

# **Lancashire Association of School Governing Bodies Conference 19<sup>th</sup> May 2018**

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# School - A Safe Place to Nurture and Develop Our Children

- Supervision – to nurture and develop our staff
- Statutory Relationship and Sex Education  
September 2019
- Preventing and tackling bullying
- DH and DfE green paper: Transforming children and young people's mental health
- What is happening in Lancashire?
- The Education Health and Wellbeing Team's offer to schools

# Success

“To laugh often and much, to win the respect of intelligent people and the affection of children, to earn the appreciation of honest critics and endure the betrayal of false friends, to appreciate beauty, to find the best in others, to leave the world a bit better, whether by a healthy child, a garden patch, or a redeemed social condition; to know even one life has breathed easier because you have lived. This is to have succeeded!”

**Ralph Waldo Emerson(1803 – 1882)**

# A People Place

If this is not a place where tears are understood

Where do I go to cry?

If this is not a place where my spirit can take wing

Where do I go to fly?

If this is not a place where my questions can be asked

Where do I go seek?

If this is not a place where my feelings can be heard

Where do I go to speak?

If this is not a place where you'll accept me as I am

Where can I go to be?

If this is not a place where I can try to learn and grow

Where can I just be me?

# Supervision

- 3 day course for Senior Leaders
- The benefits of supporting and developing staff to improve outcomes for pupils
- The importance of promoting a whole school approach to mental health and wellbeing for staff and pupils
- To improve recruitment and retention by staff feeling valued and through professional development
- Clear contribution to safeguarding
- Different models being introduced in a range of schools including 1:1 for Heads, individual for other colleagues and group supervision



Supervision is timetabled each half term.

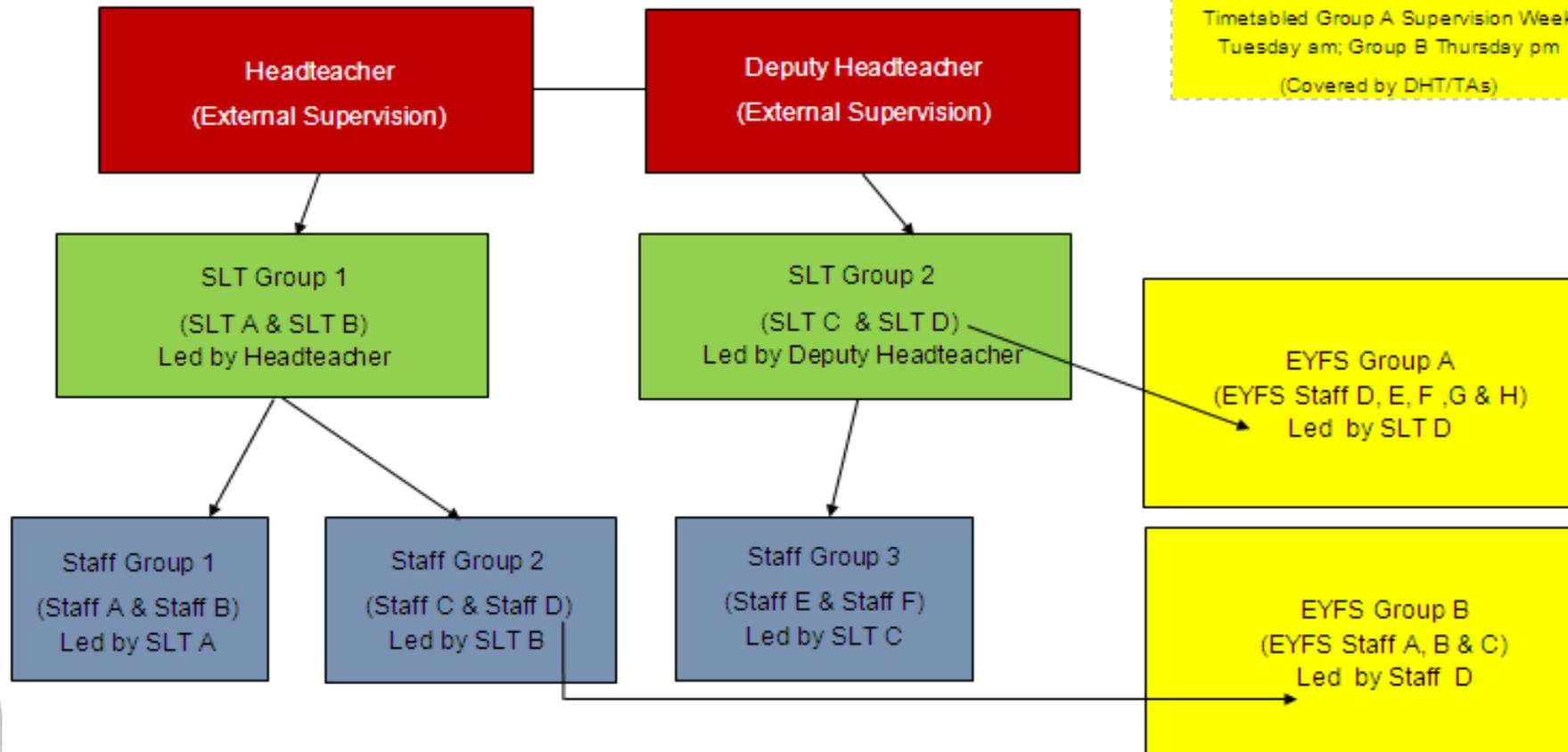
## Supervision Model

**To fit in with own diary**

Monday of Supervision Week instead of SLT Meeting (3.45-4.45)

Wednesday of Supervision Week instead of Staff Meeting (3.45-4.45)

Timetabled Group A Supervision Week Tuesday am; Group B Thursday pm (Covered by DHT/TAs)



## POLICY STATEMENT: RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION, AND PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

### Introduction

The Secretary of State for Education confirms the Government's ambition to support all young people to stay safe and prepare for life in modern Britain by making Relationships Education (Primary), Relationships and Sex Education (RSE - Secondary) and, subject to the outcome of a thorough consideration of the subject, Personal, Social, Health and Economic Education (PSHE - both) statutory in all schools. The government [laid an amendment<sup>1</sup>](#) to the Children and Social Work Bill on 1 March 2017 which we intend to come into effect from September 2019<sup>2</sup>.

The Secretary of State confirmed that she was actively considering the case for further action on these subjects in September 2016 to the Education Select Committee, underlining the government's commitment to explore all options to drive improvement. The amendment is the result of careful consideration of the evidence on mandating teaching, and embedding improvements, in these subjects.

The Chairs of 5 Select Committees wrote to the Secretary of State in November 2016 to call for further action on these subjects. The government acknowledges the important work of these Chairs and their respective Committees in bringing together the evidence supporting further consideration of the case for change.

### Rationale for Government's approach to relationships education, RSE and PSHE in the modern world

Whilst we know that many schools are already teaching these subjects and in some cases doing so very well, it is important that we ensure universal coverage for all pupils and improved quality. There have been many calls for statutory RSE and/or PSHE from leading parent representative bodies such as Mumsnet and PTA UK. A recent YouGov poll shows that 91% of parents believe all pupils should receive PSHE lessons to teach about the risks of sexting, as well as other issues such as contact from strangers online. A recent Barnardo's poll of 11-15 year olds also showed that 74% believed that children would be safer if they had age appropriate classes on RSE. Many teaching

<sup>1</sup> <http://services.parliament.uk/bills/2016-17/childrenandsocialwork.htm>

<sup>2</sup> Written Ministerial Statement here: <http://www.parliament.uk/business/publications/written-questions-answers-statements/written-statement/Commons/2017-03-01/HCWS509/>

Policy statement to explain the government amendment to the Children and Social Work Bill (2017) to introduce statutory:

- relationships education in primary schools
- relationships and sex education in secondary schools
- PSHE in all schools

From September 2019, all schools including maintained, academies and independent, will be required to provide RSE and potentially PSHE.

**Relationships and RSE will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face. They will likely focus on:**

- different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships;
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online; and
- factual knowledge, at secondary school, around sex, sexual health and sexuality, set firmly within the context of relationships.

# Key Principles of Statutory Change

Committed to:

- retain parents' right to withdraw their child from sex education within RSE (other than sex education in the National Curriculum as part of Science)
- consult further in order to clarify the age at which a young person may have the right to make their own decisions
- provision will enable faith schools to teach these subjects according to the tenets of their faith, whilst still being consistent with requirements of the Equality Act.

# Equality Act (2010)

**Disability, Gender, Gender Reassignment, Race, Sexual Orientation, Pregnancy, Religion and Belief,**

## **General Duty:**

1. eliminate discrimination, harassment and other conduct that is prohibited by the Act
2. advance equality of opportunity between people who share a protected characteristic and people who do not share it
3. foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

## **Specific Duties:**

1. to publish information to demonstrate how the school complying with the Public Sector Equality Duty, and
2. to prepare and publish equality objectives.

# Actions to Consider:

- Membership of PSHE Association
- Membership of Sex Education Forum
- Review provision informed by PSHE Association Programme of Study and SRE in the 21<sup>st</sup> Century
- Check what is said to be happening is happening - include pupil voice
- Review policy and practice in light of guidance when published
- Identify Link Governor
- Agree whole school approach before engaging with families.

## Preventing and tackling bullying

Advice for headteachers, staff and  
governing bodies

July 2017

‘Bullying, especially if left unaddressed, can have a devastating effect on individuals. **It can be a barrier to their learning and have serious consequences for their mental health.** Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.’

# LGBTQ

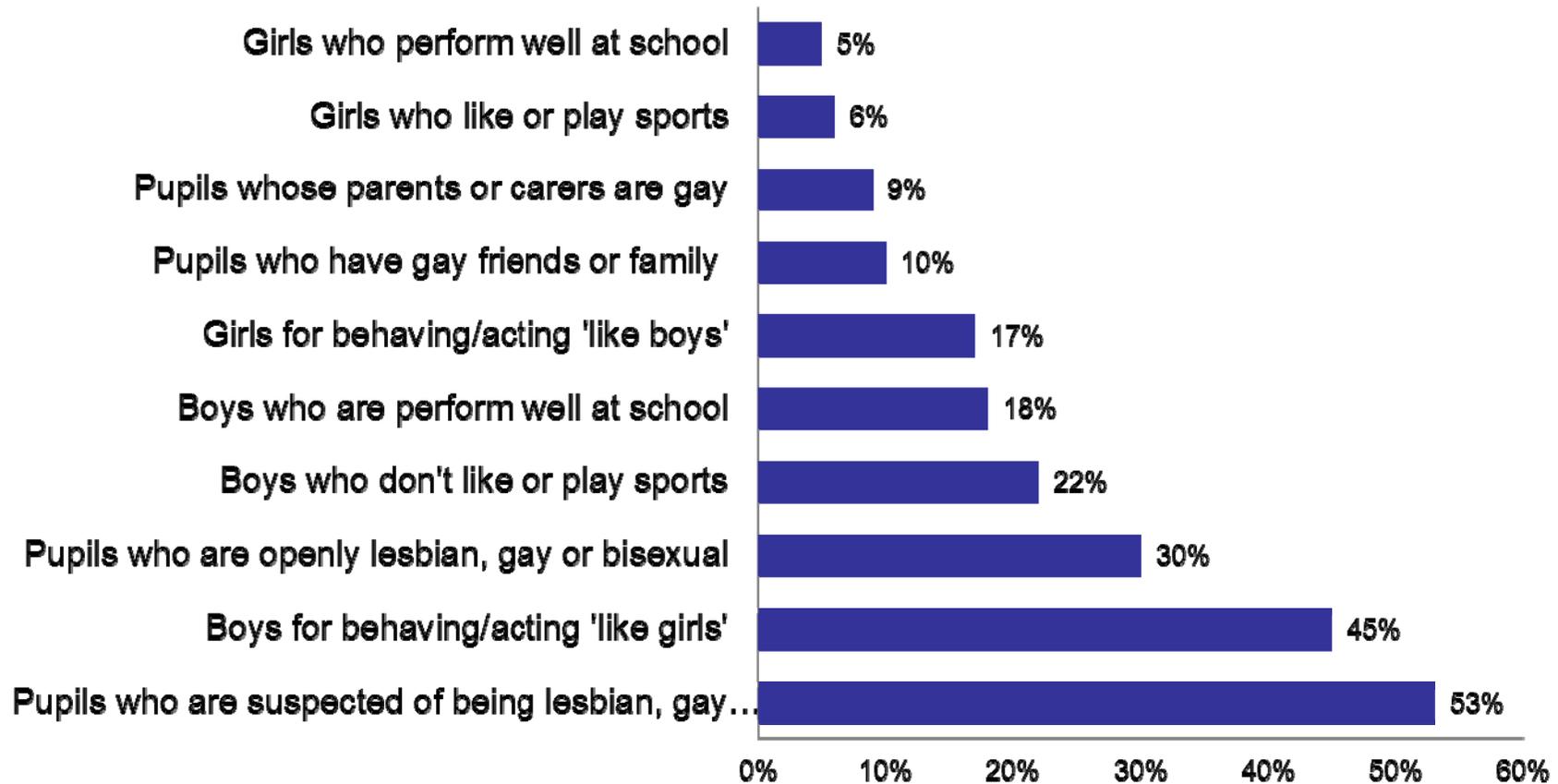


This study is the third School Report published by Stonewall, and marks ten years since the publication of the first study in 2007. It is the first to include the specific experiences of trans pupils, reflecting Stonewall's decision to extend its remit to campaign for trans equality in 2015. With over 3,700 respondents, it is the most comprehensive survey into the current experiences of LGBT pupils in Britain today.

# STONEWALL RESEARCH



## Who experiences homophobic bullying?



Some of the boys make comments on a lot of the girls in our years bodies and the girls just have to ignore it because no one thinks it's a big deal. The boys also slap the girls butts and touch their breasts without any consent." - Female student "I was in a French lesson in year 8 and a boy sitting next to me kept groping my bum and tried moving his hand to my front." - Female student "Boys often lift skirts up and whistle and treat girls in a sexual manner and nothing gets done about it." - Female student "Some of the boys in my primary would air hump behind girls when they weren't looking." - Male student "A boy touched my bum and try to touch my boob. I felt uncomfortable and I didn't tell him because I was scared but I tried to ignore him." - Female student "Some of the boys in my primary would air hump behind girls when they weren't looking" - Male student "A female pupil disclosed a class mate had groped her at lunch time. She was disciplined when she retaliated but did not want to tell a male colleague about the incident." - Secondary school teacher "Boys touch girls inappropriately in corridors and at lunch break time." - Female student "I tried to find the normal" - Secondary school teacher "In class boys talk about girl bodies and what they like to do to them. They also makes at the teachers and at girls, ask girls in class if a particular piece of clothing they like. It looks like. Girls have cried in class several times due to abuse of female photos." - Female student "Some female teachers have been sexually assaulted by male pupils in corridors and classrooms. This often happens when there's a row or disruption that they are angry like to get away with out getting caught or identified. Male pupils regularly make inappropriate comments to female teachers. I have been whistled at while trying to get to work. I have been told to go back to my room. I have been told to go back to my room. The boy was removed from my class and then I was asked to accept him back in." - Female secondary school teacher "You often hear boys being told to 'man up' or 'not be such a girl' because people think being called a girl is an insult." - Female student "The term like a girl is often used to describe boys and girls who they have a particular interest in. It's used to describe girls but the term shouldn't be used. It's hurtful to all girls and isn't weak or rubbish." - Female student "Being called a slag just because I wasn't wearing make up in early years of secondary school." - Female student "In school a teacher told me to man up when someone was bullying me." - Male student "I have seen this occurring in school when a teacher has told somebody else to 'man up', this is easily sexist as girls (females) can also become braver than boys (males). Boys have also told girls that they are not allowed to play sports such as football because it's a 'boys sport'." - Male student "Often crosses over with homophobia: boys being called 'gay' or 'hey like things seen as girly or show emotion.'" - Secondary school teacher "Teaching a subject with a male dominated in number by boys, I am often trying to stop conversations about girls that are degrading, sexualised and offensive." - Secondary school teacher "I have [heard] a male member of staff saying to another member of staff 'Don't be such a girl' in a derogative manner, which is particularly strange because we work in a girls' school." - Secondary school teacher "In a staff briefing, staff as a whole were told to take 'Man Up Pill' in regards to high levels of staff sickness and staff feeling tired." - Secondary school teacher "Frequent use of serious violently misogynistic language used by a number of boys about and towards female staff and pupils. Very worrying sense of entitlement to belittle and make sexually unacceptable/threatening comments to females." - Teacher of Pupil Referral Unit "I thought I was going to fail maths and science but the teacher told me it's okay because girls tend to be better at expressive lessons." - Female student "I wanted to play football but because I'm a 'girl' they said that I'm not as good as the boys and how I'm too 'weak' to play. It happened in primary school." - Female student "At my secondary school girls were not allowed to play rugby or other stereotypically male sports like football instead we had to do dance and gymnastics which are sports the boys never had to do." - Female student "I love to play football with the boys and I did this on a weekend and played at their standard, but in a PE lesson I had to go with the girls group." - Female student "I was told not to bring the table in from the other classroom for me to use and rather than the teacher asked a boy to lift it for me. Even though I was perfectly capable of doing it myself." - Female student "In things like PE it was always girls play one sport boys play another. I always liked sport until I moved up to secondary school." - Female student "I didn't like playing football and preferred spending time with girls so was teased because of that." - Male student "Was constantly bullied for being in the choir and enjoying drama. As a result of that I lost my passion for the arts." - Male student "A group of boys was bullying a girl in a lower year because of his love for drama. Me and a number of my friends went to the school and we were told to do anything about it." - Male student "We were asked to bring a book to school but the teacher said 'leave it, that's a boy's book, you go and get a girl's book'." - Male student "Once during an observation, I was told that instead of washing the water tray, I should have put knights to engage the boys. Because of course most of the boys will grow up to be fathers who might bathe their own children. And childcare concerns females only." - Teacher "I teach design and technology. Every day I see sexist slurs towards cookery being only for girls and engineering for boys and that's coming from other teachers." - Secondary school teacher

**“It’s just everywhere”**

**A study on sexism in schools – and how we tackle it**

**“Sexism is just everywhere. It’s an issue for every school in every community. It therefore requires a commitment from each of us to make change happen.”**

**Kevin Courtney and Mary Boustead  
Joint General Secretaries  
National Education Union 2017**



education UK FEMINISTA union

# Sexist Language

“You often hear boys being told to ‘man up’ or ‘not be such a girl’ because people think being called a girl is an insult.”

– Female student

“Casual misogyny part of everyday language of students and staff.”

– *Secondary school teacher*

“In a staff briefing, staff as a whole were told to take ‘Man Up Pills’ in regards to high levels of staff sickness and staff feeling tired.”

– *Secondary school teacher*

“Frequent serious violently misogynistic language used by a number of boys about and towards female staff and pupils. Very worrying sense of entitlement to belittle and make sexually unacceptable/threatening comments to females.”

– *Teacher at Pupil Referral Unit*

“I have seen this occurring in school when a teacher has told somebody else to ‘man up’. This is easily sexist as girls (females) can also become braver than boys (males). Boys have also told girls that they are not allowed to play sports such as football because it’s a ‘boys sport’.”

– Male student

## **Sexual violence and sexual harassment between children in schools and colleges**

Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads

December 2017

- Focus is sexual violence and sexual harassment between children (anyone under the age of 18) at school and college
- Provides advice on what sexual violence and sexual harassment is
- Highlights best practice and cross-references other advice, statutory guidance and the legal framework including the Human Rights Act 1998 and the Equality Act 2010, especially the Public Sector Equality Duty (PSED)
- Becomes statutory with the revised Keeping Children Safe in Education September 2018

# Addressing Sexual Violence and Sexual Harassment Between Children

Schools should be aware of the importance of:

- **making clear** that sexual violence and sexual harassment is **not acceptable**, will never be tolerated and is **not an inevitable part of growing up**;
- **not tolerating or dismissing** sexual violence or sexual harassment as “banter”, “just having a laugh” or “boys being boys”; and
- **challenging behaviours** (which are **potentially criminal** in nature), such as grabbing bottoms, breasts and genitalia. Dismissing or tolerating such behaviours, risks normalising them.

# Green Paper: Transforming Children and Young People's Mental Health

There are three key elements proposed:

- schools and colleges will be incentivised and supported to identify and train a Designated Senior Lead for Mental Health (training to be rolled out and every school to have one by 2025)
- new Mental Health Support Teams funded to provide specific extra capacity for early intervention and ongoing help, supervised by NHS children and young people's mental health staff, whose work will be jointly managed by schools and the NHS. These teams will be linked to groups of primary and secondary schools, and to colleges
- a 4 week waiting time for access to specialist NHS children and young people's mental health services will be trialled.

# Emotional Wellbeing and Mental Health

- Definitions - hearts and minds
- Policy and guidance – PSHE Association and Charlie Waller Trust
- PSHE Association curriculum and quality assured resources
- Lancashire Healthy Schools Programme – review tool and Quality Standard
- Healthy Heroes – Early Years and Primary resource

# What is Happening in Lancashire?

- Resilience Consultation being led by Blackpool closes 10 June 2018. This will inform development of a Resilience Framework for schools
- Showcase event MH:2K - a unique youth-led project addressing young people's mental health in Central Lancashire
- Lancaster University commissioned by Public Health to support Year 6 to college age and will be targeted.

# The Education Health and Wellbeing Team Offer

- Lancashire Healthy Schools Standard review tool
- 12 Quality Standards
- Termly PSHE Network Meetings – Primary and Special Schools
- Healthy Relationship Education Training Programme – Supervision, PSHE, Emotional and Mental Health, Introduction to Counselling Skills



**Life isn't about waiting for  
the storm to pass.**

**It's about learning how to  
dance in the rain...**

Vivian Greene

# Thank you

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