



## RELATIONSHIPS AND SEX EDUCATION POLICY

[AVANTI SCHOOLS TRUST]

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# **RELATIONSHIPS AND SEX EDUCATION POLICY**

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## Introduction

At Avanti Trust we want to support each pupil become a well-rounded human being through intellectual, moral and spiritual growth. We want our pupils to respect themselves and others. We want self-discipline, courage, integrity, empathy and gratitude to be tangible throughout our curriculum planning and school life.

## Definition of RSE

The objective of relationships and sex education is to help and support pupils through their physical, emotional and moral development. RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity, appropriate to each phase of education. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity. Primary sex education is not compulsory in primary schools; AST primary school will provide relationships education.

## Aims

The aims of the relationship and sex education policy (RSE) are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Help pupils to develop skills to enable them to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## Statutory requirements

As schools in the Avanti Schools Trust (AST), we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum. In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Avanti School's Trust we teach RSE as set out in this policy.

## Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification –, the policy was shared with the Stakeholders committee and ratified.

## **Curriculum**

The RSE curriculum is set out as per Appendix 1 but this may need to be adapted as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

## **Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Primary schools:

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

*(For more information about the RSE curriculum, see Appendices 1 and 2.)*

Secondary schools:

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

*(For more information about the RSE curriculum, see Appendices 1 and 2.)*

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively

that some children may have a different structure of support around them (for example: looked after children or young carers).

### Materials

Materials used in schools must be in accordance with the PSHE framework and the law. Inappropriate images should not be used nor should explicit material not directly related to explanation. Schools should ensure that pupils are protected from teaching and materials which are inappropriate, having regard to the age and cultural background of the pupils concerned. Principals should ensure materials are available for parent and Stakeholder committee to view.

### **Roles and responsibilities**

Delivery of sex and relationships education is not the sole responsibility of schools:

- Schools should work effectively in partnership with parents and others in the wider community
- Health professionals, social workers, youth workers, peer educators, and visitors all have a part to play in delivering sex and relationships education and must abide by the school's policy.

### Stakeholder Committee

Stakeholder committees for each school will approve the RSE policy, and hold the principal to account for its implementation.

### The Principal

The principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

### Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the principal.

Staff teaching RSE: (Schools must include names/roles of those responsible for teaching RSE in the school).

**Name:** All Class teachers will deliver the RSE curriculum

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

### **Parents right to withdraw**

Primary schools: Parents do not have the right to withdraw their children from relationships education.

Secondary schools: Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the principal. A copy of withdrawal requests will be placed in the pupil's educational record. The principal will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

### **Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in the school's continuing professional development calendar. The principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

### **Monitoring arrangements**

The delivery of RSE is monitored by the principal through:

- planning
- book scrutinies
- learning walks
- discussions with pupils

Pupils' development in RSE is monitored by class teachers as part of the internal assessment systems.

## Confidentiality

- Teachers cannot offer or guarantee pupils unconditional confidentiality.
- Teachers should follow the school's procedure if a child under the age of 16 is having, or contemplating having, sex
- If sexual abuse is suspected, teachers should follow the school's child protection procedures
- Health professionals are bound by their professional codes of conduct in a one to-one situation with individual pupils, but in a classroom situation they should follow school's policy.

## Appendix 1

### Example of Relationships and sex education curriculum map

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5</b> (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions and responsibilities Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
<b>Ages 11-12 (Scotland)</b>	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

## Primary schools:

### Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability</li><li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li><li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li><li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li><li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>
Caring friendships	<ul style="list-style-type: none"><li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li><li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li><li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li><li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li></ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

**Secondary schools:**

**Appendix 3: By the end of secondary school pupils should know**

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

#### Appendix 4 Format for parental feedback

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. <ul style="list-style-type: none"> <li>•</li> </ul>

## Appendix 5: Helpful resources:

- **NSPCC helpline:** The new dedicated, confidential helpline run by the NSPCC, available to current or past victims as well as parents, carers or professionals with concerns. NSPCC helpline number is 0800 136 663, which is live Thursday 1<sup>st</sup> April 2021.
- These [resource](#) are for parents on on-line safety. The National Sexual Violence Resource Centre (NSVRC) has published [resources](#) for parents in relation to talking about consent.
- This [list of resources](#) for relationships education, relationships and sex education and health education is very helpful.
- [lesson materials](#) on teaching informed consent, reporting issues of consent and sexual coercion from the Oak National Academy.
- PSHE Association published [guidance](#) on teaching about consent.
- Browne Jacobson, CST's Platinum Partner, has updated [advice](#) on managing reports of child-on-child assault and harassment.
- DfE's 2018 [advice](#) on sexual violence and sexual harassment between children in schools. This advice sets out what sexual violence and sexual harassment are, the current evidence on their preponderance in schools, how to minimise the risk of them occurring and what to do when they do occur or are alleged to have occurred.



## Appendix 6: The School's Procedure at KAPSH

The procedure below is to be followed if a member of staff is informed or suspects a child under the age of 16 is having, or contemplating having, sex. Children and young people who are suffering or are likely to experience significant harm will include children and young people who are sexually active and aged 13 or below (statutory rape).

**If the child is at immediate risk, contact the police by calling 999.**

1. Listen to the child and reassure them. Explain that you will speak to the Designated Safeguarding Lead who will be able to help.
2. Record what the child has told you on a cause for concern form and hand this to the Designated Safeguarding Lead without delay.
3. The Designated Safeguarding Lead should discuss their concerns with the child or young person's parents or carers and seek their consent to share information, unless you have reasonable cause to believe that to do so would place the child at risk of significant harm. If a child is at risk of significant harm information can be shared even if the parent refuses consent.
4. The Designated Safeguarding Lead will make a referral **without delay** to children's social care via a Multi-Agency Referral Form (MARF) sent to the Harrow Multi Agency Safeguarding Hub (MASH) via [duty&assess@harrow.gov.uk](mailto:duty&assess@harrow.gov.uk), followed up by a telephone call for very urgent referrals to 0208 901 2690.
5. The Designated Safeguarding Lead will complete and submit MARF to the Harrow MASH via [duty&assess@harrow.gov.uk](mailto:duty&assess@harrow.gov.uk) Multi-Agency Referral Form (MARF) (see word version below – right click to open referral form)



MASH-Referral-Form  
\_Printable-Version\_Ja

If you have concerns about a child's welfare or suspect that a child is being neglected or abused, please telephone Harrow Council Children's Social Care on:

- 0208 901 2690 from 09:00 to 17:00
- 020 8424 0999 after 17:00, at weekends and on public holidays