

# Relationships, Sex and Health Education (RSHE) Policy



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**Chair of Governing Body:** Deborah Emmerson

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**Date for review:** July 2022



### **Rights Respecting School**

At Seaham Trinity Primary School children's rights are placed at the heart of everything we do. Our decisions are informed by adhering to the United Nations Convention on the Rights of the Child (UNCRC) which are embedded within our policies. A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between teachers/ adults and pupils, between adults and between pupils. Below are a list of rights that relate to our RSHE Policy.

**Article 2** (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

**Article 3** (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

**Article 5** (parental guidance and a child's evolving capacities) Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

**Article 6** (life, survival and development) Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

**Article 12** (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

**Article 16** (right to privacy) Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

**Article 17** (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them. 3

**Article 19** (protection from violence, abuse and neglect) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

**Article 23** (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

**Article 24** (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

**Article 32** (child labour) Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.

**Article 33** (drug abuse) Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.

**Article 34** (sexual exploitation) Governments must protect children from all forms of sexual abuse and exploitation.

**Article 35** (abduction, sale and trafficking) Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.

**Article 36** (other forms of exploitation) Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.

## **Relationships, Sex and Health Education (RSHE) Policy**

### **Purpose of the Relationships, Sex and Health Education (RSHE) Policy**

**This policy addresses the statutory elements of RSHE and will be known as Relationships, Sex & Health Education at Seaham Trinity Primary school.**

The purpose of the policy is to:

- Address the mandatory teaching of Relationships, Sex and Health Education (RSHE).
- Give information to staff, parents and carers, governors, pupils and outside visitors about the content, organisation, and approach to teaching of RSHE
- Enable parents and carers to support their children in learning about RSHE
- Give a clear statement on what the school aims to achieve from RSHE, the values underpinning it and why it is important for the pupils and families of Seaham Trinity Primary school
- Set out how the school meets legal requirements in respect of RSHE:
  - Duty to promote well-being (Children Act 2004)
  - Duty to prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006)
  - Ensure pupils learn about the nature of marriage and its importance for family life and bringing up of children (Learning and Skills Act 2006)
  - Protect pupils from unsuitable teaching and materials (Learning and Skills Act 2006)
  - Teach statutory RSHE elements in the Science National Curriculum
  - Have an up to date policy developed in consultation with parents, staff and governors (Education Act 1996)
  - Meet the school's safeguarding obligations
  - Make the policy available to pupils and parents (Education Act 1996)
  - Right of parental withdrawal from all or part of RSHE except those parts included in the national curriculum (Education Act 1996)
  - Take account of the DFE guidance on RSHE (2019)
  - DFE expects that all state schools "should make provision for personal, social, health and economic education (PSHE) and that "RSHE is an important part of PSHE" (DFE guidance on PSHE 2013)
  - Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010)

## Definition of RSHE

We define RSHE (within PSHE) as being part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It aims to give pupils essential skills for building positive, enjoyable, respectful and non-exploitive relationships and to stay safe on and offline. It enables exploration of attitudes and values, helps build self-esteem and confidence to view their sexuality positively.

Relationship and Sex Health Education is not just learning about growing up, changes and reproduction. It is also about enabling children to make and maintain relationships with others, to understand about human sexuality and to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

1. Knowledge and Understanding including; emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different families, different types of relationships, healthy and unhealthy relationships and where to get help if needed

2. Personal and Social Skills including; talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including on line

3. Attitudes and Values including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage and civil partnerships, respect for rights and responsibilities in relationships, understanding that exploitation and violence in relationships is unacceptable, acceptance of difference and diversity, promoting gender equality.

## **Why is Relationships and Health Education in schools important?**

(taken from guidance - Sex and Relationship Education for the 21st century)

High quality SRE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.
- RSHE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

## **What is high quality sex and relationships education?**

The principles of high quality RSHE in all schools (including those with a religious character):

- is a partnership between home and school
- ensures children and young people's views are actively sought to influence lesson planning and teaching
- starts early and is relevant to pupils at each stage in their development and maturity is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, respect, abuse, sexuality, gender identity, sex and consent
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent (this includes the right to choose whether or not children want to be hugged, kissed or touched by others as well as legal ages of consent), rights, responsibilities to others, negotiation and communication skills, and accessing services
- helps pupils understand on and offline safety, consent, violence and exploitation
- is both medically and factually correct
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- uses active learning methods, and is rigorously planned, assessed and evaluated
- helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- teaches pupils about the law and their rights to confidentiality, and is linked to school-based and community health services and organisations.
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs.

**It contributes to:**

- a positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

**Relationships, Sex & Health Education at Seaham Trinity Primary School**

The RSHE curriculum is delivered through a thematic approach in each year group and is based upon guidance from the PSHE Association, which is considered the gold standard of practice within PSHE/RSHE. The PSHE coordinator has worked closely with Local Authority advisors in this area. PSHE/RSHE for children in the Early Years is slightly different and is modelled on the Statutory Framework for the Early Years Foundation Stage, March 2021 and the Development Matters Guidance document. RSHE will be taught through a planned programme that sits within the PSHE curriculum as well as in Science. This will ensure that it covers the statutory biological aspects, but also the social and emotional aspects of the curriculum.

At **primary school** level relationship sex and health education should contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support; and
- are prepared for puberty.

We have a statutory duty to teach the RSHE elements of the Science National Curriculum.

Through National Curriculum Science we will explore:

**Key Stage 1**

- 1. b)** that animals including humans, move, feed, grow, use their senses and reproduce
- 2. a)** to recognise and compare the main external parts of the bodies of humans
- 2. f)** that humans and animals can produce offspring and these grow into adults
- 4. a)** to recognise similarities and differences between themselves and others and treat others with sensitivity

## **Key Stage 2**

1. a) that the life processes common to humans and other animals include nutrition, growth and reproduction

2. f) about the main stages of the human life cycle

### **Upper Key Stage 2 should be taught to:**

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Understand the role of evolution and inheritance in the development of the human race as well as understanding how physical characteristics may become more or less developed through reproduction over time.

### **What is taught in each year group?**

The RSHE curriculum is an integral part of the whole school PSHE education provision and will be delivered through those parts of the lessons based on learning opportunities for Health and Wellbeing, and Relationships. It is taught throughout each year from Early Years to Year 6, see Appendix 1 for more detail.

The curriculum for each year group covers knowledge, skills and attitudes and is appropriate to the age and maturity of pupils. It progresses from one year to another, building on what has been learnt in previous years. Learning about Relationships and sex education in PSHE will link to and complement Computing, Science, RE, PE. We ensure that the same messages flow throughout the curriculum e.g. when online safety is taught through PSHE the same elements are present when online safety is taught through Computing.

### **Who teaches RSHE?**

RSHE will usually be taught by the class teacher but sometimes other members of the school staff, health professionals or other visitors will help deliver RSHE, such as the school nurse, health visitor or dentist.

### **How is RSHE taught?**

Pupils are taught in mixed groups within their class to ensure that, regardless of gender everyone learns the same information. Resources, such as videos and leaflets are chosen to ensure that they are appropriate to the age and maturity of pupils. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.

Each class will work on the same key themes (Relationships, Living in the Wider World and Health and Wellbeing) usually at the same time. However the curriculum can be adapted to fit in with class topics or themes/events and to meet any needs highlighted in class or the wider school community. There will be dedicated PSHE teaching time in the teaching timetable of 45 minutes per week.

### **How is RSHE assessed?**

RSHE will be assessed using baseline assessment at the beginning of a new piece of learning which could be a lesson or series of lessons and assessed again at the endpoint of the lesson or sequence of lessons. Assessment for learning (AFL) will be used throughout lessons to gauge children's



understanding, knowledge and development of skills. Assessment strategies which may be used is questioning, discussion, role play, hot seating, responding to scenarios, card sorting etc.

'I can' statements will be used in each key stage to support assessment of pupil progress and attainment (adapted from 'A Guide to Primary Assessment by the PSHE Association'). Pupils will be assessed in each of the three core areas: of Living in The wider World, Relationships and Health and Wellbeing. A judgement will then be made, for each statement, highlighting if they are:

☹️☹️ Working towards: Pupils are starting their learning in this area and do not yet have secure understanding

😊😊 Working at: Pupils: have met the intended learning outcome in this area and can demonstrate their understanding

😄😄 Working beyond: Pupils have exceeded the intended learning outcome and can confidently demonstrate their learning or apply it to new contexts

### **Safe, effective and inclusive practice**

Teachers develop a safe learning environment by supporting pupils to create a group agreement or ground rules to ensure that an atmosphere is fostered where pupils feel nurtured, valued and safe and able to ask questions, discuss concerns, talk about feelings and relationships, but that they also understand that they do not discuss or ask private information of each other or the teacher. Pupils will also be able to raise questions anonymously by the use of a PSHE question box in the classroom. Staff will devise an agreed protocol which they will follow to deal with potentially sensitive issues or use to seek support. Questions will be answered honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class.

The RSHE policy reflects and is in line with our equal opportunities policy and the school ensures that the RSHE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities and protected characteristics.

Teachers ensure that the content, approach and use of inclusive language reflects the diversity of the school community, and wider area and helps all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background. Where needed, RSHE is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases, pupils have individual support or work in small groups with a TA or learning mentor.

*Teachers do not discuss details of their personal relationships with pupils.*

Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of RSHE throughout the school and reflect our equality policy. When teaching about relationships and families we also include same sex relationships. The teaching programme in Year 5 and 6 will include specific understanding of different types of relationships.

Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying. Developing the correct terminology will be a key part of teaching to make it clear that everybody uses common words and so avoid using prejudiced or offensive language.

Teaching about different families is part of RSHE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued, such as: single parent families; recently divorced parents; parents who are married, parents who are not married, Parents who are widowed, parents who have non-monogamous relationships; lesbian, gay or bisexual parents; children living between two homes; in foster homes; in residential homes and living with relations other than biological parents. We will emphasise the importance of strong and supportive relationships, including marriage (both heterosexual and gay) and civil partnerships, for family life and bringing up children.

RSHE lays the foundations for developing empathy and understanding between girls and boys, young men and young women. Pupils should be encouraged to consider the importance of equality and respect within friendships and relationships, and to develop positive, non-violent behaviour.

While men and women can be both victims and perpetrators, evidence shows that girls are disproportionately likely to experience pressure, coercion or violence from boys and men. They should learn to recognise physical, sexual and emotional violence and how to get help if they need it. RSHE must provide a clear message that violence and exploitation are always wrong, that everyone is responsible for their own behaviour and that no one is ever responsible for the violence or abuse they experience.

### **Confidentiality, safeguarding and child protection**

Although RSHE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too. If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will follow safeguarding procedures and talk to Miss Clayton, the Designated Safeguarding Lead or another member of the Safeguarding team who will take appropriate and timely action as described in the school's Safeguarding Policy. If a pupil discloses to a teacher that they are sexually active, are considering sexual activity, or has access to inappropriate sexual content, then this would be viewed as a child protection issue and safeguarding procedures would be followed

### **Monitoring and evaluating RSHE involving pupils**

Pupils and staff are involved in evaluating the RSHE teaching programme as part of the annual review of PSHE. This will involve staff meeting time. A class PSHE book (including RSHE) will be kept to capture children's responses and understanding at the end of a topic and to enable the subject lead to monitor coverage and impact of the curriculum.

### **Training staff to deliver RSHE**

It is important that RSHE is taught by teachers that are knowledgeable, skilled and confident. The PSHE coordinator will support teachers in delivering high-quality RSHE lessons and in developing a school RSHE protocol.

### **Working with Parents/Carers and Child Withdrawal Procedures**

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We do our best to find out about any religious or cultural views which may affect the RSHE curriculum and will try to balance parental views with our commitment to comprehensive RSHE and equality.

We will take every opportunity to inform and involve parents and carers by

- Making the policy available on the school's website
- Making available a paper copy of the policy for any parent and carer that would like one.
- Discussing individual concerns and helping parents and carers support the needs of their children.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE but not Relationships Education, Health Education or those elements that are in the National Curriculum for Science.

If a parent wishes to withdraw their child from the RSHE curriculum they must arrange a meeting with the Head teacher who will talk through their concerns and discuss the benefits of school RSHE. If they decide to withdraw their child, work will be provided to do outside of the classroom. We will offer advice on the teaching and materials available if parents wish to use this with their children at home. Parents can talk to the PSHE Coordinator about the resources to support this. Even when a child has been withdrawn from RSHE lessons, if the child should ask questions at other times, these questions would be answered honestly by staff.

#### **Reviewing and disseminating the policy**

A copy of this policy will be on the school website from September 2021. Copies are supplied to visitors who are involved in providing RSHE in school. Governors will be involved in the consultation process and reviewing this policy.

**To be reviewed** July 2022

#### **Key Contacts:**

**PSHE/ RSHE Co-ordinator:** Kim Clayton

**Designated Safeguarding Lead:** Kim Clayton

**Head Teacher:** Ray Bushby

## **Appendix 1:**

In the Early Years (nursery and reception), children will begin to:

- develop a positive sense of themselves and others;
- form positive relationships with others;
- develop respect for others;
- develop an awareness of similarities and differences between people.
- Know names for the main parts of the body (including external genitalia)
- develop an awareness of how to keep themselves safe
- develop an awareness of making healthy choices

## **Key Stage 1**

Pupils will have the opportunity to learn:

### **Health and Wellbeing**

- To recognise what they like and dislike; how to make real, informed choices that improve their physical and emotional health; to recognise that choices can have good and not so good consequences
- About good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings
- About the process of growing from young to old and how people's needs change
- The names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls
- What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy

### **Relationships**

- to communicate their feelings to others, to recognise how others show feelings and how to respond
- to recognise that their behaviour can affect other people
- the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid
- to recognise what is fair and unfair, kind and unkind, what is right and wrong
- to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
- to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
- to offer constructive support and feedback to others
- to identify and respect the differences and similarities between people
- to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
- consent-to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)

- that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
- to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
- strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

## **Key Stage 2**

Pupils will have the opportunity to learn:

### **Health and Wellbeing**

- what positively and negatively affects their physical, mental and emotional health
- to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves
- to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these
- how their body will, and their emotions may, change as they approach and move through puberty
- about human reproduction
- about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers
- strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
- about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe
- how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request

### **Relationships**

- to recognise and respond appropriately to a wider range of feelings in others
- to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support
- to recognise different types of relationship, including those between acquaintances, friends, relatives and families
- that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment

- that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves
- that their actions affect themselves and others
- consent-to judge what kind of physical contact is acceptable or unacceptable and how to respond
- the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
- to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view
- to work collaboratively towards shared goals
- to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to
- benefit others as well as themselves
- that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)
- to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)
- to recognise and manage 'dares'
- to recognise and challenge stereotypes
- about the difference between, and the terms associated with, sex, gender identity and sexual orientation
- how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)
- that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership
- that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others
- to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

**Appendix 2: Removal from Sex Education Permission Request**

<b>Parent form: withdrawal from sex education within RSHE</b> <b>TO BE COMPLETED BY PARENTS</b>	
Name of child	
Class	
Name of parent	
Date	
Reason for withdrawing from sex education within relationships, Sex and Health Education	
Any other information you would like the school to consider	
Parent Signature:	Date:
<b>TO BE COMPLETED BY THE SCHOOL</b>	
Agreed actions from discussion with parents	
Head Teacher Signature:	Date: