

# Positive Behaviour Policy



## All Together

**Respect**

**Integrity**

**Humility**

**Diligence**

**Uniqueness**

*Companionship*

**Tolerance**

**Forgiveness**

**Self-control**

**Patience**

**Mindfulness**

**Reliability**

*Honesty*

**Consistency**

**Cooperation**

**Empathy**

### General Principles

The aim of this policy document is to set out clearly means by which St. Anne's School can achieve the following key aims:

- a safe, happy and mutually respectful, disciplined environment
- positive staff - student relationships
- partnership with parents
- individual personal development
- examination success

The Key to attaining a healthy, safe and atmosphere conducive to effective study is to focus our community on the benefits of positive behaviour.

Our aim is to promote the values that we aspire to as a community.

St. Anne's School believes that regular teacher collaboration is essential for evolving, delivering, monitoring and evaluating policy / procedures and for encouraging and supporting good practice and consistency.

The school accepts the complexity, diversity and unpredictability of classroom situations but believes that clarity in rules, rewards and consequences can help develop positive classroom management approaches that promote better behaviour and enhance learning.

The school believes that the pupils should be encouraged to develop self-discipline, to accept responsibility, to be actively involved in their own learning and to show respect for others.

Classroom management should be assertive and proactive in developing positive relationships and an effective learning environment.

### Classroom Management

Teaching is a highly skilled activity that can make a real difference to pupil behaviour. It is the concern of all staff to create and sustain a positive, supportive environment. We encourage all staff to become reflective, collaborative and proactive in meeting the challenges that arise. If behaviour causes concern, then reactive approaches that focus solely on punishment, usually in the form of threats or harsh commands, are less likely to lead to the situation being resolved.

All difficult incidents require some degree of negotiation. It is more effective to identify and examine the patterns which exist in such behaviour. We encourage all classroom teachers to work closely with colleagues within their school section and pastoral team to identify the underlying causes of concerns and to develop more effective strategies and solutions. We believe that simply passing a problem over to pastoral staff is a reactive use of referral and less likely to bring success. What teachers do before misbehaviour occurs is important in minimising potential problems and in ensuring that pupils learn effectively. This can only be achieved when:

- the content and activity of lessons is structured to meet the needs of all pupils
- the planning of the physical environment encourages effective learning

# Secondary Reward Policy

St. Anne's Rewards Policy exists in conjunction with the Behaviour Policy and in line with the school's Code of Conduct. The reason for the application of this policy is the establishment and consistency of how rewards can, and should, be used to positively reinforce desired behaviours. We operate a positive discipline policy throughout the Secondary department to ensure that discipline is upheld in every classroom and that all children have a calm environment in which to learn and in which teachers are able to teach.

## Rewards

Without exception, success is to be celebrated at all levels and teachers should use verbal praise as much as possible, wherever and whenever it is appropriate. Rewards should be given to students for good work, good behaviour and good citizenship. This will be done throughout the academic year and at different levels.

## Miss Raines Award

This is for a one-off extraordinary event which may include behaviour, positive attitude to learning, kindness, improvements in all areas, working hard on writing, outstanding example to others, student leadership.

Teachers nominate a pupil

Head Teacher decides from nominations

One per year group per term. A Trophy will be rewarded to the winners.

## Whole Class Reward

Whole class reward system to be decided and used by all tutors, as it is believed a major part of motivation is positive reinforcement.

Set whole class behaviour goals that are achievable and measurable

Be clear about how the reward system will be used

Give students a say in the choice of reward

Free time Friday

None uniform day

Friday at the movies

Extra break

Eat first

Reward early (at the start)

Reduce the award over time

## Tutor Award

This is a book mark which will be given out in the last tutor time of each month and will be based on APs, behaviour, improvements, agenda, etc. It is at the discretion of the tutors and no one else.

Three to five pupils per month

Signed by tutor

All pupils need to have received a bookmark by the end of the academic year.

## Positive Note Home

One of the simplest and most effective rewards for good behaviour is the positive note home which can be given to pupils with kindness and sincerity.

Subject teachers

To any pupil for any act, achievement or improvement

Any time during term

## Attendance 100%

Certificate from Head Teacher at end of term

itune voucher from Head Teacher for whole academic year



In order to promote positive behaviour there must be clear and consistent consequences for pupils who break school rules. Staff should seek to explain and educate pupils into understanding the advantages of positive behaviour but never ignore behaviour that breaks the pupils code of conduct. The school believes that a degree of flexibility is required to enable staff to establish effective relationships with their pupils but in a way that is consistent with our policy of being assertive and proactive in classroom management.

#### Challenging poor behaviour

- use non-confrontational practices;
- be prepared to give a clear reminder of what you expect / do not expect in an assertive tone
- avoid shouting and using threats / harsh words
- give clear choices to encourage ownership of behaviour;
- avoid over dwelling on behaviour; (Don't over service attention seeking behaviours.)
- give the reprimand immediately following the undesirable performance;
- be specific about what the pupil did- use concrete examples - refer to both the action and the fair rule;
- separate the person from the behaviour;
- develop scripts for the most difficult behaviours;
- use the fair rules as a basis for all interventions;
- avoid the use of anger as a basis for intervention;
- allow more difficult children some "take - up time":
- follow up interventions by re-establishing working relationships as quickly as possible;
- be prepared to give a clear reminder of what will happen if a pupil fails to follow an instruction. Be prepared to use the sanction if there is no improvement in the behaviour of the pupil;
- evaluate causes of poor behaviour that persists and seek preventative action;
- Do not punish the whole class for the misbehaviour of a few
- no blanket punishments
- consider solutions either independently or within the management team;
- it is over - don't hold grudges.

#### We support the use of a variety of learning approaches:

- including whole class teaching that can maximise the effective use of teacher input time, injecting pace and control and stimulating pupil interaction.
- including more pupil centred approaches that promote responsibility, independent learning, problem solving and working with others.

#### Classroom Expectations for all Teaching Staff

As the pupils arrive, be ready to organise their arrival into the classroom by standing at the door. This will also enable staff to assist in establishing orderly movement along the corridor.

#### In the classroom

- insist that pupils observe the classroom rules
- insist on pupils sitting quietly in a designated seat
- insist that pupils have their equipment / books/ Study Agenda out on the desk
- outline expectations of lesson
- insist on pupils listening quietly to teacher instruction
- outline ground rules for each type of pupil activity
- encourage all pupils to participate
- set homework appropriate to the homework timetable
- mark work promptly
- highlight and reward achievement
- maintain an updated wall display of pupil work ( Changes made at least every term )
- ensure books are not defaced and all equipment is treated with respect
- dismiss class quietly and supervise an orderly exit
- pupils are only to be sent out of class for very serious offences and the pupil must go to the Heads' office.



# Procedure and Sanctions

The following table is intended to illustrate the various possible incidents which may arise throughout the year in class and throughout the whole school. Furthermore there will be clear examples of what action should be taken and by whom. Please check through carefully so that if you find yourself involved in such an incident you are clear what action should be taken.

## Sanctions and Procedure for Behavioural Incidents

Classroom incidents	Person responsible	Action to be taken
<b>minor offences</b> speaking Spanish, swearing forgetting homework chewing gum, shouting out not on task, distracting others forgetting materials, arriving late to lesson	Class teacher	- At the discretion of the class teacher (e.g. verbal warning, detention, note in study agenda to be signed by parents and checked by teachers)
Repeat offenders of the examples above (i.e. over a number of lessons)	Class teacher / tutor	<ul style="list-style-type: none"> <li>Class teacher makes a note of the incident in both study agenda and on Platform Class teacher should inform tutor verbally</li> <li>Pupil to complete Behaviour Reflection Form and copy made by Tutor and signed by parent.</li> <li>Tutor should inform parents through a phone call about the repeated incidents.</li> </ul>
Consistent misbehaviour in class (i.e. over a few weeks)	Tutor	- Tutor should present the Behaviour Reflection Forms to Head - Tutor record on Platform - Head contacts parent via telephone - Pupil is placed on a progress report at the Heads discretion, signed by parents and checked and signed at registration by Head.
<b>Bullying Step 1</b>  In first instance of bullying (Reported or seen)	Class teacher / tutor	Class teacher informs tutor of bullying incident Tutor gives <b>first warning</b> to bully verbally Tutor deals with problem internally Both groups spoken to separately Tutor records incident and meetings with pupils in tutor file Sanctions at the discretion of the tutor <b>COMUNIDAD DE MADRID PROTOCOL IMPLEMENTED IMMEDIATELY</b>
<b>Step 2</b>  Continued bullying	Tutor	Tutor and Head of year meet with the parents of the bully Explanation of the events and possible consequences for the bully Bully is given <b>second official warning</b> Sanctions also include detentions and isolation at lunchtimes Info. Recorded in tutor file
<b>step 2 continued....</b> (In addition the school can provide the following measures)	Tutor  School Psychologist	School psych. can be used to talk with bully Parents asked if they want this Bully meets weekly with psych. Sanction for bully at discretion of the directors
<b>Step 3</b> Continued bullying	Head of School / Director	Head of School / Director meet with parents Sanction for bully at discretion of the directors
<b>Serious classroom incidents</b>  e.g swearing at a teacher, refusal to comply to staff instruction, dangerous or aggressive behaviour, pulling chair away from someone.	Class teacher- SME	Action Record Form to be completed by Tutor. Pupil is given a referral from class teacher and sent to Head immediately. * - Class teacher needs to record incident on Platform. - Head informs parent through a meeting - Pupil is placed on a progress report - Pupil is given detentions up to the Head's discretion - Tutor records referral in Assessment Profile <b>NO pupils</b> should be sent to the library for anything other than study. Sanction for bully at discretion of the directors
Using mobile phone	Class teacher / tutor	- mobile confiscated by teacher - mobile phone given to tutor - parent contacted and told to collect the phone - the phone will stay confiscated until parental collection
Use of social networks	Class teacher / tutor	At discretion of tutor

# Anti – Bullying

## St. Anne's School Anti-bullying Policy

Here at St. Anne's School we believe that providing a safe and happy places to learn is essential to achieving school improvement, raising achievement and attendance, promoting equality and diversity, and ensuring the safety and well-being of all members of the school community.

Bullying is among the top concerns parents have about their children's safety and wellbeing at, and on the way to and from, school. Bullying is also a top concern of children and young people themselves. Bullying makes the lives of its victims a misery; it undermines their confidence and self-esteem, and destroys their sense of security.

Bullying has an impact on its victims' attendance and attainment at school, marginalises those groups that may be particular targets for bullies, and can have a life-long negative impact on some young people's lives. At worst, bullying has been a factor in pupil suicide.

St Anne's School has therefore made tackling bullying in schools a key priority, and is clear that all forms of bullying should never be tolerated and should always incur a disciplinary sanction. No one should suffer the pain and indignity that bullying can cause.

### The aims of St. Anne's School anti-bullying strategies and intervention systems

- to prevent, de-escalate and/or stop any continuation of harmful behaviour
- to react to bullying incidents in a reasonable, proportionate and consistent way
- to safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil
- to apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

### School anti-bullying strategies and intervention systems

For pupils who experience bullying

- they are heard
- they know how to report bullying and get help
- they are confident in the school's ability to deal with the bullying
- steps are taken to help them feel safe again
- they are helped to rebuild confidence and resilience
- they know how they can get support from others.

For pupils who engage in bullying behaviour

- sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused
- they learn to behave in ways that do not cause harm in future because they have developed their emotional skills and knowledge

For schools

- the whole-school community is clear about the anti-bullying stance the school takes
- pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school
- every chance is taken to celebrate the success of anti-bullying work
- all pupils are clear about the roles they can take in preventing bullying, including the role of bystanders

### Possible reasons pupils are bullied:

Pupils are bullied for a variety of reasons – and for no reason. Specific types of bullying include

- bullying related to race, religion or culture
- bullying related to SEN or disabilities
- bullying related to appearance or health conditions
- bullying related to sexual orientation
- bullying of young carers, looked-after children or otherwise related to home circumstances
- sexist or sexual bullying.

Bullying can take place

- between pupils, between pupils and staff, or between staff
- by individuals or groups
- face-to-face, indirectly or using a range of cyberbullying methods.

This school policy provides an overall framework for schools in managing all types of bullying behaviour.

### Identifying bullying

Bullying can be described as verbal, physical, emotional and cyber.

The following examples cover what we at St. Anne's School identify exactly as anti-social or bullying behaviour:

#### Name calling

#### Taunting

#### Mocking

#### Making offensive comments

#### Kicking

#### Hitting

#### Pushing

#### Stealing

#### Inappropriate text messaging or emailing

#### Offensive phone calls

# Pupil Expectations

## Pupil Code of Conduct

**The pupil code of conduct is part of the St. Anne's School Agreement which all pupils sign at the beginning of the academic year**

### In the Classroom

#### Pupils should:

- Listen carefully and follow instructions
- have their Study Agenda present, displayed and up to date
- The lesson objective should be written completely and neatly in their Study Agenda
- Have a full set of stationery equipment appropriate to each lesson.
- Be responsible for the effective use and security of their bags which should never be left unattended and never around the dining room.
- work quietly without disturbing their classmates
- always tell the truth
- always do their best

### Around the School:

**Good behaviour outside the classroom is just as important as inside if we are to have a happy school and one in which we can all feel safe and secure.**

#### Pupils should:

- arrive at school and lessons on time
- wear full school uniform correctly. One bracelet is permitted, earrings should be studs, skirts should be knee length and long hair should always be tied back. Only religious necklaces are permitted and should be worn discretely under the shirt or blouse.
- walk quietly on the right hand side of the corridors
- behave considerately towards others, whether in the school playground or when travelling to and from school
- speak and use appropriate language.
- have their mobile telephone in their locker and turned off during the whole of the school day.
- Lockers to be kept tidy, ordered and locked.

### Respecting the Environment

**A pleasant and clean environment can only be achieved if all pupils show respect and pride in their school.**

#### Pupils should

- Arrive and leave in school uniform.
- Respect school materials
- keep classrooms clean and tidy
- respect all wall displays
- keep buildings and grounds free of litter by placing all rubbish in bins
- not bring chewing gum to school
- not cause damage to any school property
- keep the school free of graffiti

## Student Norms

### Registration

- All secondary pupils enter the school through the side entrance
- When the bell rings at 8.55, Years 7 to 11 go directly to their line in the playground and line up in register order, to be registered.
- On wet days registration will take place in the tutor base.
- The register is a legal document and must only be taken by a teacher. It is filled in in blue/black ink, A.M. / , P.M. \. An absence is marked by a zero and, when justified, will be coloured in red.
- A late arrival will be marked L. Late pupils should sign in and reception will fill in the late arrivals.
- Registers should be returned to Reception.
- When a parent justifies an absence by phone, the student must bring in a signed note the following day.
- Those students who leave the building during school hours (e.g. medical appointments) will need a note from parent/guardian to be signed by the tutor.

### Punctuality

- Punctuality is essential at all times during the school day.
- Students who arrive after 8.55 go to their line in the playground to be registered and then straight to class, those arriving after this time go straight to the Reception Office at the main door and sign in late.
- Once a student has accumulated 2 lates in a week, parents will be informed by the Platform and a sanction given.

### Order in classrooms

- The classroom should always be kept in order. Staff should neither enter a classroom in disorder nor allow students to leave it in disorder.
- Books, folders etc. not in use should be kept in the lockers allocated to each student. All lockers should be kept in order and secured by a lock.
- When students leave the classroom, desk-tops should be cleared, and chairs should be placed under tables.
- No personal possessions of any value are to be left unguarded in any part of the school and are the sole responsibility of the owner.
- The use of mobile phones is forbidden during the school day.
- The teacher is the last person to leave the classroom at break, lunch and end of school day and should check that lights, fans are switched off.
- Classrooms will only be used during break-times when the weather does not permit outside play and will be supervised in the classrooms.
- Recycling bins should be properly used and emptied regularly.

### Order inside the building

- Changes of class are to be carried out as quickly and quietly as possible. When waiting outside a classroom, keep the noise level down and form a line.
- Students should go up and down the stairs in order, and always keeping to the right and not blocking the way.
- Students should only be in bathrooms during breaks. Obviously, in an emergency, a student may leave the classroom to go to the bathroom.
- Students feeling unwell should be accompanied by a pupil to find Miss Marie José and await treatment. All incidents will be registered by the nurse and if students have frequent illness, parents will be informed.
- The computer room will be in use during class-time and students will always be accompanied by staff. Those students who wish to work on a computer at break-times can only do so if an accompanying member of staff is available.
- The library is an area for silent study.
- Classes will go to the dining-room in groups at allocated times to avoid long queues and blocking of access to and from dining area.
- The main hall and staircase is an office area, which should be kept clear as much as possible. Students should pass through this area quietly.
- The secretary's office and the reception area are out of bounds to students, unless he/she specifically requires a student's presence.



# Action Record

Unacceptable Behaviour

<b>Name of pupil</b>	
<b>Date of incident</b>	
<b>Date Incident reported</b>	
<b>Teacher taking action</b>	

**Type of incident -**  
Physical Bullying / Verbal Bullying / Covert / Hidden Bullying / Cyber Bullying Please refer to Bullying definitions on AVALON for further details.

**Summary of incident.** Brief outline

**Staff Involved** Tutor /Teacher / Ancillary Staff

**Pupil involvement**  
Please state the role each pupil played in the incident, choosing from the following descriptions:  
**Aggressor** - a pupil who instigates the incident                      **Target** - a pupil who is targeted in the incident  
**Participant** - a pupil who actively encourages/supports the behaviour in some way  
**Bystander** - a pupil who observes the incident but does not intervene  
**Witness** - a pupil who take steps to intervene or report what they have seen

**Agreed Action**

**Outcome satisfaction rating** Please use this section to rate the outcome satisfaction for both the target of the incident and the person who reported the incident.



# Behaviour Reflection

Name	
Date	

<b>Description of my behaviour</b>	
<b>Reasons for my behaviour</b>	
<b>Consequences of my behaviour</b>	
<b>How do I feel?</b>	
<b>How has my behaviour affected others?</b>	
<b>Other consequences</b>	

<b>Plan for improvement</b>	

**Signature of Pupil**

**Signature of Tutor / Teacher**

**Signature of Parent**

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## Order outside the building

- All students should stay outside during break and lunch-times.
- Aggressive games are forbidden.
- All students must remain within the school grounds at break-times, except those who have lunch at home.
- If a ball goes outside the grounds, only the caretaker or a teacher can retrieve it.
- The main gate must be kept closed at all times.

## Uniform

- Complete school uniform is obligatory and it is the duty of every member of staff to make sure that it is worn correctly.
- All garments should have name-tags and shoes are to be marked inside.
- Any T-shirt worn under the school shirt should be plain white.
- Girls may wear one pair of small ear studs and no other jewellery.
- The St. Anne's P.E. uniform is to be worn at all P.E. classes and all sporting events outside school. Pupils must change in the sports hall changing rooms.
- When a student is not in full uniform and has a signed justification note, the tutor should be informed before classes begin.
- Disciplinary measures will be taken with those who persistently do not observe the norms on uniform.

## Classroom and homework

- All work must be presented neatly, with clear handwriting, date, title and the student's name and class group. Calculations must be done in the area indicated by the teacher. Teachers should not accept work that is not presented correctly.
- School material is to be treated with care and moderation.. Writing on text-books should only be additional notes relating to the text and written in pencil.
- Corrections to work must be clear and helpful.
- Work is to be handed in on time. If this not the case the subject teacher will communicate this to the parents via the Study Agenda. If a student continues to be lax on handing in work, the tutor will be informed and appropriate measures taken.
- To organise work, each student will have a study agen-

## Reports

- Reports and Assessment Profiles are official documents that should be kept safe and clean.
- Reports and Assessment Profiles must be returned, signed by parents, within 3 school days of receipt.

## Payments

- Students should make payments before morning classes.
- All payments are to be put in a sealed envelope with the student's name, the amount of payment and the reason for payment.

## School uniform and Staff Dress

**There are two dress codes in the Secondary School, Winter and Summer. Both must be worn accordingly and the date of changeover will be given by the Heads of School.**

**The Winter uniform consists of :**

**Black shoes**

**Navy blue stockings / tights (girls) navy blue socks ( boys)**

**School Skirt for girls, grey trousers for boys**

**Navy Blue jersey**

**White long sleeved shirt / blouse**

**School tie**

**Navy blue jacket / coat.**

**The summer uniform consists of:**

**Black shoes**

**Navy blue stockings**

**School Skirt for girls, grey trousers for boys**

**White short sleeved shirt / blouse**

**Dark blue jacket / coat.**

**The official St. Anne's tracksuit, sports shirt and shorts should be worn for P.E. Classes. No other sports attire will be tolerated, pupils who do not dress appropriately should not take part in the**

**P.E. Lessons.**

**The Bachillerato uniform consists of navy blue trousers which can be denim, and a polo shirt in navy blue, red or white with a navy blue jersey. Sports shoes should not be worn.**



# Sex and Relationships Education

## Sex and Relationship Education Policy (SRE)

SRE is the right and responsibility of the parent, St. Anne's provides SRE to support parents in fulfilling their responsibility. St. Anne's feels that SRE is 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. (DfE)

### The Aims of Sex Education:

- Based on the above definition the aims of SRE in this school are:
- To enable our students better to understand the nature of human relationships;
- To enable students to see the importance of marriage and stable loving relationships for the bringing up of children;
- To prepare students for the changes which occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.

### Main Elements of SRE: 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.
- 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.

The last page of the policy shows where and when these areas will be covered.

### Dealing with sensitive issues:

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about SRE. The following are protocols for discussion based lessons with students:

- no one (teacher or student) will have 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; and
- teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent. Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school's policy in this matter to the letter.

### Moral dimension:

The school recognises that it is a moral body in its own right. As part of the whole curriculum the school seeks to explore issues of right and wrong. The school recognises that SRE is fraught with certain difficulties and whilst it acknowledges different life style choices it promotes a view that stable loving relationships are the best context for sexual relationships and the bringing-up of children.

### The delivery of SRE:

All teachers are responsible for teaching about and modelling good relationships within school. Much of the general work in school is based on good relationships and in this regard SRE is supported by the school's key aspirations. It is the responsibility of the Science department's staff to deliver the National Curriculum Science Order according to the Scheme of Work. SRE is delivered as part of the school's RE programme and can be identified clearly within this document for each year group. Where specific sex education occurs, which is outside or beyond the National Curriculum Science Order and Religious Education Programme, the school has a team of tutors who are able to deliver the remaining issues of SRE during tutor time.

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about SRE. The following are protocols for discussion based lessons with students:

- no one (teacher or student) will have 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; and
- teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent. Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school's policy in this matter to the letter.

**Confidentiality:**

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or headteacher of any disclosure unless the headteacher has specifically requested them to do so.

- In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:
- the young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

**Parental right to withdrawal from SRE:**

Parents have the right to withdraw their child from SRE that falls outside the National Curriculum Science Order and Religious education programme. They do so in writing to the Headteacher. When the Headteacher receives such a letter he/she will invite the parents to a meeting, at which the Headteacher will explain clearly what the school's policy is and seek to accommodate the wishes and/or concerns of the parents. If that is not possible the student will be withdrawn from SRE and placed in another class where suitable work and supervision will be provided.

**Religious Education                      Science                      Citizenship**

KEY CONCEPTS		Y7	Y8	Y9	Y10	Y11	Y7	Y8	Y9	Y10	Y11	Y7	Y8	Y9	Y10	Y11	
<b>Attitudes and Values</b>	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.		✓										✓	✓	✓		
<b>Personal and Social Skills</b>	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)		✓	✓	✓	✓											
<b>Knowledge and Understanding</b>	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.					✓					✓					■	