



Governor Visit Record

Date	30/9/2021	Governors	Gill Finch
Objectives for			
All staff: KCSiE 2021 updates. Statutory aspects of RSHE curriculum, DSL: KMc			
Links with School Development Plan 2020-21			
Behaviour and Attitudes: 'positive, responsible and independent citizens'			
Personal Development: 'pupils are encouraged to develop independence and to make positive choices in support of their wellbeing'			
Leadership and Management: 'Our ethos of equality'			
Background preparation			
<p>In preparation for the September Safeguarding meeting, we always complete a compliance checklist to ensure that key updates to KCSiE are noted and RAG rated.</p> <p>In preparation for the start of term, we also reviewed the staff responses to a brief survey which had been completed on one of the two training days at the start of term to evaluate any changes needed to the RSHE curriculum in order to address new aspects of learning relating to issues such as safe touch, consent and sexual harassment.</p>			
Scope of visit / Breadth of visit Scrutiny			
<p>KCSiE:</p> <p>The NSPCC published a guide summarising the changes to the statutory KCSiE guidance in summer 2021.</p> <p>Child Protection Policy</p> <p>KMc, as Designated Safeguarding Lead, has undertaken to update and keep the school's policy compliant for the start of term. An annexe to the behaviour policy is being completed to address some of the recent changes regarding peer-on-peer abuse.</p> <p>Sexual harassment and abuse in schools</p> <p>In September 2021 there was a new publication from the DfE guidance for schools and colleges about sexual violence, sexual harassment and online sexual abuse between children.</p> <p>From September 2021, Ofsted Inspectors will expect schools to submit their sexual harassment and sexual violence data by 8am on the morning of inspection.</p>			

Ofsted will also evaluate how schools teach about consent, safe relationships, self-generated content and online sexual abuse. This will be established through 'exploring equalities through focus groups', meaning that pupils may be asked whether they ever hear sexist or stigmatising language, and how school manages this.

Children and young people need to be taught about what is acceptable and unacceptable in society and be confident to ask for help and support when they need it. Central to this should be a carefully sequenced and implemented RSHE curriculum, training and clear expectations for staff and governors, and an understanding of pupils' own experiences.

A great deal of work has gone into developing a sequenced curriculum for PHSEE and RSHE at Cleaswell Hill School, and HMCI has written a draft Whole School Safe Touch Guidelines which also support this aspect of learning.

The context of RSHE in safeguarding

In interpreting statutory guidance, we are aware that the curriculum, and even the way in which this aspect of Personal Development, Leadership and Management and Behaviour and Attitudes will be evaluated by Ofsted all need to be viewed through the lens of the school's complex population and their changing needs.

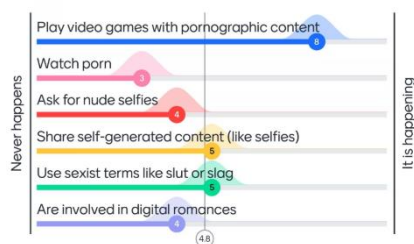
On the September training days, we asked some questions of each of the 5 phases, in order to establish what the staff who know the children best perceive to be the most important areas of learning to prioritise.

The full results of the surveys are [here](#).

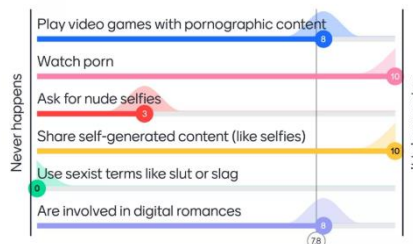
In brief:

Staff are aware of pupils in phases 2-5 who are potentially vulnerable to sexual abuse or unrealistic expectations of relationships, due to some of the following:

Do you work with pupils who:



Do you work with pupils who:



Scored out of a total of 50 across all phases, the potentially harmful behaviours staff identified were:

66% Sharing self-generated content online

57% Playing video games with pornographic content

50% Watching porn

46% Involved in digital romance

35% Using sexist language

26% Requesting nude selfies from others

We asked how staff know what they know about the young people they work with:

Over heard conversations. Some pupils are comfortable sharing. Parental concerns. Safety technology on internet searches. 1:1 sessions with staff. Language and behaviour of pupils.

Self reported
OverhearPhse
lessonsDrawingParents
reported
'Innocent comments'

Knowing the pupils
Listening and having
conversations
Monitoring use of digital
communications
Teaching about safe use of social media
and e-safety
Communication with parents as a source of
information

From conversations I have heard in
schools. Listening to language on the
yard.

Most children have very limited
communication skills and low levels of
cognition and understanding.

Which of the following areas of RSHE do we need to address by training staff with strategies we can adapt for our context?

Phase1: Online safety and what is safe/normal?

Phase 2: Safe touch

Phase 3: Consent

Phase 5: Being safe online

What can we do to develop this further?

1. Explore the range of external partners who can bring this area of learning to life for our pupils, in particular contextualising complex topics such as consent, safe touch and digital safety.

2. Ensure that the work on safe touch is well understood and articulated by staff and pupils; this is the basis upon which all of the work on safe personal relationships can be built.

3. Thread the concepts of British values, the character curriculum and cultural curriculum throughout the life of the school and the conversations staff have with pupils.

Is there anything else we could be doing more of or better?

P1: Educating parents about harmful online content.

P2:

- Training in new SRE framework and resources
- Training specific to pupils with SEND (chronological age compared with cognitive ability)

P3:

- Training parents online
- Appropriate teaching at the right time

P5: Developing the use of communication to support understanding in different formats

Governor Observations and Comments

Consistently ambitious planning and scrutiny of the curriculum is in place. New, draft Safe Touch guidance is currently being consulted on. An extensive curriculum plan for RSHE has been produced. One of the challenges identified by staff is how to contextualise and make accessible the aspects of the curriculum that can be challenging for some of the learners with complex needs.

Issues to be raised with the Full Governing Body (if any)

Plans for Follow-up Visit

Plans to re-establish a SEND RSHE network across the county
Review and discuss Safe Touch guidance

Date reviewed at FGB