

Sex and Relationships Education Policy

Reviewed:

March 2019

Adopted by Governors:

Children & Young People
Outcomes Committee

Date:

25th April 2019

Kings Mill School & Residence



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Introduction

Most of the children and young people we encounter within the school and residence of Kings Mill School will require assistance with intimate care tasks, especially toileting, bathing and dressing. The significance of this is we naturally impact on children and young people's lives in an intimate manner. This develops to supporting pupils who are menstruating or wish to masturbate as they have erections. *See our Intimate care policy.*

It may be that children becoming adults develop infatuations with peers or staff members. In summary we will have a more direct impact on how a child develops positive relationships and awareness of their bodies and future changes.

All of the children and young people we work with have a right to be safe, to be treated with courtesy, dignity and respect at all times and in all the places we may put them, whether within the grounds of the school, in any other setting or when on visits and trips away from the school or residence buildings.

Our requirement is that a balance of care and education is required on an individual basis to assist them develop safe but purposeful relationships with staff, peers, parents.

Within an educational setting any intimate relationship between two pupils/students would not be allowed and considered a safeguarding issue. However, when they are outside of education having moved onto college, independent living or adult service provision they may choose to form relationships that are more intimate and sexual. The care and safety is then managed in terms of them being vulnerable adults. We have a responsibility to prepare them for these future relationships.

Public masturbation and masturbation at school

The clear view of the teaching staff is that public masturbation or using toilet facilities within school to masturbate is NOT acceptable. In residence a pupil may be sent to their bedroom which is private and discreet reinforcing what parents would also be expected to do. Incidents of this type would be reported to the family and a meeting convened to discuss a way forward. It is logged as sexualised behaviour on CPOMS. It is the staff's expectation we teach skills, understanding and personal safety with this decision.

In effect there is a level of protection in both children and adult service . This policy attempts to balance safety, choice, pupil/student knowledge and support required to develop these skills and understanding. A child's body will change through adolescence, this may be confusing. A child will also change emotionally in terms of what they like, who they like and why they like people. This can be confusing but also very motivating.

The Disability Discrimination Act (DDA 2001, amended 2005)

The DDA provides protection for anyone who has a physical, sensory or mental impairment that has an adverse effect on his/her ability to carry out normal day to day activities. The effect must be substantial and long term.

Anyone with a named condition that affects aspects of personal development must not be discriminated against. Education and care providers have an obligation to meet the needs of children with delayed personal development, children should not be excluded from activities solely because of incontinence or the need for assistance in personal care activities. All such issues have to be dealt with on an individual basis and all settings encompassed within Kings Mill are expected to make reasonable adjustments to meet the needs of every child at the school.

E Safety

Throughout sex and relationships education we need to consider what a pupil/student has access to outside of our school and in the wider community. Many pupils/students are accessing material in home environments via social media and with limited control by parents, or viewing siblings content.

This is constantly changing and heavily influenced by current trends. It includes iPad, laptops and mobile phone use.

This content includes sexualised material that may include personal details and images. There is a growing trend for grooming on line.

Aims of relationship and sex education

The aims of this policy and guidance are:

- To comply with the current legal position on sex and relationship education.
- To safeguard the rights and promote the welfare of children and young people.
- To remove barriers to learning and participation, protect from discrimination and ensure inclusion for all pupils/students in activities.
- To develop relationships that are purposeful in that adults respond to pupil's communication and likes/dislikes as they develop. Playing together, sharing items, waiting and working in small to large groups
- Relationships should not be of an aggressive nature, they should not be an imposing of a pupils will over others. They should be considerate of others; they should be supportive and always trying to maintain non harmful ways of communicating.
- That developing relationships change as pupils grow. That they reflect changes in how society communicates including modern IT systems.
- That pupils develop additional skills to live as independently as possible and with as full a life as possible.

Basic principles

Staff should bear in mind the following principles:

- Children/young people have a right to feel, and be, safe and secure. We will need to teach some of this as skills, understanding or experiences.
- Children/young people have a right to an education and schools have a duty to identify and remove barriers to learning and participation for pupils of all abilities and needs. This does mean we repeat lots of relevant activities and tasks until they indicate some improved understanding.
- Children and young people should be respected and valued as individuals
- Children/young people have the right to be accepted for who they are without regard to age, gender, ability, race, culture or beliefs. *See our LTGB policy.*
- Children/young people should have access to a good relationships and sex education programme.
- The area should be implicit within all the work children do. There are times however, when discreet and specific lessons are delivered at a level appropriate for that child.
- We DO need to provide pupils with an understanding as best possible of the changes to their bodies and the how this may feel.

Vulnerability to abuse

Children and young people with disabilities have been shown to be particularly vulnerable to abuse and discrimination. ‘Safeguarding and promoting the welfare of children is **everyone’s** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children...’

‘School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.’ Reference: Keeping Children Safe in Education and our own Staff Code of Conduct.

Curriculum

The school follows the broad outline of the EQUALS sex and relationships curriculum, this is being re-written as a semi-formal curriculum March 2019, to be available September 2019. This in the opinion of the writer will be much improved.

We have a range of additional resources that can be used with different ability groups these include the Kylie and Jason DVD’s, Picture Yourself and the Sexual Health, Relationships and Parenthood NHS book, Puberty monsters and a powerpoint on personal care.

Within the Equals units are ideas to deliver to different groups and how to differentiate tasks. Staff often provide items around personal care as they need to be specific and at a sensory level i.e. it smells, it washes. Boys can be introduced to battery razors to tolerate this activity as an example.

Relationships

This may start at this early interaction level including:

Awareness of themselves,

- body and sensory activity
- Intensive interaction
- Rebound therapy
- Physical therapy rooms
- Play from solitary, parallel to playing alongside peers and hopefully to joint activities
- Circle games and friendship groups
- Play buddies
- Sharing and playing with staff/peers and interacting with other peers
- Monitor responsibility
- Opportunity to hand out, give, share
- Pass the parcel and sharing games
- PSD lunchtime passing out items
- Action songs and paired games in PE. Passing, handing over, contact activity like rolling, helping with travel activity

Higher level relationship and sex education skills are as follows:-

Using a leisure centre for swimming

- Behaving in public
- Using correct changing areas
- Changing privately
- Asking for help
- Enjoying swimming
- Using the showers
- Changing without fuss

School educational visits

Sporting Events.

- Representing myself at an event.
- Sorting my own equipment.
- Supporting a team event.
- Celebrating other achievements
- Attending team building events

Museums/ planned visits

- Visiting a different museum.
- Visiting different places

Residential trips

- Trying new activities.
- Being away from home
- Personal Care in other settings

There is a clear need to be selective about groups when covering areas of sex education as indicated below.

- like/dislike and showing these with behaviour, sign or gesture.
- private and not private activity and places,
- infatuation,
- gender differences,
- gender issues around clothing,
- growth child to adult,
- body changes and onwards to
- inappropriate and appropriate touch,
- making a complaint/saying NO,
- love,
- masturbation,
- safe sex,
- sexual intercourse,
- having a baby and being expectant

An example of planning in one area. Touching and allowing others to touch me.

Learning Intention	Ideas	Resources
<p>1. Safe Touch. Where on the body can I touch safely?</p> <p><i>Teaching safe touch and contact will require adults to support and then hopefully fade their contact.</i></p> <p><i>Acknowledge the level of personal care routines; physio routines required for pupils, this should be made clear to the pupil.</i></p> <p><i>Consider pupils with degenerative conditions. They will require increasing levels of staff contact.</i></p>	<ul style="list-style-type: none"> • Tac Pac using safe areas of the body. • Singing games • Using items like feathers for touch • Hand massage • Foot spas. • Appropriate introductions saying signing hello, handshakes, high fives, formal introduction to request items • Circle games for positive touch and sharing. • Encouraging sitting with staff, not on staff • Determine as a staff team what body areas are touched and for what activities. Explaining what help and touch you are giving i.e. physiotherapy routine, personal care support dressing support • Rebound therapy for hands 	<ul style="list-style-type: none"> • Tac-pac • Dolls to play and share • PE equipment for ball games • Symbols of where to touch • School policies on Intimate Care and handling children • Staff training on intimate care • Moving and Handling policy • EHCP Plans • Care plan Inc. physiotherapy, OT and handling plans • The specialist nurses for Boys with muscular dystrophy have specialist resources to support them understand the changes that will occur • “Growing up with Yasmine and Tom” FPA subscription. • “Sexual Education for special needs children.” Parent special needs magazine • PANTS the NSPCC product

Working with parents/carers

Establishing effective working relationships with parents/carers is a key task for staff in both the school and residence, and is particularly necessary for children and young people with special care needs and disabilities.

The curriculum of safety and sex education should be explained to parents. A clear statement of who is delivering and what will be covered needs to be given to families.

Should children display inappropriate behaviour a personal discussion should occur around safety, ways to improve this behaviour and what is acceptable in school should occur. Examples are children who remove clothes, public attempts to masturbate, inappropriate physical contact. It is often better to arrange and plan a discreet PBP for such repeated and unsafe behaviour.

Links with other agencies

Kings Mill School works closely with a range of other agencies. It is important that positive links are made with all those involved in the care and welfare of children at the school and accessing the residence. This will enable the school and Residence to make plans taking into account the knowledge, skills and expertise of all involved professionals and will ensure that the child's wellbeing and development remains the focus of concern.

We may need to work with other agencies for delivery of some curriculum, we may need to work to support ongoing inappropriate behaviours that are sexual or we may need to refer what a child has said or done during our sex and relationship education.

IT IS CRUCIAL THIS IS TRANSPARENT AND OPEN.

Good practice guidance

We deliver sex education when it is deemed appropriate for a child; we do not deliver it simply because the DFE say it has to be done. Kings Mill does not want pupils/students being provided with lessons that are a token gesture.

Relationships education should be ongoing and spread over all of our work. Sex education is specific to changing bodies and changing relationships.

Training

Staff are provided with sessions to look at and familiarise themselves with some material and resources every year.

Managing risk

- Pupil/students risk assessment.
- A discreet meeting with families.
- Open discussion as indicated in working with others.

References

Keeping Children Safe in Education
Child Protection and Safeguarding policy
Staff Code of Conduct
LTGB policy
Intimate Care Policy

Appendix 1

Example letter to parents

Dear Parents/Guardians.

Re: Sex Education

We will be delivering sex education lessons again, starting the week of *date* for 2-3 weeks. Pupils will be in ability groups for the lessons and we do consider a pupils age when we put the groups together.

The course works alongside what we deliver on risks and dangers, countering bullying, standing up for yourself and handling difficult situations. These are all personal protection skills which is a part of our curriculum offer for “Staying Safe.”

The initial course content is as follows depending on the group:

- Personal protection,
- Privacy and private behaviour,
- Personal hygiene,
- Body awareness and no touch areas,
- Introductions,
- Inappropriate behaviour
- Different sex groups

We repeat these lessons every year allowing pupils to move groups. Material used are tactile e.g. a deodorant spray, pictorial using body images or on DVD. The pupils keep their own files and these are confidential. We complete an assessment of safety for each child/student to record known skills and those to learn.

Parents must agree to their child doing the course and sign the enclosed slip. Should you have any questions you can contact me or your class teacher.

We do complete an assessment for each pupil which parents may wish to read. They are confidential and address the knowledge of pupils and their vulnerability.

Once we have completed the two sessions staff will meet and agree the pupils/students that require more knowledge and who need to understand how babies are born, the sex act, contraception and advanced knowledge of staying safe from disease or infection.

This group will be mainly older pupils and students who are Year 11 and above and who meet the criteria on understanding.

For information we do address any behaviour in school/residence that is sexually inappropriate on a consistent basis by direct contact with families and an offer to meet and then offer our expertise and resources.