughout lessons and all staff will use question boxes (or similar techniques) to allow pupils the opportunity to ask further questions anonymously.

If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, staff will deal with this outside of the lesson but an agreed holding statement will be used, for example: 'That is a really interesting question and I need time to think because I want to give you a really good answer.' This then allows staff to follow a number of options. These include: further questioning of the pupil with another member of staff present asking them for interpretation of the question they asked; time to consult with colleagues to construct an appropriate answer, or liaise with the pupil's family, and obtain information about where to get further help or, if the matter is considered a potential Safeguarding issue, the staff member responsible for this will be notified.

It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty, they must have regard to guidance around safeguarding. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff: the Designated Safeguarding Lead. The Designated person will then, in line with the School's Child Protection policy take action as appropriate.

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 senior leadership team 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.

Governors 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 planned units.

Ground rules and distancing techniques

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.

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.

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 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.
- 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.

Monitoring, evaluation and assessment

The programme is regularly evaluated by the Head Teacher and 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.

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

Appendix: Progressive Curriculum Coverage for RSE at Slingsby Community Primary School

Sequential RSE module objectives found in EYFS and the 'Me and my relationships' theme for KS1 and KS2:

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 (this includes same sex families) 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) 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 (this includes same sex 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 makes 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 (this includes same sex), I respect those differences and I know families as characterised by love and care.
- I understand that it is okay 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 know about human reproduction including conception.
- 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.

Important Additional Information

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). It is now illegal.

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. 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.

Safeguarding

Safeguarding is a priority in Slingsby School. All staff are kept up to date with Safeguarding issues and training. There is a Safeguarding folder available in the School Office which includes all our policies and practices.