

## **Pavilion Study Centre Sex and Relationship Policy.**

### **Definition of SRE**

It is lifelong learning about physical, moral and emotional development. It is about understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is about the teaching of sex, sexuality and sexual health. It is not about exposing young people to sexual orientation or sexual activity but it is about addressing young people's sexual health needs through a broad range of information, advice and support.

### **Aims of the policy in relation to the school**

- To outline how SRE is provided and who is responsible for providing it
- To address how SRE is monitored, evaluated and reviewed
- To inform parents and carers of their right to withdraw their children from some of the lessons if they wish
- To inform students of their right to withdraw themselves from SRE lessons if they are post 16.

### **Who is responsible for SRE in the school?**

Teachers, Parents, school governors and other agencies. Parents consulted and informed on SRE programme. The programme is coordinated by the lead teacher for PSHCE and line managed by a Senior Leadership team line manager.

### **Teaching strategies**

Teaching of SRE is conducted through various methods:

e.g. single gender lessons, 3 SRE lessons for each class through out the year or quarterly.

Taught in workshops both informal and formal teaching and using different methods e.g. role plays, scenarios, clips from television and short films, use of different materials etc.

Using discussions during lessons is a key element to reflect and explore young people views and feedback.

Introducing ground rules is part of SRE delivery. This is mainly implemented to create trust and positive working atmosphere where young people can express their feelings and comments without fear of being labelled.

### **SRE/lesson programmes**

- Safer sex and the risks of getting of HIV, sexually transmitted infections and teenage pregnancy
- Risk behaviour including information on safe-sex, contraception and condoms
- Skills to avoid peer pressure to have early sexual activities or unprotected sex
- Skills to delay early sexual activities or to negotiate safe sex
- How and where to access sexual health
- Sex and the law
- Abortion and the law

### **Working with other agencies on SRE**

Inviting other agencies to deliver SRE programme especially of specific subject such as HIV/AIDS

### **Monitoring and evaluating SRE programme and policy**

- The policy will be evaluated and reviewed every year by teachers, parents and schools governors
- Feedback from young people is collected after each sessions through evaluation forms and group or individual comments
- Questionnaires or suggestion box
- Peer educators or student councils
- Young people involvement in planning and developing SRE in school (consultations)

### **Child protection issues: recording and reporting confidential information**

All staff members and external visitors, who work with our pupils, will be given a copy of this policy and our School's Child Protection Policy. The Head teacher or designated teacher will have a discussion with any health professional or other adult before they start to work with our children. This is to ensure they are familiar with our policy and expectations regarding correct practice and how to respond to issues, including those that may relate to Child Protection matters or sexual exploitation.

We make clear to pupils what our procedures are with regard to confidentiality.

### **Confidentiality issues**

All members of staff have a responsibility to uphold confidentiality. Although the school respects confidentiality, it does not guarantee an absolute right in exception circumstances such as where a young person is suspected of being at risk of abuse, harm or to protect the public. Some young need support to protect themselves from; deliberately harming themselves, harming other people and or/being harm by others. It is the schools responsibility to report such issues to a designated child protection officer. The school will endeavour to inform young people about their confidentiality rights and where confidentiality will be broken.

### **Staff Involvement with confidentiality**

All school staff should:

- Understand the school's policy in relation to confidentiality and know that they can not offer unconditional confidentiality to pupils
- Understand the boundaries agreed by the school in relation to sensitive issues
- Be aware that an unrealistic confidentiality agreement should not be offered to pupils. The classroom is a public place and confidentiality cannot be offered. However, teachers should establish ground rules with their teaching groups and use distancing techniques in order to avoid

inappropriate questions and answers in class or in group sessions that may lead to personal disclosures.

- Know the procedure for recording and reporting disclosures and the nature of access to this information

### **Pupil Involvement with confidentiality**

The school should ensure that pupils:

- Are made aware of the existence of this policy, its content and how it might affect them
- Know that teachers can not offer unconditional confidentiality
- Are reassured that their best interests are maintained
- Know that if confidentiality has to be broken, they will be informed before this occurs and then supported as appropriate
- Are encouraged to talk to their parents or carers
- Are informed of alternative sources of confidential help and advice. For example the school nurse, Connexions, counsellor, GP or other local support and advice services
- Are given opportunities to agree ground rules for lessons where sensitive issues may arise. Ground rules should be behaviour focused and implementation needs to be consistent.

### **Parent/Carer Involvement**

The school should ensure that parent/carers understand the school's policy in relation to confidentiality.

The school is responsible for supporting and consulting parents on the context of SRE programme. Parents are encouraged to contribute towards the SRE programme through writing the policy, lesson plan and delivery of programme.

### **Parental consent**

When considering delivering a sexual health programme to young people, parents and carers should be informed and consulted (with permission obtained) about the programme. It is important to respect and recognise parental beliefs and concerns and that young people should be involved in these discussions.

### **Condom policy**

Providing condoms to young people in a safe and informal setting is a useful opportunity for health promotion and a main part of SRE work in school. All staffs are aware of clear procedures to follow and that condom provision is planned and monitored.

That within reason, a young person is given a consistent number of condoms per visit. Additional condoms may be supplied in circumstances where there is a clear possibility of unprotected sex. Also follow the Fraser guidelines.

## **Information and referral system**

Teachers are responsible for giving young people confidential, appropriate information and advice on sexual health. This includes information on where they can go for confidential advice, counselling and treatment. It is not good practice for teachers to give specific advice on contraception and abortion. Therefore the school has procedures to encourage young people to seek advice from their parents/carers, or pupils are made aware of appropriate health services.

## **Training and resources for staff**

Staff who are involved in the delivery of the SRE programme receive training through a combination of internal and external inset and support where necessary from health care professionals.

Who is responsible for training staff and resources ????

## **Morals and values**

The school places a high value of building supportive relationships. All members of staff are encouraged to work through certain values through their day-to-day interaction with young people, their parents/carers and other professionals. The value of positive and supportive relationships is central to the effective teaching of SRE and the following aspects will receive discussion in the delivery of SRE:

- Respect oneself and others
- Non-exploitation in relationships
- Commitment and trust within relationships
- Honesty with self and others
- Self awareness for oneself and others
- Exploration and rights, duties and responsibilities in relationships
- Compassion and care when people do not conform to particular way of life
- Acknowledgement and understanding of difficulties/issues regarding religion, culture and sexual orientation
- Contraception and how to avoid conception or the contraction of sexual diseases
- Recognising an individual right to delay or refuse sexual relations
- Teachers beliefs and attitudes will not influence SRE programme and any advice for young people

## **Working with looked after children (LAC) /excluded from schools (ES)**

Many LAC and children excluded from schools do not receive continuous support and guidance on sex and relationships within the care system. They are also less likely than other young people to receive guidance from their parents, carers or other significant adult. They may also experience pressure to become sexually active at an early age. Studies have found that young women living in public care or excluded from mainstream schools are more likely than other young women to become pregnant or have a child before they are 16 years old and may be more vulnerable to abusive relationships.

Therefore strengthening sex and relationship education to LAC/ES is a responsibility for all staff in the school. Talking about sex and relationship is vital in building self-esteem, exploring values and attitude, developing skills, such as assertiveness and negotiation, and making informed decisions about behaviour, relationships and sexual health (Sex Education Forum, 2003). This is crucial to their development as adults.

### **Religious, cultures and beliefs**

The school embraces and understand religious, cultures and beliefs differences. Staff are trained and guided to support all young people in relation to their beliefs and religious differences.

Ideally the cultural backgrounds of the school staff should be sufficiently diverse to offer a variety of perspectives, including those which reflect predominant cultures in the group. If this is not the case consultation with young people is of particular importance.

## **The Fraser guidelines and child protection**

The Fraser Guidelines describe good practice in providing young people under the age of sixteen with sexual health advice and services. However this does not exempt staff from their responsibility to follow their Child Protection Procedures if it is known or suspected that the child will be put in danger from physical, emotional or sexual abuse, or might seriously harm themselves or others.

- That the school can demonstrate a working knowledge of the Fraser guidelines see appendix 1, and of child protection issues as they relate to condom distribution (see below)
- That staff are aware and have copies of the guidelines on file and available to new staff.
- That when condoms are provided to under 16s a condom demonstration should be offered.
- People under sixteen years of age can buy condoms at pharmacies, and it is not illegal to supply condoms to people under the age of sixteen. Our understanding of The Fraser guidelines is as follows:
- Condoms and contraceptive advice can be provided to people under sixteen provided;
- The young person understands the advice and has sufficient maturity to understand its moral, social and emotional implications.

- The person providing the advice and /or condoms cannot persuade the young person to inform their parents, or allow the volunteer/staff member to inform their parents that they are seeking contraceptive advice.
- The young person is very likely to begin or continue having sexual intercourse with or without contraceptive support and would be at risk of pregnancy or sexual infections.
- Unless the young person receives condoms or contraceptive advice their physical or mental health are at risk.
- The young person's best interests require the teacher to give information about where to get contraceptive or sexual health advice or condoms or all options with or without parental consent.
- Therefore if the teacher/worker believes the young person will be at risk of pregnancy or sexual infections condoms should be provided.

## **Sex and the Law**

### **The Sexual Offences Act (2004) clarifies that**

- The legal age for young people to consent to sex is 16, whether you are straight, gay or bisexual.
- The aim of the law is to protect the safety and rights of young people and to make it easier to prosecute people who pressure or force others into having sex they don't want.
- Forcing someone to have sex of any form is a crime.
- The law does not intend to prosecute mutually agreed sexual activity between young people of the same age, unless it involves abuse or exploitation.
- The Sexual Offence Act also clarifies that young people are still entitled or have rights to confidential advice on contraception, condoms, pregnancy and abortion, even if you are under 16.

But remember whatever your age, you shouldn't have sex until you feel ready.

## **Other Information**

Updated January 2016.

## **Child Protection - Safeguarding Young People**

**The following child protection procedures are recommended to ensure the rights of young people are safeguarded.**

- A consideration to be given to the age and understanding of the young person seeking the service to assess whether they are at risk, even if sexually active.
- Clear guidelines on how to refer on young people to other sexual health assessments or access.
- Guidance on appropriate behaviour in one to one counselling over sexual health matters.
- All staff operating the SRE should have a CRB and should have regular staff assessments and supervision.
- Clear Complaints procedures for young service users.
- In giving advice staff should consider a young person lead and not to impose their own views about sexual matters.
- Staff should be aware of how their own behaviour or sexuality may be construed by a young person.

### **Good Practice Checklist for Condom Distribution.**

- Some of the points below are obvious, but it might be useful to keep this checklist list handy just in case.
- Are you working within the Fraser guidelines and your Child Protection Policy?
- Does the young person understand confidentiality and how it is applied?
- Are there cultural or faith issues, which you need to be aware of? If you're not sure, ask!
- Would it be more helpful for the young person to talk to a male or female member of staff?
- Does the young person need support in persuading their sexual partner to use condoms?

- Would it be helpful to the young person to talk about their right to make their own choices about sex, contraception and condom use?
- Does the young person understand how to use condoms properly? Do you need to explain or demonstrate condom use?
- Does the young person understand the importance of using water -based lubricant only?
- Does the young person want to know about sexual health services?
- Would it be useful for the young person to know about other forms of contraception, particularly Emergency Contraception?
- Is it worth reminding the young person that other forms of contraception do not prevent sexual infections?
- Does the young person want to discuss sex, sexuality, and relationships?
- Do you have written information that might be useful?
- How can you close your contact with the young person in a way that makes it possible for them to come back and ask again?
- Is there anything you need to record?
- Do you need information, support or training on any issues raised?

## **Barnet Guidelines for Condom Distribution to persons under 16 years**

Please circle appropriate answer:

**Young person's name (initials)**.....

**Young person's age (DOB)**.....

**Name of Youth worker**.....

**Job Title**.....

1. Does the young person understand the advice she/he is being given?

Yes                      No  
(If NO she/he is not deemed competent and should be referred to a statutory  
contraception service)

2. Are the young person's parent's aware that she/he is sexually active?

Yes                      No

3. Does the young person feel able to discuss this with her/his parents?

Yes                      No

(If NO, you can ask reasons why not and if appropriate encourage the young  
persons to disclose to parents)

4. Will the young person begin or continue to have sex if she/he does not receive  
condoms?

Yes                      No

5. If the young person does not receive condoms will her/his physical or mental  
health suffer as a result?

Yes                      No

6. Is it in the young person's best interest to provide condoms to her/him without  
parents consent?

Yes                      No

7. Does the young person understand how to use condoms?

Yes                      No

8. Has a condom demonstration been given? (Compulsory first time regardless of  
knowledge)

Yes                      No

(If NO can you state reasons  
why)?.....

9. Is the young person aware of emergency contraception if there is a condom  
failure?

Yes                      No

(If NO provide information or refer young person to appropriate services) State  
action taken.....

10. Please provide the young person with the following:

**Youth information card**

**Emergency contraception card/information leaflet**

**Young people's booklet on sexual health services**

**For information or Condoms (Telephone 020 8937 7216)**

**Signature of young person**

**(optional)**.....

**Signature of Youth Worker**.....

Contact your designated child protection officer if you have any concerns about child protection issues. Remember to discuss confidentiality issues with the young person.

Appendix 1.

### **Appendix Fraser Guidelines Competency Checklist**

This checklist is based on the 'Fraser Guidelines' and is for use by relevant practitioners as a starting point in assessing whether or not to maintain confidentiality in working with a young person.

Local Safeguarding Procedures must be applied in all cases.

Even if all six guidelines are met, always discuss issues with your line manager

#### **Guidelines Yes or No**

1. Does the young person understand the advice being given?

2. Does the young person have a sufficient maturity to understand what is involved?

3. The young person cannot be persuaded to inform or seek support from their parents/carers and will not allow you to inform them.

4. The young person is likely to begin or continue to maintain the attitude / behaviour without parental/carer knowledge.  
E.g. underage sex etc.

5. The young person's physical and/or mental health; safety and/or wellbeing is likely to suffer if parents/carers are informed of the relevant issues.

6. It is in the young person's best interest for them to continue to receive a service from your agency.

Name of professional

.....

Name of Young Person

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Date checklist used

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