



PSCHE POLICY AND PROGRAMME

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JUNIOR AND SENIOR SCHOOL

PSCHE POLICY AND PROGRAMME: AN OUTLINE OF CONTENT

AIMS AND RATIONALE

The purpose of the PSCHE programme is to focus on the understanding, skills and strategies needed by the girls to manage life, now and in the future. It aims to develop girls who will be able to make informed choices and responsible decisions. The programme aims to help build self-esteem, resilience, wellbeing, tolerance, respect, integrity and sense of fairness. It explores how to develop a healthy balanced life; it allows the girls to reflect on their attitudes and to explore complex and often conflicting issues and feelings; and it signposts where to turn for help should the need arise.

Whilst such skills and understanding are emphasised in PSCHE lessons, they are also being delivered as integrated elements of the academic curriculum (e.g. civil rights in History) and being reinforced daily through pastoral care. However, it is important for consistency and quality to follow a carefully planned, curriculum to ensure age-appropriate, progressive and integrated education where sufficient time is devoted to topics such as relationships, sex education, mental health, e-safety, diversity and identity, careers, the British political system that builds on previous knowledge and avoids repetition.

The PSCHE programme is underpinned by the school's Mission Statement which is to offer an education for life in a challenging environment where sound values and individuality are nurtured within a supportive atmosphere.' The first four aims of the School are:

- To create a secure and happy environment in which each girl can realise her academic and personal potential
- To inspire a love of learning
- To extend individual talents and interests
- To encourage the development of self-discipline in an atmosphere where freedom of thought and ideas can flourish

These aims also chime with Education Act (2002) that state that the curriculum as a whole must 'promote spiritual, moral, cultural, mental and physical development' and 'must prepare pupils ... for opportunities, responsibilities and experiences of later life.'

PROVISION AND STRUCTURE

- Relationships Education and Relationships and Sex Education (please see separate policy) form part of our much wider Personal, Social, Citizenship, Health and Economic (PSCHE) programme. These subjects are embedded in our PSCHE programme offering learning about relationships, emotions, gender issues, sex, sexuality, consent and sexual health. Learning about these subjects will involve pupils acquiring information, developing skills and forming positive beliefs, values and attitudes. Relationships Education and RSE have a key part to play in the personal, social, moral and spiritual development of our girls but we believe that it

begins informally in the home with parents and carers long before any formal education takes place. Our Relationships and Sex Education and Health Education provision has been revised in line with 'Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance¹.' The mandatory delivery of Relationships Education and RSE, will enhance our current provision and will help support young people to develop resilience; to know how and when to ask for help; and to know where to access support. Our PSCHE programme has been rewritten – in both the Junior and the Senior School, following a comprehensive audit, to ensure that statutory guidance and best practice is fully reflected and to ensure an integrated and coherent approach.

- PSHE: All girls in the Senior School have a lesson PSHE (Personal, Social and Health Education) at least once a term; Remove (Year 7) has additional sessions introducing Mindfulness. Mindfulness raises the girls' awareness of their emotional wellbeing and offers strategies for managing anxiety, enhancing concentration, improving self-regulation and boosting empathy.
- The PSHE lessons in the Senior School are taught by the School's PSHE Consultant – who is also a trained psychotherapist, or Peter Johnson, who is a psychotherapist and Mindfulness trainer. By offering these lessons as a discrete part of the curriculum delivered by an external partner, sensitive, complex topics (such as sexual relations, consent and mental health) are dealt with appropriately, professionally and safely. Delivering topics that explore mental and physical health in this way, promotes openness and minimises embarrassment.
- In addition, to these sessions, Remove and LIV (Years 7 and 8) have weekly timetabled PSCE (Personal, Social, Citizenship and Economic) lessons of 35 minutes. These are delivered by members of the teaching staff. The Programme of Study and lesson plans are provided by the Director of Pastoral Care. Elements of the PSHE curriculum are also delivered during Form Times.
- PSCE content is also delivered through RS – particularly in Form IV (Year 9) where most of the PSCE content is delivered through timetabled weekly RS lessons (see Programme of Study). Programmes of Study and lesson plans are provided by the Head of Philosophy & Religious Studies, Mr Cohen.
- Visiting Speakers and outside specialists also support the PSCHE curriculum. Follow up sessions to these workshops may be delivered in Form Times.
- The LVI have Enrichment sessions each week which include a compulsory PSCHE unit and Careers sessions. The UVI, having focused on Careers and higher education in the Autumn Term, attend sessions on preparing for life beyond school in the Spring Term. These sessions include student finance budgeting, student loans and accommodation.
- In the Junior School, in the Younger Years and Key Stage 2, PSHE is taught by the Form Teacher, supported occasionally by outside experts. PSHE is taught in discrete weekly, 35-

¹ <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

minute, lessons. The PSHE programme throughout the Junior School is closely related to and underpinned by the Government's Every Child Matters guidelines under the headings of: Being Healthy, Staying Safe, Enjoying and Achieving, Making a positive contribution and Achieving Economic Wellbeing.

- From 2023, pupils in Preliminary (Reception) and Transition (Year 1) are also taught the [Think Equal](#) programme in addition to PSHE lessons.

THEMES

Senior School

All PSCHE lessons and sessions are based on three core themes that spiral through the Year groups, with topics being revisited in different formats and from different angles in an age appropriate way. In this way scope can be broadened and challenge increased

1. Health and Wellbeing (e.g. Mindfulness, preparing for examinations, identifying strengths, eating healthily, smoking, alcohol, drugs, contraception and abortion etc.)
2. Relationships (e.g. friendships, bullying, conflict, mediation, sexual relations, consent, FGM, e-safety, diversity, prejudice etc.)
3. Living in the Wider World (e.g. body image and the media, careers, economic understanding, human rights, democracy, terrorism and radicalisation etc.)

Junior School

Similarly, all PSCHE lessons and sessions in the Junior School are based on the above three core themes. These may be revisited throughout the year groups in order to embed understanding and to develop some themes further. In Years 4, 5 and 6, specific themes pertaining to RSE are taught by Form Teachers and/or the Senior Tutor. For more details please see our RSE Policy. In the Junior School, the core themes are delivered through the PSHE Association's framework of work and through the series of books called 'Telling Tales'. Our Programme of Study is based on the PSHE Association's thematic model. This ties in with the Senior School to ensure that there is continuity throughout the school. In the Younger Years, the 'Think Equal' books and resources supplement the core PSCHE curriculum. PSCHE is an integral part of every aspect of Junior School life – in all subjects, in the classroom, in the park, as we have lunch, move around the school and during PE lessons. PSCHE is also inherent to the many extra-curricular activities Junior School children take part in, such as School Council, debating, assemblies and special occasions such as Harvest or Remembrance. The hierarchy of pupil responsibility and the House system embeds PSCHE.

DELIVERY – advice for staff

All PSCHE lessons and sessions should be conducted in a neutral, non-judgemental and non-doctrinal manner, in which the teacher or presenter respects the opinions of others but is vigilant to discriminatory or derogatory language and attitudes. The personal opinions and experience of the teacher should be kept to a minimum.

Teachers and external agencies and partners will remain alert to confidentiality issues (See Policy on Confidentiality issues) and Safeguarding protocols (see Safeguarding and Staff Behaviour Policy). Pupils will be regularly reminded of ground rules drawn up at the beginning of the course, or session, which include warnings about limitations on confidentiality.

Teachers and external partners delivering the PSCHE programme should check with a Head of Year, Form Tutor, Director of Pastoral Care (Senior Tutor/Director of the Junior School in the Junior School), as to whether any pupil is likely to find a topic sensitive. In such cases, the content of the lesson should be discussed with the pupil beforehand, offering the option of the girl excusing herself from that lesson or sessions. It is prudent to assume that at least one girl in any class will be affected by a sensitive topic and to approach the delivery of the material with this expectation. In protecting that one individual, the whole class will be protected too. In this vein, the use of distancing techniques can prevent a lesson from feeling too personal. These techniques might include the use of case studies, role play, storyboarding or video clips.

Classroom ground rules

- Alert teacher, at beginning of lesson, if a topic is likely to cause distress.
- Listen to others and expect to be listened to.
- Adopt a non-judgemental approach – it is acceptable to disagree with another person but not judge or make fun of others.
- Do not refer to own or others' personal or private lives in discussing sensitive topics.
- Take care with language.
- If necessary, seek help and advice at end of session.
- Understand that no promise of confidentiality can be given and that if teacher is concerned for the safety or wellbeing of anyone in the class, the matter will be referred.

Assessment in Senior School PSCHE

Pupils in Years 7-9 are assessed at least twice a year to monitor progress. Assessments focus on progress in three key skills, explanation, evaluation and listening and responding. There is a written assessment at the end of Y9.

SESSIONS TAUGHT BY PSHE CONSULTANTS AND OTHER EXTERNAL PROVIDERS

Senior School

All sessions run for 70 minutes. As stated previously, sessions for Years 7-9 are taught by Julie Johnson - the School's PSHE consultant, and Peter Johnson - psychotherapist and Mindfulness trainer. Other year groups may miss timetabled lessons to have PSHE lessons and these are lead by external providers.

Additional workshops may be organised to focus on topics of concern or interest.

Year 7 (Remove)

I. Mindfulness

- Four sessions plus follow up session in Year 8 - LIV
- Using Mindful practices to help students make more effective use of their minds
- Practising a variety of short attention training techniques
- Understanding how mental habits make worry worse
- Recognising and manage responses to real/ imagined threats
- Developing present moment awareness versus absent mindedness

- Offering techniques to find calm when lives are very busy
2. **Growing Up and Puberty**
 - Coping with change, positive effects of change
 - Loss/change/rite of passage
 - Puberty and physical changes
 - Menstruation
 - Psychological changes
 - Hygiene
 - Spots
 3. **Growing Up and Relationships + Parent Workshop: Managing the Teenage Years**
 - Friendships and conflict
 - Relationships with parents
 - How parents feel
 - Rights/responsibilities
 - Freedom and trust
 4. **Growing Up and Well-Being**
 - How best to take care of your physical and emotional self
 - Sleep
 - Diet
 - Exercise
 - Emotional needs
 - Body and feelings about body – sexuality - not coping with changing body image, affirming diversity.
 - Mental health (dieting, self-harming)
 - Strategies for coping with confused or negative feelings, Mindfulness.

Year 8 (LIV)

1. Mindfulness (refresher)

- Review of previous year's course
- Practise at least two breath and body techniques

Smoking

- Why people start and continue
- How young people (esp. girls) are targeted
- Facts and biology
- Role models
- Media
- Long-term effects

2. Self-esteem and Body Image + Parent Workshop: Bringing up our Daughters in a Sexualised World

- Changes in adolescence
- FGM
- Pressure from the media

- Distortion of images
- Dieting, anorexia and bulimia
- Nutrition
- What is healthy exercise?

3. Bereavement, Loss and Change

- Loss and change as part of life
- Different types of loss
- Death
- Working through bereavement
- Importance of symbolism
- Funerals and their role

Year 9 (IV Form)

1. The Party Scene + Parent Workshop: The Party Scene

- Alcohol
- Importance of parent being present
- Parties
- Legal highs
- Sexual behaviour

2. Resilience

- Peer pressure and independence
- Radicalisation
- Developing the ability to bounce back from difficulties

3. Drugs

- Law and drugs
- Different types of drugs
- Drug taking situations
- Consequences of drug use – legal and health

Year 10 (V Form)

1. Profiling Strengths

- Identification of Signature Strengths (as developed by Seligman and others in Positive Psychology movement)
- Online based questionnaire designed for young people
- Identify most significant signature strengths
- Use of signature strengths to develop wellbeing and positivity

2. Contraception + Parent Workshop: Emotional and Mental Well-Being (with UV parents)

- Legal age of consent
- Law and sex – reasons for this
- Anatomy and physiology
- Re-visit menstruation
- Basic forms – information
- Pill, cap, coil, IUD and condoms
- What can go wrong?
- Teenage pregnancy/ STIs (touched on briefly)

- Not having sex – abstinence
- Accessing family planning
- How to get guidance: rights and wrongs

3. STIs

- different types of STI's
- how they are contracted
- signs and symptoms
- testing - self test, GP's and attending clinics etc
- treatment
- prevention
- thoughts and feelings around this issues, myths and prejudices.

Year 11 (UV) Parent Workshop: Emotional and Mental Well-Being (with UV parents)

1. Healthy Relationships, Personal Safety, Consent and Rape

- Different types of relationships
- Same sex relationships
- Benefits of relationships
- Legal age of consent
- When are you at risk?
- Strategies to avoid risk
- How to get out of situations
- Effect of alcohol and other drugs
- Sexually aware society – predatory teenagers
- Dress and behaviour
- Men's attitudes, sexual arousal
- Rights and responsibilities
- Taking care of friends

2. Stress management

- Biology of stress
- Stretched or stressed?
- Effects of stress
- How to prevent stress
- Good psychological hygiene
- Relaxation techniques

Year 12 (LVI)

1. Well-being and flourishing

- What is mental and emotional health
- Things that can support it
- Self-harm, eating disorders, depression
- Where to get help and different types of help
- How to help friends
- Websites – effect of Internet sites

2. Leadership

- Understanding your own strengths and weaknesses
- Meyer-Briggs test and indicators
- Discover your psychological Type:
 - Where do you prefer to focus your attention?
 - How do you prefer to take in information?
 - How do you make decisions?
 - How do you deal with the external world?

Year 13 (UVI)

1. Abortion

- Different types
- Short/medium/long term effects (emotional, physical, psychological)
- Ethical issues
- Scenarios
- Rights of women/men
- Legal aspects

2. Women's Health and life after school

- Breast Checks
- Cervical smears
- Sleep, diet, exercise
- Revisit contraception and STIs

Senior School PSCHE Programme of Study 2023-24

Themes:

- Relationships
- Living in the wider world
- Health & wellbeing

	Autumn 1	Autumn 2
Year 7	Transition and Diversity Transition to secondary school, diversity, prejudice, and bullying, sign language	Safety Personal safety in and outside school, including first aid
Year 8	Peer influence Healthy and unhealthy friendships, assertiveness, consent, body image (contextual safeguarding)	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia
Year 9	Fairness and Justice Law; Crime	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use

	Spring 1	Spring 2
Year 7	Local Politics	Building relationships

	Local councils etc.	Self-worth, romance and friendships (including online) and relationship boundaries
Year 8	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception
Year 9	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process, religion and milestones (festivals)	Emotional wellbeing Mental health and emotional wellbeing and religious coping strategies (Buddhism / Hinduism)

	Summer 1	Summer 2
Year 7	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, the influence and impact of role models and the media	Parliament MPs, Democracy, Law-making
Year 9	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Intimate relationships Relationships and sex education including consent, contraception and attitudes to pornography

Junior School PSCHE Programme of Study

	Autumn Term Relationships		
	Families and Friendships	Safe Relationships	Respecting ourselves and others
Year 1	Roles of different people. Families. Feeling cared for.	Recognising privacy. Staying safe. Seeking permission.	How behaviour affects us. Being polite and respectful.
Year 2	Making friends. Feeling lonely and getting help.	Managing secrets. resisting pressure and getting help. Recognising hurtful behaviour.	Recognising things in common and differences.

			Playing and working cooperatively. Sharing opinions.
Year 3	What makes a family. Features of family life.	Personal boundaries. Safely responding to others. The impact of hurtful behaviour	Recognising respectful behaviour. The importance of self respect. Courtesy and being polite.
Year 4	Positive friendships including online.	Responding to hurtful behaviour. Managing confidentiality. Recognising risks online.	Respecting differences and similarities. Discussing differences sensitively.
Year 5	Managing friendships and peer influence.	Physical contact and feeling safe.	Responding respectfully to a wide range of people. Recognising prejudice and discrimination.
Year 6	What affects mental health and ways to take care of it. managing change, loss and bereavement. Managing time online.	Valuing diversity. Challenging discrimination and stereotypes.	Expressing opinions and respecting others points of view, including topical issues.

Spring Term Living in the Wider World			
	Belonging to a community	Media literacy and digital resilience	Money and Work
Year 1	What rules are. Caring for others' needs. Looking after the environment.	Using the internet and digital devices. Communicating online.	Strengths and interests. Jobs in the community.
Year 2	Belonging to a group - roles and responsibilities.	The internet in everyday life. Online content and information.	What money is. Needs and wants. Looking after money.

	Being the same and different in a community.		
Year 3	The value of rules and laws. Rights, freedoms and responsibilities.	How the internet is used. Assessing information online.	Different jobs and skills. Job stereotypes. Setting personal goals.
Year 4	What makes a community. Shared responsibilities.	How data is shared and used.	Making decisions about money. Using and keeping money safe.
Year 5	Protecting the environment. Compassion towards others.	Learning to communicate with others positively and clearly especially online.	Identifying job interests and aspirations. What influences career choices. Workplace stereotypes.

	Summer Term Health and Wellbeing		
	Physical Health and Mental Wellbeing	Growing and changing	Keeping safe
Year 1	Keeping healthy. Food and exercise. Hygiene routines. Sun safety.	Recognising what makes them unique and special. Feelings Managing when things go wrong.	How rules and age restrictions help us. Keeping safe online.
Year 2	Why sleep is important. Medicine and keeping healthy. Keeping teeth healthy. Managing feelings and asking for help.	Growing older. Naming body parts. Moving class or year.	Safety in different environments. Risk and safety at home. Emergencies.
Year 3	Health choices and habits. What affects feelings. Expressing feelings.	Personal strengths and achievements. Managing and re-framing setbacks.	Risks and hazards. In the local environment. Unfamiliar places.

Year 4	maintaining a balanced lifestyle. Oral hygiene and dental care.	Physical and emotional changes in puberty. External genitalia. Personal hygiene routines. Support with puberty.	Medicines and household products. Drugs common to everyday life.
Year 5	Healthy sleep habits. Sun safety. Medicine, vaccinations, immunisations and allergies.	Personal identity. Recognising individuality and different qualities. Mental wellbeing.	Keeping safe in different situations. Responding in emergencies. First aid.

ENRICHMENT LESSONS FOR THE LOWER SIXTH

Sixth Form Enrichment team 2023-24:

- PSCHE
- Current Affairs
- Extended Project Qualification
- ARTiculation and Careers
- Study Skills
- Personal Finance
- Politics and International Affairs

The Enrichment Programme at Queen’s Gate forms a core part of the Sixth Form curriculum. It encourages the students to develop their interests, go beyond their courses, and work independently and – importantly – to love learning.

All Lower Sixth girls attend a weekly enrichment tutorial chosen from a variety of different options available. The aim is to provide every girl with a broader range of skills and experiences that will support her educational development and add further value to her education. The Programme provides opportunities for the girls to extend their independent thinking and learning, discuss in potential work or university interviews, write about in personal statements and consider in their day-to-day lives. The skills that they can develop are very desirable in the world of work and in making themselves appealing to Universities.

The sessions are compulsory and to be treated the same as any other timetabled lesson. There may be some work set for outside of these periods, such as reading, research, visits to galleries, libraries and museums, preparation for a presentation or project work. This will depend on the session and the different activities involved. Some of which carry additional qualifications or the chance to participate in national competitions, others simply allow students to develop new skills and interests, and offer them opportunities to improve their self-expression.

Careers is compulsory for all LVI students to take at some point in the year. Therefore, each girl must choose this option either in the 2nd half of Autumn Term, 1st half of Spring Term, 2nd half of Spring Term or 1st half of Summer Term.

ENRICHMENT LESSONS FOR THE UPPER SIXTH

All girls in UVI attend a weekly Higher Education careers session. All UVI students applying for entry in the coming year (or deferred entry) must complete their UCAS applications by the end of Autumn Term. (Art college applications by the end of Spring Term; US applications have various deadlines but all completed by 1st Jan). Individual guidance is offered in careers sessions, supported by individual interviews to check the UCAS online application before it is sent off by the Principal. Members of staff offer support to the applicants and assistance with Personal Statements.

The whole of the Autumn Term is devoted to Higher Education applications. The girls are split into the following groups for the Autumn Term:

- A – Oxbridge/Early Applications – Medicine, Dentistry and Veterinary Science
- B – UCAS (Humanities, Arts and Sciences)
- C – US applications (ED/EA/Regular)
- D – Art Foundation
- E – Gap Year/PQA

From the Spring Term, girls will attend sessions with our Sixth Form Careers Co-ordinator on preparing for life beyond school in a broader sense.

Preparing for University (Head of Careers/Director of Sixth Form and Outreach)

1. Student finances and grants and accommodation
2. Gap years
3. Letters of application
 - Part-time jobs
 - Gap year
 - After university
4. Cooking on a budget
5. Basic house and car maintenance
6. Revision revisited: Note-making/organisation of folders, managing relationships, learning environment, revision strategies and timetable, testing yourself.

FUNDAMENTAL BRITISH VALUES

We agree with the Department for Education's five-part definition of British values:

- democracy
- the rule of law
- individual liberty
- mutual respect
- welcoming different faiths and beliefs (the official term used in FBV is 'tolerance', however we prefer to use the term 'welcome')

Girls at Queen's Gate encounter these principles throughout everyday school life. In particular, our promotion of spiritual, moral, social and cultural understanding across the curriculum ensures all subjects encompass these key themes.

Fundamental British Values in the curriculum are mapped in detail across the whole school.

Please see 'Fundamental British Values at Queen's Gate' for examples of how we promote these values in our school community.

COMPLAINTS

We hope that you will not feel the need to complain about the operation of our PSCHE Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the school's Complaints Procedure Policy is on our website. We will send you copies on request.

Appendix I: Sexual violence and sexual harassment²

Staff at Queen's Gate recognise that children are capable of abusing their peers and that such abuse can manifest itself in many ways.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. The experience may adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and that every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

What is sexual violence and sexual harassment?

Sexual violence and sexual harassment can occur between two children, or a group of children of any age. Both sexes may be affected although girls are more likely to be victims of sexual violence, and boys are more likely to be perpetrators of sexual harassment. Children with SEND are likely to be more vulnerable.

Sexual violence refers to rape, assault by penetration or sexual assault. Sexual harassment includes sexual comments; sexual jokes; physical behaviour such as deliberately brushing against someone or displaying photos of a sexual nature, and online activity including sharing of images or video (sexting – see below), or making inappropriate sexual comments (note - this list is not exhaustive). Harmful sexual behaviours in children are those which are inappropriate, problematic, abusive and violent; when considering harmful sexual behaviour, the ages and developmental stages of the children involved should be considered.

Awareness

² 'Sexual violence and sexual harassment between children in schools and colleges.' DfE: May 2018' and KCSIE Part 5

Girls are taught about safeguarding, healthy relationships, their bodies and their rights through PSHE and SRE. We emphasise that sexual violence and sexual harassment is not acceptable, is not 'part of growing up' or 'boys being boys' and should not be tolerated.

Girls are taught about consent in PSHE lessons, learning that consent is about having the freedom and capacity to choose; that consent to sexual activity may be given to one sort of sexual activity but not another; that consent can be withdrawn at any time during sexual activity and each time activity occurs; and that there are limits to consent:

- **a child under the age of 13 can never consent to any kind of sexual activity**
- **the age of consent is 16**
- **sexual intercourse without consent is rape**

Staff understand that sexual violence and sexual harassment can be driven by wider societal forces, such as sexist stereotypes and language and for these reasons preventative education must be deployed.³ Staff know how to report a concern and advice may be given to involve specialist support services such as CAIT (the Child Abuse Investigation Team), the Women and Girls Network or the West London Centre for Sexual Health.

Responding

Reports of sexual violence are often complex and require difficult decisions to be made. Decisions would be made on a case-by-case basis, in consultation with the DSL, the Principal and our Safeguarding in Schools & Education Settings Lead (WCC and RBKC). Some situations are statutorily clear: a child under the age of 13 can never consent to sexual activity, the age of consent is 16; sexual intercourse without consent is rape (as defined in law); creating or sharing sexual images or videos of under 18s is illegal, including children making or sharing these themselves.

The initial response to a disclosure is important. Staff will ensure that:

- the victim is taken seriously and supported;
- concerns are discussed with the DSL and the Principal;
- they understand that where an incident between takes place away from the school, the School's duties remain the same;
- they never promise confidentiality, listen carefully to the child, are non-judgmental, clear about boundaries, explain how the report will be progressed, do not ask leading questions, only prompt the child where necessary with open questions – where, when, what, etc;
- anonymity is preserved in cases where an allegation is progressing through the criminal justice system;
- if a child has been harmed or is in immediate danger or at risk of harm, a referral will be made to children's social care or the police;
- where a crime may have been committed, the police are involved e.g. in cases where there is a report of rape, assault by penetration or sexual assault;
- a risk assessment is made in cases of a report of sexual violence, considering the victim, alleged perpetrator and other children at the school; in cases of sexual violence a professional risk assessment by external specialists may be required, and should be used to inform the school's own risk assessment;
- while the facts are being established, the alleged perpetrator is removed from any classes shared with the victim and kept a reasonable distance apart in the best interests of both children;

³ 'Sexual violence and sexual harassment between children in schools and colleges. DfE: May 2018'

- Careful consideration is given to when to inform the alleged perpetrator, and this is discussed with relevant agencies.

See also section on Procedures for dealing with all disclosures/allegations of abuse, in this document.

Managing a report of sexual harassment or violence

There are four likely routes to consider when managing a report of sexual violence or sexual harassment. In deciding which route to take, we would consider:

- the wishes of the victim in terms of how they want to proceed
 - the nature of the alleged incident
 - the ages of the children involved
 - the developmental stages of the children involved
 - any power imbalance between the children
 - whether the incident a one-off or a sustained pattern of abuse
 - any ongoing risks to the victim, other children, school or college staff
 - contextual safeguarding issues
1. Managing internally: In some cases of sexual harassment (such as one-off incidents) a school may manage the incident internally.
 2. Early help: This is particularly useful in addressing non-violent, harmful sexual behaviour and may prevent escalation.
 3. Referrals to children's social care: In cases where there has been harm, or there is an immediate risk, a referral should be made to children's social care;
 4. Reporting to the police (in parallel to children's social care): In cases where rape, assault by penetration or sexual assault is reported. Schools should not wait for the outcome of a police investigation before protecting the victim, perpetrator and other children in the school. The DSL should work closely with the police to ensure that the school's actions do not jeopardise the police investigation. If a child is convicted or cautioned, the school should update the risk assessment and consider suitable action through their behaviour policy.

It is important for schools to ensure the victim and perpetrator remain protected, especially from bullying or harassment. Where no further action is taken, or a child found not guilty, the school should continue to support the victim and perpetrator.

NB: In response to the Everyone's Invited website, further provision has been put in place to reinforce current and ongoing provision. Additional sessions around healthy relationships and consent will be built into PSHE sessions going forward.

Current Provision

- All girls and parents have access to the pastoral team: Form Tutors, Heads of Year, Heads of Section and Director of Pastoral Care – all these have an open-door policy and Heads of Year deliver messages about respect and healthy relationships in assemblies.
- Girls receive e-safety sessions from our consultant Karl Hopwood. In age-appropriate sessions these look at the dangers of online relationships and the sharing of nude or nearly nude images. Karl Hopwood also delivers a session in the evening to alert parents to latest trends and dangers in the online world.

Younger Girls

- Weekly PSCHE lessons for Remove, LIV and Form IV (where it is combined with RS), incorporating the mandatory Relationships and Sex Education teaching. PSCHE is taught under three central themes, one of which is Relationships. This theme covers age appropriate topics such as friendships, bullying, conflict, mediation, sexual relations, consent and e-safety.
- Girls receive e-safety sessions in Computer Science and PSCHE lessons.
- In Remove, Julie Johnson delivers a session on Growing Up and Relationships plus a Parent Workshop on Managing the Teenage Years.
- In LIV, Julie Johnson runs a session on Self-esteem and Body Image addressing the way the media can negatively affect body image and self-esteem plus a Parent Workshop on Bringing up our Daughters in a Sexualised World.
- In Form IV, Julie delivers a session on The Party Scene and another on Resilience including peer pressure and independence plus a Parent Workshop on The Party Scene,
- In Remove the Police deliver a session on Staying Safe.
- Peer Mentors (trained sixth formers) can be paired with younger girls should those younger girls feel more comfortable talking to someone closer to their own age about general or specific concerns.

Older Girls

- In Form V, Julie delivers a session on Contraception (including consent) plus a Parent Workshop on Emotional and Mental Well-Being
- In UV, Julie delivers a session on Healthy Relationships, Personal Safety, Consent and Rape
- This is revisited in sessions from Grey Rabbit in Sixth Form on Sexual Health and Preparing for Life Beyond School.
- Girls in Form V receive a workshop on Gender and Identity focusing (in part) on the unrealistic images portrayed through advertising and pornography.

Further Provision

- The new, dedicated NSPCC helpline - 0800 136 663 - for sexual abuse in schools displayed in posters around the School. This will provide victims of sexual abuse in schools with the appropriate support and advice, including how to contact the police and report crimes. The helpline will also provide support to parents and professionals.
- Pastoral staff received victim support training from the NSPCC.
- An audit of all sexual abuse or harassment cases reported to the School reviewed to identify patterns.
- Parents are invited to an information evening,
- Talks on personal safety and 'rape culture.'

Helplines

- Dedicated NSPCC helpline - 0800 136 663 (8am -10pm or 9am-6pm at the weekends or email help@nspcc.org.uk)
- In an emergency dial 999
- Solace Women's Aid: Services Offered: Child and young people's services, Counselling, Domestic-sexual violence support, Helpline, Independent Sexual Violence Advocacy (ISVA) service, Practical support/casework, Refuge, Specialist mental health support
Service Criteria: Children and young people aged 2 - 18 years, and women aged 18+
Website: <https://www.solacewomensaid.org/>

Advice helpline - 0808 802 5565

Rape Crisis helpline - 0808 801 0305

advice@solacewomensaid.org

- Angelou – Girls and Women
Stephens Place
Children's Centre
DVIP
Hammersmith and Fulham
0208 748 8298
info@dvip.org
- Victim support Helpline: <https://www.victimsupport.org.uk/>
- Rape Crisis: <https://rapecrisis.org.uk/>
- Rape Crisis RBKC:
https://www.rbkc.gov.uk/kb5/rbkc/fis/service.page?id=h7fZKwWhWuU&familychannel=3_2
- Women against Rape: <https://womenagainstrape.net/>
- NHS: <https://www.nhs.uk/live-well/sexual-health/help-after-rape-and-sexual-assault/>
- Rape and Sexual Abuse Centre (RASAC): <https://www.rasasc.org.uk/>. National Helpline:
0808 802 9999 (12-2.30 & 7-9.30)