

BROCKWOOD PARK SCHOOL
PSHE and RSE POLICY



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Table of Contents

1	Rationale and Ethos	2
2	Legislation (Statutory Regulations and Guidelines)	3
3	Roles and responsibilities	3
4	Curriculum Design	4
4.1	14/15-year-old students (our youngest first-year students)	4
4.2	Whole school activities	5
4.3	Optional activities	9
5	Best Practice in PSHE	10
5.1	Safe and Effective Practice	10
6	Equality of Opportunity	11
7	Relationships and Sex Education (RSE)	11
7.1	Definition of Relationships and Sex Education (RSE)	11
7.2	Responsibilities and Delivery Overview	12
7.3	Parents’ right to withdraw their child	13
8	Intended Outcomes	14
9	Monitoring, Reporting and Evaluation	15
9.1	Monitoring	15
9.2	Areas for assessment	15
10	Confidentiality	15
11	Counselling Services	15
12	Outside Speakers	16

1 Rationale and Ethos

This policy covers our school's approach to Personal, Social, Health and Economic (PSHE) Education, and specifically to Relationship and Sex Education (RSE).

It has been developed by the pastoral team in consultation with staff, students and parents.

The policy is informed and underpinned by **Brockwood's intentions** which are all closely linked to the aims and values of PSHE education.

- To educate the whole human being
- To explore what freedom and responsibility are in relationship with others and in modern society
- To see the possibility of being free from self-centred action and inner conflict
- To discover one's own talent and what right livelihood means
- To awaken a sense of excellence in academic studies and everyday conduct
- To learn the proper care, use and exercise of the body
- To appreciate the natural world, seeing our place in it and responsibility for it
- To find the clarity that may come from having a sense of order and valuing silence

Based on these intentions, aspects of PSHE education are integral parts of Brockwood's everyday life and curriculum. To learn about oneself (personal), about relationships with others (social), about a healthy relationship with one's own body and mind (health) and about talent and right livelihood (economic) are all crucial intentions of Brockwood Park School and are emphasised in both the daily living together as well as in specific activities such as Morning Silent Meetings, Inquiry Times, ATWAMs and Health & Movement classes as outlined in further detail in this policy.

Our education aims to develop:

- Self-motivated learners who have the skills to learn about themselves, the world and any subject with attention, confidence and critical thinking.
- Confident individuals who are able to live safe, healthy and fulfilling lives, with special consideration for their relationships with their own bodies, other people and nature.
- Responsible citizens of the world who are able to make a positive contribution to global society and/or their immediate environment.

Personal, social, health and economic education (PSHE) helps to give children and young people the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. As

explained above, at Brockwood much of this education is integrated into the wider curriculum and happens as part of the day-to-day living together in a vibrant international community. Specific lessons and activities such as the ones outlined in this policy support this learning process for our students.

2 Legislation (Statutory Regulations and Guidelines)

Under the *Education Act 2002*, all schools must provide a balanced broadly-based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society.
- Prepares students at the school for opportunities, responsibilities and experiences of later life.

The *Education and Inspections Act 2006* placed a duty on Governing Bodies to:

- Promote the wellbeing of students at the school.

The information below complies with our statutory obligations to deliver RSE under sections 34 & 35 of the *Children and Social Work Act 2017*. It will have due regard for the DfE's statutory guidance on [‘Relationships Education, Relationships and Sex Education \(RSE\) and Health Education’](#) (last updated in 2021) and other relevant guidance.

The Department for Education's statutory guidance mentioned above states that from September 2020 all schools must deliver Relationships and Sex Education (Secondary) and Relationships Education (Primary).

3 Roles and responsibilities

PSHE and RSE delivery at Brockwood is being monitored by the **Pastoral Coordinators**, and where applicable, the pastoral support staff. Other school staff and teachers may take leading roles in PSHE and RSE education in delivering ATWAMs or lessons in the course Core Health & Movement. Any other staff delivering PSHE or RSE education are in continuous contact with the Pastoral Coordinators and aware of the contents of this policy. They receive basic training on the principles of safe and effective practice as outlined below.

4 Curriculum Design

As a small school, most activities related to PSHE happen in mixed-age groups. Whenever this happens, we make sure to cover the content in a way that is appropriate for mixed-age groups. Our youngest, first-year students all take part in a year-long course called Core Health & Movement that includes many activities related to PSHE education including basic sex education around the topics of contraception, consent, diversity and safer sex. The details of our PSHE provision to our younger, first year students, as well as to all students (regular whole school activities) are outlined below.

4.1 14/15-year-old students (our youngest first-year students)

All young students joining the school at age 14 or 15 will attend a compulsory course called **Core Health and Movement** for the first year of their stay at Brockwood. They also participate in the whole school activities described further below, such as Inquiry Time, ATWAM, floor meetings, Boys/Girls Nights, etc.

Core Health & Movement is a weekly, 1.5-hour long course which combines physical education with PSHE education and covers topics such as emotions and mental well-being, stress, sleep, nutrition, sex and relationships, addictions as well as drugs and alcohol in an age-appropriate way.

Course topics (subject to change) from **Core Health & Movement**:

- Introduction of the course and health & disease
 - Health, homeostasis, disease, health of hunter-gatherers
- Health, disease and the story of the human body
 - Non-communicable diseases, evolutionary perspective of health, mismatch diseases, dangers of sitting (sitting as a major risk factor for NCDs)
- Body casts
 - connection to mismatch diseases
 - stretching, footwear, balance, anatomy
- Psychology + Mental well-being 1
 - Functions of the mind (thinking, emotions, autonomic functions, perception)
 - Emotions, what is mental health, how to get help
 - Psychological disorders; dangers of self-diagnosis and self-medication
- Psychology + Mental well-being 2
 - effects of social media; conversation vs connection; nature deficit disorder
- Stress I
 - recap homeostasis, introduction to stress and stressors, stress related diseases, fight-or-flight response, role of the ANS
- Stress II
 - effects of stress, dealing with stress, thought and stress, resilience

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- Sleep I
 - includes sleep journal, blue light, night time routine, stimulants
- Sleep II
 - sleep stages, consequences of bad sleep habits, sleep hygiene
- Body casts 2 + movement/fitness
- Running, cardio and breathing
 - running ABC, running form/posture/technique, breathing during running
- Heart health, cardiovascular system, breathing, sprinting
 - Heart and cardiovascular system: functions and what can go wrong
 - Heart rate: resting and target heart rate - connection to exercise zones
 - Aerobic and anaerobic training + energy systems
 - Recommendations for physical activity (WHO)
 - Sprinting technique and practice
 - Breathing awareness (through nose)
 - Mobility and stretching
- Fitness
 - Group reflection on fitness, the pressures of society and barriers to stay active after students had written essays on the topic
- Drugs, alcohol and addiction
 - origins, effects, risks, law, first aid, addiction, access to information + discussion
- Relationships: intimate relationships and sex
 - incl. consent, sexual orientation, gender roles, LGBT, media influence
 - incl. reproductive system, contraception, STIs, pornography, masturbation
- Relationships: introduction and wider scope
 - incl. peer relationships and pressure, cyber-relationships and bullying, listening
 - if time allows, include cyber relationships, connectedness, effects of social media on health and well-being
- How to read studies and other information on health and well-being
 - incl. focus on critical thinking and skepticism + student research into a topic

4.2 Whole school activities

Brockwood has a number of whole-school activities built into the weekly timetable. As a small school of only about 60-75 students, many of our PSHE related activities happen in mixed-age groups (14-19 years old). We take extra care to make sure the activities are appropriate for all students, and sometimes divide the student body according to age groups to make sure the needs of each age group are being met. Below there is an overview of these whole school activities, including PSHE related contents.

School Meetings are used for shorter presentations. Every year, these include presentations on the following topics:

- internet safety and digital well-being

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- hearing protection
- mental health and well-being
- global events and living in the wider world (through weekly *newsflash* presentations)

Inquiry Times are used to explore questions about relationships, freedom and responsibility and topics related to living in the wider world. Every week, there is a meeting over lunch to prepare for the next day's Inquiry Time. Students are usually invited to come to that meeting to suggest topics and questions, and prepare the Inquiry Time.

ATWAMs (Another Time We All Meet) are used for a range of PSHE topics, from sex and relationships, to drugs and addiction, to internet safety and social media, to mental well-being. These sessions occur fortnightly (and sometimes more often) and usually last 1.5 hours. We are actively developing activities in the areas below with the aim of offering a spiral curriculum for a student that stays at Brockwood for 3 to 5 years.

Our curriculum for the PSHE ATWAMs is currently based on seven wider topics as outlined below, all of which will be covered with at least one ATWAM a year. The subtopics will be rotated yearly.

Topic 5 (Relationships & Sex Education) will be covered with at least 5-6 ATWAMs (and or Boys/Girls nights) a year, focusing on a different subtopic in each activity.

1. Living in the wider world

- The place of money in our lives – personal finance and global economy
- World events and global society – what does it mean to live in today's world and be a global citizen?
- Documentaries and presentations about social issues
 - a. World history
 - b. Discrimination (racism, xenophobia, etc.)
 - c. Social movements

2. Mental Health

- Sociological and historical perspectives on mental health
 - a. How did it use to be looked at
 - b. Why is it such a big issue nowadays
 - c. Medicalisation of emotions
- Feelings and emotions
 - a. Difference between feeling and emotions
 - b. How feelings affect our thinking / vice versa
 - c. How feelings affect behaviour
 - d. Are there good or bad feelings/emotions?
- Stress and anxiety
 - a. Coping mechanisms

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- Depression and low mood
- Psychological first aid – getting help and helping others

3. Relationship with technology

- Connection and connectivity (the social media paradox)
 - a. The difference between online and offline meetings and interactions. How does that affect the quality of relationships?
 - b. Hyperconnectivity
 - c. Safety in the digital world and responsible use
 - d. Exposure
 - e. Solitude deprivation (*no time with your thoughts*)
- Media reliability
 - a. Polarization
 - b. Fake news
 - c. Marketing manipulation; advertising
 - d. Behaviour manipulation
- Digital identity
 - a. Anonymity (*creating an online persona*)
 - b. Social media influence
 - c. Dark web
- Technology and Ethics
 - a. AI and its implications
 - i. Engaging with smart chatbots instead of human beings
 - ii. Outsourcing most work to intelligent machines
 - iii. Letting machines making their own decisions about life and death

4. Diet, nutrition, healthy lifestyle

- Exercise
 - a. Movement approach
 - b. Types of exercise and their importance for life-long health
 - c. Breathing
- Diet
 - a. Basics of a vegetarian diet
 - b. What is a balanced diet (including different types of diets and diet myths)
 - c. Processed food and the effects on the body
 - d. Specific nutrients and their importance; signs of deficiencies
- Sleep
 - a. Importance of sleep for health and well-being
 - b. Sleep hygiene
 - c. Sleeping disorders
 - d. How sleep affects our levels of energy and our relationships
- Personal Hygiene
 - a. Microorganisms: Germs, bacteria, viruses, yeasts, fungi

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- b. What parts of our body tends to inhabit more microorganisms
- c. Importance of hygiene

5. Relationships & Sexual Education

- Introduction to Relationships and Sex Education
 - a. Issues of living at Brockwood
 - b. LGBTQ+ awareness
- The role of culture, ideas, images and conditioning in sex and relationships
 - a. Consent
 - b. Friendship & Romance
 - c. Boundaries
 - d. Patterns in Relationship (*Cultural patterns; families & parenting; adolescence; behaviour changes, individuality, personality*)
 - e. Expectations, pressures, myths, virginity
 - f. Body image
- Sex and Relationships and the law
 - a. Law in the UK
 - b. Law regarding sex and relationships in other cultures and countries (e.g. polygamy, forced marriages, sharia law, etc.)
 - c. Consent
 - d. Abuse, assault and harassment and rights of victims
- Sexual health and contraception
 - a. Basic care of sexual organs
 - b. STIs (sexually transmitted infections)
 - c. Contraception
- Sex and relationships in the digital world
 - a. Pornography
 - b. Sexualised imagery in the media (e.g. instagram influencers, music videos, etc.)
 - c. Online dating and online grooming
 - d. Sexting and posting sensitive pictures online
- Gender, sex and sexual orientation
 - a. Gender roles and identities
 - b. LGBTQ+ movement
 - c. Sexual orientations

6. Drugs & Substance abuse

- Addiction, consumption, consumerism
- Risks and influence
- Effects of drugs in our body
- Why do we consume drugs? / Decision making
- Information about specific drugs: alcohol, cannabis, cocaine, etc.
- Wider picture of drugs

7. Life After Brockwood (Careers and Opportunities)

- Discover one's own talent. What does right livelihood mean?
 - a. Link to 'Life After Brockwood'
- Careers' Guidance (Life After Brockwood team)
- Employability Skills
 - a. C.V.
 - b. Social Media
 - c. Interviews
 - d. Applying for a job
 - e. Writing letters

We also have regular (around once a half term) **Boys and Girls Nights** which are evening activities in which all the female staff meet with the female students, and all male staff meet with the male students, to freely discuss topics related to relationships and sex, including gender issues and stereotypes and sexual health. These activities are usually relatively informal, using a dialogue format. For some topics, the female staff might meet with the male students and the male staff with the female students, if it is deemed helpful and appropriate for the topic.

4.3 Optional activities

Core group meetings (also called Forums) happen weekly and all students and staff are invited to participate. The core group is a forum in which different members of the school can highlight issues that have come up in the living together and propose solutions or offer different points of views so that the whole community can develop a wider understanding and improve its processes. This forum offers students a unique opportunity to voice their points of views and listen to others' concerns in a safe and open space, develop a deeper understanding of the school and participate in decision making progresses. This enables them to contribute positively to the school and community, learn to work in a team as well as develop better communication skills, more empathy for others, and an ability to make informed, responsible decisions.

During our **workshop weeks**, which happen at least once per academic year, we regularly offer interested students the opportunity to learn about other PSHE related skills and topics. Examples include workshops on life skills, home economics, mending, bike repair, cooking, herbal medicine.

From time to time, we offer a 7-week-long **Peer Mentoring** course for interested students who want to learn how to support friends and peers who are going through a difficult time. This includes awareness of boundaries and when to seek professional help.

5 Best Practice in PSHE

The school aims to stay up-to-date with the principles of best practice related to PSHE Education. The school's pastoral staff and other key staff members regularly undergo training (with the PSHE Association and similar organisations) in order to make sure these principles are well understood and used in our PSHE activities. Below are some general principles we are adhering to, as well as a more detailed list of principles of safe and effective practice used at the school.

- Taking into account students' prior knowledge
 - Any new topic in PSHE will be introduced taking into account students' prior knowledge
- Avoiding shock, shame and scare
 - Research shows that attempts to scare, shame or shock young people into making healthy choices rarely works and often backfire. Students will be reassured that the majority of young people make positive healthy lifestyle choices
- Making connections between real-life experiences and classroom learning
 - Students are helped to make connections between PSHE education and their 'real life' experiences, often using scenarios and other distancing techniques (see below).

5.1 Safe and Effective Practice

The school is committed to using safe and effective practice principles as outlined by the PSHE Association. This includes the following principles:

- Establishing **ground rules** with each group of students in a PSHE related activity, which can include the right to pass, a commitment to use appropriate language, keeping the conversation in the room, a non-judgmental approach, and others.
- Employment of **distancing techniques**: PSHE and RSE often draw on students' real-life experiences. However, using real-life examples to discuss sensitive issues in the classroom can lead to tricky situations for the teacher and students, and it can even be re-traumatising for some students. Using distancing techniques such as scenarios, stories, clips from TV programmes or fictional characters can help students deal more objectively with the lesson content.
- **Handling tricky questions**: the nature of PSHE and RSE education sometimes leads to tricky questions being asked to the teacher. It is important that the teachers handle these questions well. It can be appropriate for the teacher not to answer a question in front of the whole class but ask to speak to the student who asked the question individually. It also helps to provide "ask-it baskets" or other ways of asking questions anonymously. The teacher can also feel free to consult with a colleague or the PSHE

lead or pastoral coordinator before getting back to the student/class about a specific question.

- **Signposting support:** in each activity about sensitive topics such as sex and relationships, mental health, drugs and addiction, etc., information about different sources of help for young people should be provided—both within and beyond the school (i.e., point out Childline support as well as in-school counselling support). Teachers will provide opportunities for students to develop the skills to seek advice and articulate their concerns by explaining how to access help and what is likely to happen if they seek support from different services. Staff delivering PSHE and RSE will ensure the students, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the School’s Child Protection and Safeguarding Policy.

6 Equality of Opportunity

This paragraph is to be read in conjunction with the school’s ‘Equality and Diversity Policy’.

Classroom practice and pedagogy will take into account students’ age, ability, readiness, cultural background and special educational needs or disabilities (SEND) and will be adjusted to enable all students to access the learning. We use PSHE and RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system. PSHE and RSE delivery is designed to comply with the *Equality Act 2010*. Provisions within the *Equality Act* allow the school to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

7 Relationships and Sex Education (RSE)

7.1 Definition of Relationships and Sex Education (RSE)

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It aims to equip children and young people with the information, skills and positive values to develop safe, healthy, fulfilling relationships, to be in touch with their sexuality and to take responsibility for their sexual health and well-being.

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and

sexual health. We take the approach that Relationships Education and Sex Education are best approached in an integrated way and making sure it is relevant and appropriate for all genders as well as students with SEND. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.

We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity. Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

7.2 Responsibilities and Delivery Overview

Specific topics we cover in our school activities and lessons are outlined in the [section on curriculum design](#). For RSE, all six subtopics listed under Relationships & Sex Education in [the corresponding section above](#) are covered in whole-school, small-group activities at least once per academic year while rotating the specific issues addressed so that different topics are covered over the course of a student's two, three or four-year journey at Brockwood.

We use advice and resources from the [UK government](#), [PSHE association](#), the [Sex Education Forum](#) and other organisations to help us to create effective well planned lessons in RSE.

RSE is an entitlement for all children and young people and must:

- Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;
- Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;
- Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;
- Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;
- Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;
- Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;

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- Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;
- Be delivered by competent and confident educators;
- Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

The aim of our RSE at Brockwood (delivered through the daily living and interaction in the community, as well as specific lessons and activities) is to give students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.

- It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.
- It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).
- It should teach what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.
- Special awareness it to be raised about the issues of sexual violence and peer-on-peer harassment and abuse.

RSE is also supported through science lessons. In particular, reproduction in humans (e.g., the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDS).

7.3 Parents' right to withdraw their child

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request the school will discuss the request with the parents and, as appropriate, with the student to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The school will document this process to ensure a record is kept.

- Parents will not be able to withdraw their child from relationships education.
- Parents will be able to withdraw their child from sex education (other than the sex education which sits in the curriculum as part of science). However, a child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16) even if it is against his/her parents' wishes.

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- Before granting such a request, a member of the School Management Committee will meet with parents and, as appropriate, with the student to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.
- The school will respect the parents' request to withdraw the student up to and until 3 terms before the student turns 16. After that point, rather than be withdrawn, if the student wishes to receive sex education, the school will make the provision.
- If a student is withdrawn from sex education, the school will ensure the student receives purposeful education during the period of withdrawal.
- The school will keep a record of all such decisions.

8 Intended Outcomes

As a result of our PSHE and RSE programme, students will:

- Develop the knowledge, skills and attributes they need to manage their lives now and in the future
- Learn to make responsible decisions, e.g., about alcohol, drugs, relationships, sex and future careers
- Learn to recognise and manage risk and take increasing responsibility for themselves and their actions
- Understand the importance of well-being and how to tackle issues that can affect their ability to learn
- Focus on the importance of building healthy and positive relationships
- Develop skills such as teamwork, communication and resilience
- Be encouraged to make positive contributions to their families, schools, communities and the wider society
- Explore differences and learn to value diversity in all its forms
- Reflect on their own individual values and attitudes
- Identify and articulate feelings and emotions and manage difficult situations positively
- Learn about the world of work
- Learn to manage their money and finances effectively

9 Monitoring, Reporting and Evaluation

9.1 Monitoring

- Our PSHE provision is reviewed on a yearly basis as part of our pastoral review (done by the pastoral coordinators and the School Management Committee at the end of each academic year). The review consists of gathering feedback from staff and students on PSHE provision, student interviews and a PSHE report.

9.2 Areas for assessment

- Students' knowledge and understanding through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about students' progress. This may include: presentations, written evidence, group work, observations.
- Application of knowledge and skills in wider school participation, resolving conflict, making decisions and forming positive relationships. Student voice will be influential in adapting and amending the material for PSHE and RSE to ensure it is up to date and relevant.

10 Confidentiality

Students are made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the school's designated safeguarding lead/team. This is done at the beginning of the year as part of a safeguarding and mental health presentation, as well as in individual activities that might prompt students to disclose information.

11 Counselling Services

Students are made aware of counselling and information services both in and out of school and offered appropriate support.

This happens via a presentation at the beginning of the school year, in which the different ways to receive support are outlined to all students. This includes in-house pastoral support by teachers and pastoral coordinators, in-house and online services by external providers such as several coaches and qualified counsellors as well as external counselling services such as [Childline](#) and [Kooth](#), which can be accessed via phone or internet.

The information about these ways of support is also permanently available to students via the pastoral section of the school noticeboard.

12 Outside Speakers

The following is an excerpt of the school's 'Guests & Visitors Policy' which includes details of procedures for Visiting Speakers.

The school has the following clear protocols to ensure that any visiting speakers are assessed, appropriately supervised and suitable. The school's responsibility to students is to ensure that they can critically assess the information that they receive as to its value to themselves, and that such information is aligned to the ethos and values of the school and universal human values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

All requests for outside speakers (be this from a student or school staff) must firstly be discussed with the School Management Committee. The school will undertake a risk assessment before agreeing to a visiting speaker attending the school. This will take into account any vetting requirements considered appropriate in the circumstances, and may include a DBS check (if relevant). The school may also conduct research on the visiting speaker and/or their organisation, as appropriate. The school will not use a visiting speaker where any link is found to extremism, such as extremist groups and movements.

The school will obtain an outline of what the speaker intends to cover in advance of the visiting speakers visit. The school will also request a copy of the visiting speaker's proposed presentation and/or audio-visual material in advance of the session to ensure it is appropriate to the age and maturity of the students to be in attendance and does not undermine human values or the ethos and values of the school.

Several members of school staff will be present during the visit/talk, who will monitor what is being said to ensure that it aligns with the values and ethos of the school and human values. In the unlikely event that the talk/presentation does not meet this requirement, visiting speakers will be informed that school staff have the right and responsibility to interrupt and/or stop a presentation. In such case, the members of staff present will report this to a member of the School Management Committee as soon as reasonably practicable after the talk/visit.

Visiting speakers will be supervised by a school employee whilst on school site. At no point will a visiting speaker be left unsupervised on school site whilst students are present.

On arrival at the school, visiting speakers will be required to show an original valid identification document including a photograph such as a passport or photo card driving licence and will be asked to sign in to the visitors' book. The visiting speaker will be issued with a visitors' badge which they must wear at all times whilst on school site. Visiting speakers will also be sent a copy of the 'Code of Conduct' and 'Safeguarding & Child Protection Policy' in advance and asked to read it before coming to the school.

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The school will keep a formal register of visiting speakers. Any information gathered will be kept in accordance with the school's 'Data Protection Policy'.