READING BLUE COAT

Relationships and Sex Education (RSE) Policy

Contents

1. Aims
2. Statutory requirements
3. Policy development
4. Definition
5. Curriculum
6. Delivery of RSE
7. Roles and responsibilities
8. Parents' right to withdraw
9. Training
10. Monitoring arrangements
Appendix 1: Curriculum map
Appendix 2: By the end of secondary school students should know
Appendix 3: Parent form: withdrawal from sex education within RSE

1. Aims

The aims of Relationships and Sex Education (RSE) at Reading Blue Coat School are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for and guide them through puberty, giving them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- Promote positive physical and mental health with respect of sex and relationships
- Provide high quality learning experiences that are, relevant, engaging, and enhance student knowledge and understanding
- Promote and protect the wellbeing of all students in the context of their health and relationships

These aims link to the RBC School values of – **aspiration, compassion, courage, integrity and service.** These core values create a common approach or outlook for discussing the topics covered in RSE.

2. Statutory requirements

As an independent secondary school we must provide RSE to all students as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are required to have regard to the RSE statutory guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

At Reading Blue Coat School we teach RSE as set out in this policy.

3. Policy development

This policy was first developed in 2020, in consultation with staff, students, and parents. The consultation and policy development process involved the following steps:

1. Review – the Head of PSHE (replaced by the Director of Wellbeing & Futures in 2024) and Deputy Head (Pastoral) brought together all relevant information including national and local guidance.
2. Staff consultation – RBC staff were given the opportunity to look at the draft policy and make recommendations.
3. Parent consultation – parents and any interested parties were invited to make any comments about the policy.
4. Student consultation – the Head of PSHE met with groups of students to gain their feedback and priorities for the teaching of RSE at RBC.
5. Ratification and publication – once amendments were made, the policy was ratified by the Governing Body and published online.

.
The policy has subsequently been subject to annual review by the Safeguarding Committee and Full Governing Board. The process for annual review and amendment is as follows:

1. The Director of Wellbeing & Futures gathers feedback from students and teaching staff throughout the academic year, to better understand the impact of current teaching and the levels of knowledge and understanding among students. Feedback is gathered through a mix of verbal feedback and surveys.
2. The Director of Wellbeing & Futures runs an annual survey of parents, to gather their views on RSE and the teaching at Reading Blue Coat.
3. The Director of Wellbeing & Futures meets with the Deputy Head (Pastoral) to consider any changes required by external updates (e.g., to statutory guidance) and to consider the views of the stakeholders mentioned above. Policy updates will be planned together.
4. The Director of Wellbeing & Futures will update the curriculum map as needed, included as an appendix to this policy.
5. The Deputy Head (Pastoral) and Director of Wellbeing & Futures will agree any updates required for the policy and issue a draft of the revised policy to the Safeguarding Committee of Governors.
6. The Safeguarding Committee will pass on any feedback to the Deputy Head (Pastoral) and the Director of Wellbeing & Futures. Any further amendments will be made as per what is agreed with Governors.
7. The revised policy will be presented for ratification to Full Governing Board.

4. Definition

Relationships and Sex Education (RSE) is comprised of two separate components which often interlink. RSE teaches students about the emotional, social and cultural development of students, and involves learning

about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

Relationships Education will focus on how to form and sustain positive relationships but will also help students to identify risks and harms. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This can be done without describing the detail of any sexual activity involved.

Sex Education is comprised of the topics listed in Appendix 1.

5. Curriculum

The Reading Blue Coat curriculum is set out as per Appendix 1 but is a flexible curriculum that is intended to adapt to circumstances and topical issues, both within the School and in wider society. We have developed the curriculum in consultation with stakeholders, in accordance with the policy development process outlined above. This process takes into account the age, needs and feelings of students and is built around the following principles:

- Engagement with students
- Engagement and transparency with parents
- Positivity
- Careful sequencing
- Relevant and responsive
- Skilled delivery of participative education
- Whole school approach

If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers from unreliable or unverified sources online. All students are encouraged to make use of the A-Z guide and the Q&A function of The Wellbeing Hub to which the school subscribes for expert answers to questions they may not wish to raise in a lesson. Parents also have free access to this resource. The Wellbeing & Futures theme of the week and theme for the week ahead is stated in the weekly Wellbeing & Futures Bulletin shared via Blues Post.

A sample of lesson resources for each year group is provided on the Parent Portal and parents may request to see additional resources by emailing the Director of Wellbeing & Futures (ekr@rbcs.org.uk)

6. Delivery of RSE

6.1 Delivery

RSE is taught in weekly Wellbeing lessons (i.e., personal, social, health and economic education). Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Philosophy, Religion and Ethics (PRE) lessons. RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds and covers the following topics:

Relationships	Relationships and Sex Education
Families	Intimate and sexual relationships, including sexual health

Respectful relationships including friendships	Being Safe
Online and media	

For more information about our RSE curriculum, see Appendices 1 and 2. As part of each topic, the applicable laws are taught in a factual way so that students are clear about their rights and responsibilities and so that all topics are treated from the point of view of equality and respect.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, Lesbian, Gay, Bisexual and Transgender (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).

6.2 Supporting Students with Special Educational Needs (SEND)

All staff receive regular and frequent training to support students with Special Educational Needs from the Head of Learning Support and the Learning Support Department.

It is the subject teacher's responsibility to read information provided for their students in the following

places:

• iSAMS

• PIPs (found on the Learning Support department's page on the Staff Intranet)

• Emails when urgent

The Pastoral Staff and Directors responsible for RSE teaching are well-placed to understand the needs of particular individuals and groups within each year group.

Where a student is identified as having additional needs, the classroom teacher is expected to actively plan for the needs of the individual, drawing on strategies for specific learning difficulties provided by the Learning Support department, the Learning Support department page on the Staff Intranet, iSAMS for PIPs, as well as their own assessment, baseline data and their experience of teaching and interaction with the student. The subject teacher will communicate with the Learning Support department to plan targeted learning support for students. The subject teacher takes responsibility for students' progress in their subject area.

Assessment data in Wellbeing lessons are gathered in a wide variety of formats to suit and accommodate different needs.

See the *Learning Support Policy* for further details.

7. Roles and Responsibilities

7.1 The Governing Board

The Governing Board approved the RSE policy in the first instance. It then ratifies further policy updates, following review by the Safeguarding Committee.

7.2 The Deputy Head (Pastoral)

The Deputy Head (Pastoral) is the SLT member responsible for RSE across the school, and for managing requests to withdraw students from components of RSE (see section 8).

7.3 The Director of Wellbeing & Futures

The Director of Wellbeing & Futures is responsible for designing and implementing the curriculum for RSE, and managing the staff who deliver it. They will work closely with the Deputy Head (Pastoral) to ensure that this policy is kept up to date.

7.4 Staff

Staff are responsible for:

- Creating a safe environment for learning to take place with clear ground rules and expectations for the sessions
- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the components of RSE, seeking guidance from the Deputy Head (Pastoral)
- Communicating effectively with the Director of Wellbeing & Futures, to ensure that they have a good overview of the teaching of RSE at Reading Blue Coat.

Staff do not have the right to opt out of teaching RSE or to adapt teaching materials to reflect their own views. Staff who have concerns about teaching RSE are encouraged to discuss this with the Deputy Head (Pastoral) or Director of Wellbeing & Futures.

7.5 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. They are also expected to follow the ground rules established by their Wellbeing teacher.

8. Parents' Right to Withdraw

Parents have the right to withdraw their children from all or some of the components of sex education within RSE up to and until three 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 during one of the three remaining terms.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Deputy Head (Pastoral)

A copy of withdrawal requests will be placed in the student's educational record. The Deputy Head (Pastoral) will discuss the request with parents and take appropriate action.

The School cannot manage informal, last-minute, and ad hoc requests; where parents do not follow the withdrawal procedure, their requests may not be granted.

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

As stated in the Department of Education's Statutory Guidance for RSE (Section 21), parents cannot request to withdraw their children from any of the components of relationships education within RSE, nor can they be withdrawn from topics taught as part of the science curriculum including topics related to

puberty or sexual reproduction. Appendix 1 outlines which parts of the course comprise Relationships Education and which parts comprise Sex Education.

9. Training

Staff who participate in the teaching of RSE receive training (usually, delivered by the Director of Wellbeing & Futures) as part of our continuing professional development calendar.

The Headmaster, Deputy Head (Pastoral) and Director of Wellbeing & Futures may invite visitors from outside the school, such as health care or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring Arrangements

The delivery of RSE is monitored by the Director of Wellbeing & Futures through planning scrutiny, surveys and learning walks. Students' development in RSE is monitored by class teachers as part of our internal assessment systems. Feedback from parents will be sought as part of the review process and the evidence of this feedback will be kept by the Director of Wellbeing & Futures. This policy will be reviewed by the Director of Wellbeing & Futures in consultation with the Deputy Head (Pastoral) as per the process set out in Section 3 above.

Author(s):	Dr Emma Ramsey (Director of Wellbeing & Futures) and Dr Guy Williams (Deputy Head [Pastoral])
Date:	June 2026
Review Frequency:	Annual
Next Review Date:	June 2027
Agreed by:	 Clare Freeman (Safeguarding Governor) *on behalf of the Full Governing Board*
Date of Agreement:	June 2027

Appendix 1: Curriculum Map

Relationships and Sex Education Curriculum Map

Lower School Core theme: Character			
Relationships, family, and friends	**Sexuality, gender, and sexual health**	**Year Group**	**Related PSHE Topics**
What makes a healthy relationship?	Understanding menstruation	7	What is diversity? Recognising and preventing bullying Media literacy: staying safe online Female genital mutilation (FGM): facts and risks Social media and mental health
Coping with change: bereavement, divorce, and separation	Growing up: physical and mental changes	7	
Understanding marriage	Sexuality and gender identity: an introduction	8	Challenging gender stereotypes Managing risk: looking after your personal safety Media literacy: interpreting information online Mental health: talking about emotions Self-esteem and confidence
Overcoming conflict and finding forgiveness	Consent: what is it and why is it essential?	8	
Spotting unhealthy and abusive relationships		8	

Middle School Core theme: Community			
Relationships, family, and friends	**Sexuality, gender, and sexual health**	**Year Group**	**Related PSHE Topics**
Family life: parenthood and caring	Sex, relationships, and the media	9	Recognising and preventing discrimination Social influences: young people and gangs Sex and consent online
Social influences: tackling peer pressure	Practising safe sex	9	
Relationships and conflict		9	
What is good communication?		9	
Navigating social influence and pressure	Sexuality and gender identity	10	Challenging prejudice and discrimination Staying safe online: protecting your personal data Recognising strengths in ourselves and others Body image
Challenging relationships: managing feelings	Understanding pregnancy: your choices	10	
The impact of relationships	Sexual health: choosing and accessing contraception	10	
Navigating conflict in relationships	Understanding pornography	11	Know your rights: the Equality Act 2010
Rights and responsibilites: marriage and civil partnerships	Understanding consent and intimacy: offline and online	11	
Taking others' perspectives	Sexual health: preventing and treating STIs	11	

Sixth Form Core theme: Continuation – Preparing for Life Beyond RBC			
Relationships, family, and friends	**Sexuality, gender, and sexual health**	**Year Group**	**Related PSHE Topics**
Respectful relationships: trust and intimacy	Making choices about pregnancy and parenthood	12	Staying safe: recognising harassment and abuse Understanding cultural identity and cultural competency Staying safe: exiting aggressive social situations Staying safe: setting boundaries offline and online Body enhancement Acknowledging skills and assets
Respectful relationships: ending relationships	Making choices about sexual health	12	
Understanding forced marriage	Consent matters	13	Intersectionality, marginalisation, and privilege Understanding inclusion The role of constructive criticism Understanding online misinformation Leaving home: building a healthy lifestyle
Respectful relationships: meeting new people		13	
Respectful relationships: values and differences		13	

Appendix 2: By the End of Secondary School Students Should Know :

TOPIC	STUDENTS SHOULD KNOW
Families	1. That there are different types of committed, stable relationships. 2. How these relationships might contribute to wellbeing, and their importance for bringing up children. 3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. 4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. 5. That forced marriage and marrying before the age of 18 are illegal. 6. How families and relationships change over time, including through birth, death, separation and new relationships. 7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development. 8. How to judge when a relationship is unsafe and where to seek help when needed, including when students are concerned about violence, harm, or when they are unsure who to trust.

Respectful Relationships, including Friendships	1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, students should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships. 2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Students should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. 3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Students should understand what it means to be treated with respect by others. 4. What tolerance requires, including the importance of tolerance of other people's beliefs. 5. The practical steps students can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict. 6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help. 7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. 8. The role of consent, including in romantic and sexual relationships. Students should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Students should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok. 9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Students should be equipped to recognise misogyny and other forms of prejudice. 10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others. 11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others. 12. Students should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers. •

Online Safety and Awareness	1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Students should also understand the difference between public and private online spaces and related safety issues. 3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online. 4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Students should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Students should understand the serious risks of sending material to others, including the law concerning the sharing of images. 5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Students should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Students should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Students should also understand that sharing indecent images of people over 18 without consent is a crime. 6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online. 7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them. 8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Students should be taught where to go for advice and support about something they have seen online. Students should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. 9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. 10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns. 11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect students who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.

TOPIC	STUDENTS SHOULD KNOW
	12. How information and data is generated, collected, shared and used online. 13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising). 14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion. 15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk. •

Being Safe	1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent. 2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others. 3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed. 4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Students should learn ways of seeking help when needed and how to report harmful behaviour. Students should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Students might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions. 5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it. 6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting. 7. The concepts and laws relating to sexual violence, including rape and sexual assault. 8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language. 9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. 10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. 11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. 12. The concepts and laws relating to forced marriage. 13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible. 14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death. 15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful. 16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on

TOPIC	STUDENTS SHOULD KNOW
	where to report abuse, and where to seek medical attention when required, for example after an assault.
Intimate and Sexual Relationships, including Sexual Health	1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. 2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. 3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent. 4. 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. 5. That some sexual behaviours can be harmful. 6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making. 7. That there are choices in relation to pregnancy. Students should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help. 8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma 9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment. 10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. 11. How and where to seek support for concerns around sexual relationships including sexual violence or harms. 12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.

Appendix 3: Parent Form: Withdrawal from Sex Education within RSE

TO BE COMPLETED BY PARENTS			
Name of Child		Class	
Name of Parent		Date	
Reason for Withdrawing from Sex Education within Relationships and Sex Education			
Any Other Information You Would Like the School to Consider			
Parent Signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed Actions from Discussion with Parents	
Deputy Head (Pastoral) Signature	