

## Policy Title: Relationships and Sex Education Policy

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Responsible for Day to Day Management:	D Kay / E Thomas / R Porter
Responsible for Review:	D Kay / E Thomas / R Porter

UNITED ENDEAVOUR TRUST  
EQUALITY CHECKED

This policy/procedure seeks to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relationships between groups
- Meet requirements under the Equality Duty
- Set Equality objectives which are specific and measurable



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At United Endeavour Trust we aim to support our students in all areas related to their well-being including relationship and sex education.

Relationship and Sex Education (RSE) will be delivered as a section of the Personal, Social and Health Education (PSHE) curriculum and will ensure our students have information which will keep them happy, healthy and safe.

### **Principles**

At United Endeavour Trust we provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that students of all ability levels are well equipped to meet the challenges of education, work and life, by:

- Designing a curriculum to promote a full range of learning, thinking and life skills.
- Providing a broad, balanced and relevant curriculum.
- Using flexible and responsive teaching and learning styles.
- Equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society.
- Developing a close partnership with the whole community, particularly parents.

At United Endeavour Trust we aim to deliver RSE to reflect the existing focus on relationships and to emphasise the importance of this as part of our students' education. Through the PSHE curriculum we aim to support student understanding of issues in society, including:

- Teenage pregnancy
- Sexually Transmitted Infection (STI) rates
- Drug and alcohol abuse
- Cyberbullying
- Child Sexual Exploitation

### **The legal position on RSE**

Under current arrangements there are a number of requirements on schools in respect of SRE. These are set out in legislation and are as follows:

- The Education and Inspections Act 2006 places schools under a duty to promote the well-being of their pupils.
- The Education Act, 1996, as amended by the Learning and Skills Act 2000, requires headteachers and governing bodies to have regard to this guidance; to ensure that pupils learn of the nature of marriage and its importance for family life and the bringing up of children, and that they are protected from unsuitable teaching and materials (see section 3.1 and 3.6).
- All secondary schools are required to provide SRE which includes (as a minimum) information about HIV/AIDS and other STIs (Education Act 2002).
- Schools must teach the statutory requirements of SRE within the Science Curriculum for all phases. This includes the biological aspects of naming body parts, puberty, reproduction and infection avoidance (see sections 2.3 and 3.6).
- All primary and secondary schools are required by section 404 of the Education Act 1996 to have an up-to-date policy for SRE. This includes special schools and pupil referral units / alternative provision. It is the responsibility of the school governors to ensure that the SRE policy is up-to-date and fit for purpose. Pupils and parents must be consulted in developing the SRE policy and the policy must be available for pupils and parents to see (see section

3.2).

- Section 405 of the Education Act 1996 provides the right of parental withdrawal from all or part of SRE provided at school except for those parts included in the Science Curriculum (see sections 3.6 and 3.10).

### **Relationship and Sex Education (RSE)**

At United Endeavour Trust our emphasis for RSE is around safeguarding our students and protecting their right to have information that will keep them happy, healthy and safe. Delivery of RSE is particularly important to our most vulnerable students, including:

- Looked After Children (LAC)
- Lesbian, Gay, Bi- Sexual and Transgender Students (LGBT)
- Students with Special Educational Needs (SEN)

RSE is taught by teachers who are confident and comfortable with the subject and are supported by non-teaching members of staff, who can support students following delivery of the lesson.

When teaching RSE, the correct terms for genitalia are used and topics discussed are age appropriate and in line with National Guidelines.

### **National Curriculum Science**

The National Curriculum Science Orders focus on biological aspects of RSE and include the following elements:

**At Key Stage 3** students should be taught:

- That fertilisation in humans is the fusion of a male and female cell
- About the physical and emotional changes that take place during adolescence
- About the human reproductive system, including the menstrual cycle and fertilisation
- How the foetus develops in the uterus, including the role of the placenta
- How the growth and reproduction of bacteria and the replication of viruses can affect health, and how the body's natural defences may be enhanced by immunisation and medicines.

**At Key Stage 4** students should be taught:

- The way in which hormonal control occurs, including the effects of sex hormones.
- Some medical uses of hormones including the control and promotion of fertility.
- The defence mechanisms of the body.
- That sexual reproduction is a source of genetic variation.
- How sex is determined in humans.

### **The Personal Development & Citizenship Framework**

United Endeavour Trust comply with the National guidance to ensure that students have a secure knowledge and understanding in the following areas:

#### **Families**

- There are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.
- 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.

- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- How to determine whether other children, adults or sources of information are trustworthy
- How to judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships)
- How to seek help or advice, including reporting concerns about others, if needed.

#### Respectful relationships, including friendships

- The characteristics of positive and healthy friendships in all contexts, including online (Trust, respect, honesty, kindness, generosity, boundaries, privacy and consent)
- The management of conflict, reconciliation and ending relationships.
- Including different (non-sexual) types of relationship.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- 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).
- 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.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.
- 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.

#### Online and media

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- 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.
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- 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.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- How information and data is generated, collected, shared and used online.

#### Being safe

- 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.
- 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).

#### Intimate and sexual relationships, including sexual health

- 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.
- 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.
- The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or to enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, efficacy and options available.
- The facts around pregnancy including miscarriage.
- 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).
- 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.
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour.
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

#### Attitudes and Values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

#### Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Respecting, understanding and showing empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

#### The Trust's Approach to RSE consists of:

- The taught RSE programme.
- Pastoral support for students who experience difficulties.

- Provision of appropriate information through leaflets and books and the display of posters.

**At Key Stage 3** students should be taught to:

**Develop their confidence and responsibility and make the most of their abilities.**

- To respect the differences between people as they develop their sense of identity.
- To recognise how others see them, and be able to give and receive constructive feedback and praise.
- To recognise the stages of emotions associated with loss and change caused by death, divorce, separation and new family members, and how to deal positively with the strength of their feelings in different situations.

**Develop a healthy and safer lifestyle.**

- To recognise the physical and emotional changes that takes place at puberty and how to manage these changes in a positive way.
- To know how to keep healthy and identify what influences health, including the media e.g. obesity and size 0 models.
- To recognise that good relationships can promote physical and mental health.
- To know about human reproduction, contraception, sexually transmitted infections (including HIV) and sexuality, in a context of the importance of relationships.
- To recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel.
- To recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help.
- To know basic emergency aid procedures and where to get help and support.

**Develop good relationships and respect the difference between people.**

- To recognise the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge these assertively.
- To empathise with people different from themselves.
- To recognise the nature of friendship and how to make and keep friends.
- To recognise some of the cultural norms in society, including the range of lifestyles and relationships.
- To know about the changing nature of, and pressures on, relationships with friends and family, and when and how to seek help.
- To recognise the roles and feelings of parents and carers and the value of family life.
- To recognise that goodwill is essential to positive and constructive relationships.
- To know how to negotiate within relationships, recognising that actions have consequences, and when and how to make compromises.
- To know how to resist pressure to do wrong, to recognise when others need help and how to support them.
- To communicate effectively with their peers and adults.

**At Key Stage 4** students should be taught to:

**Develop confidence and responsibility and make the most of their abilities:**

- To have a sense of their own identity and present themselves confidently in a range of situations.
- To be aware of how others see them, manage praise, criticism, success and failure in a positive way and learn from the experience.
- To recognise influences, pressures and sources of help and respond to them appropriately.

**Develop a healthy and safer lifestyle:**

- To think about alternatives and to think about long and short term consequences when making decisions about personal health.
- To know how to use assertiveness skills to resist unhelpful pressure.
- To recognise the causes, symptoms and treatments for stress and depression, and to identify strategies for prevention and management.
- To know about the health risks of early sexual activity and pregnancy and about the safer choices that can be made.
- To know about the importance of delaying sexual activity.
- To know how different forms of contraception work, and where to get advice, in order to inform future choices, whilst recognising different cultural and religious beliefs about contraception and in the context of the importance of relationships.
- To know how to seek professional advice confidently and find information about health.
- To know the dangers of sexually transmitted infections, HIV and other health risks can be avoided and/or treated.
- To know about cervical and testicular cancer.
- To understand the different forms of sexuality.

**Develop good relationships and respect the differences between people:**

- To be aware of exploitation in relationships.
- To challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and to take the initiative in giving and receiving support.
- To know how to work co-operatively with a range of people who are different from themselves and hold different views and beliefs.
- To be able to talk about relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully.
- To know about the nature and importance of marriage for family life and bringing up children.
- To know about the role and responsibilities of a parent, and the qualities of good parenting and its value for family life.
- To know about the impact of separation, divorce and bereavement on families and how to adapt to changing circumstances.
- To know about statutory and voluntary organisations that support relationships in crisis.
- To develop working relationships with a range of adults, including people they meet during personal guidance and community activities.

In addition, at United Endeavour Trust, we have a responsibility to develop a programme of study for Citizenship, this includes learning objectives relevant to RSE under the themes of:

- Knowledge and understanding about becoming informed citizens.
- Developing skills of enquiry and communication.
- Developing skills of participation and responsible action.

**The Importance of Relationship and Sex Education**

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships. At a local level the support and guidance for academies that we draw on to develop RSE includes:

- Stoke-on-Trent and North Staffordshire Sexual Health Services
- Visits from health professionals as part of a planned SRE programme
- Advice and support for schools from expert LA and PCT personnel
- Support from the Staffordshire LA and Healthy Schools Personnel
- DfES/Department of health PSHE Certification for PSHE and Sex and Relationships.

## Morals and Values Framework

At United Endeavour Trust our approach to RSE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, religious beliefs, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

We also believe that students have an entitlement to:

- Age and circumstance appropriate RSE.
- Access to help from trusted adults and helping services.

RSE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. At United Endeavour Trust our approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda.

## Equality and Diversity

Young people may have varying needs regarding RSE depending on their circumstances and background. At United Endeavour Trust we strongly believe that all students should have access to RSE that is relevant to their particular needs. To achieve this the Trust's approach to RSE will take account of:

- **The needs of boys as well as girls:**  
Girls tend to have greater access to RSE than boys, both through the media (particularly teenage magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.
- **Ethnic and cultural diversity:**  
Different ethnic and cultural groups may have different attitudes to RSE. The academies will consult students and the link CP Governor and LA/DFE guidance about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.
- **Varying home backgrounds:**  
We recognise that our students may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.
- **Sexuality:**  
A percentage of our students may identify themselves or may go on to define themselves as lesbian, gay, bi-sexual or transsexual (LGBT). Students may also have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our students will meet and/or work with LGBT people in their lives. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. Our pastoral support will take account of the needs of LGBT students. We shall also actively tackle homophobic bullying.
- **Special educational needs:**  
We shall take account of the fact that some students may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs.

## Trust Responsibilities

At United Endeavour Trust a whole academy approach has been adopted to RSE that actively involves the whole academy community. All groups who make up the academy community have rights and responsibilities regarding RSE; in particular:

- **The Senior Leadership Team (SLT)** will endeavour to support the provision and development of RSE in line with this policy by providing leadership and adequate resourcing.
- **The designated RSE Co-ordinator** will maintain an overview of RSE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet students' needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.
- **Teaching Staff:** the vast majority of Relationship and Sex work is delivered by a specialist team in Human Development lessons. Science teachers cover some RSE and some is delivered in other areas. E.g. Health and Social Care English. All teachers play an important pastoral role by offering support to students. Any teacher, can be approached by a student who experiences a difficulty regarding sex or relationship issues. Teachers will be consulted about the Trust's approach to RSE and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training.
- **Pastoral Staff** may be involved in a supportive role in some RSE lessons and also play an important, informal pastoral support role with students. They will have access to information about the RSE programme and will be supported in their pastoral role.
- **Governors** have responsibilities for academy policies. They will be consulted about the RSE provision and policy and have regular reports at Governors' Meetings.
- **Parents / Carers** have a legal right to view this policy and to have information about RSE provision. They also have a legal right if they wish, to withdraw their children from dedicated sex education lessons which fall outside those aspects covered in the National Curriculum Science syllabus.
- **The School Nursing Service** plays a key role in RSE both in terms the provision of pastoral support for students. The Trust will work in on-going consultation and partnership with the school nursing service.
- **Students** have an entitlement to age and circumstance appropriate RSE and to pastoral support. They will be actively consulted about their RSE needs and their views will be central to developing the provision.

The RSE programme will be delivered as part of the Trust's approach to Human Development.

### **Content of the RSE programme**

The RSE programme is delivered in a developmental manner so that issues are explored in greater depth as students mature. The following areas of content are addressed in the following years:

<b>Year</b>	<b>Content</b>
Year 7	Puberty: social, emotional and physical development in puberty
Year 8	Revise Puberty, laws relating to sexual behaviour, introduce the following: attraction, conception, the purpose of body parts, sexual reproduction, and birth.
Year 9	Continue work on beginning, maintaining and ending relationships. Begin work on delay, contraception, STIs, drugs and sex and cancer.
Year 10	Revise work on contraception, long term stable relationships, introduce parenting, abortion, further develop drugs and sex.

Year 11            More in depth work on relationships long and short term, sexuality, parenting, divorce, drugs and sex, IVF, HIV, diseases including self-testing for potentially cancerous lumps

### **Answering Questions**

At United Endeavour Trust we believe that students should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a student may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide whether to answer questions in class and, if so, how. They will establish clear parameters of what is appropriate and inappropriate in class by discussing ground rules with students and by taking an approach that encourages students to be mature and sensible.

### **Pastoral Support for Students who Experience Difficulties**

#### **The nature of support available to students**

At United Endeavour Trust we take our role in the promotion of student welfare seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive pastoral support for students in a number of ways. Staff may be approached for help on an individual basis and through the tutorial / pastoral system. They offer a listening ear and, where appropriate, information and advice. The school nurse offers a health and support service to students. Where appropriate, students are referred to the school nurse and / or other external agencies.

The Trust will keep up to date about the development of local services and national Help Lines for young people, promote their existence to students and endeavour to form working relationships with local agencies that are relevant to student needs.

#### **Confidentiality and informing parents/carers**

Academy staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Child Protection procedures must be followed when any disclosures about abuse are made.

If a student requests confidentiality, then in situations other than those involving Child Protection issues, staff must make a careful judgement about whether or not a third party needs to be informed.

This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the student may be experiencing.
- The student's age, maturity and competence to make their own decisions.
- A discussion with the Child Protection Officer.

#### **Links to other Academy Policies**

This policy should be read in conjunction with the following academy policies:

- Anti-Bullying Policy.
- Child Protection Policy.
- Equality and Diversity Policy.

**EQUALITY IMPACT ASSESSMENT POLICY CHECKLIST**

Equality Impact Assessment of UET Policy																																																													
<b>Title of Policy</b>	<b>Relationship and Sex Education Policy</b>																																																												
<b>PART 1</b>	<b>Positive Impact – reducing inequalities</b>																																																												
<p><b>Statutory duty/equality legislation: Equality Impact Assessment undertaken or is satisfied.</b></p> <p><i>D = Disability, GA = Gender reassignment, P = Pregnancy &amp; Maternity, R = Race, R/B = Religion or Belief, S = Sex, SO = Sexual Orientation, A = Age, M/CP = Marriage and Civil Partnerships</i></p>	<p><b>How is the policy likely to have a <u>significant positive impact</u> on equality by reducing inequalities that already exist?</b></p> <p>All students will develop enhanced knowledge and understanding regarding personal relationships and human reproduction.</p> <p><b>Could the policy have a <u>significant negative impact</u> on equality in relation to each of the following groups or characteristics?</b></p> <p>No</p>																																																												
<p><b>Characteristics</b></p> <p>Indicate areas of likely impact</p> <p>☐</p>	<table border="1"> <thead> <tr> <th>Promote equal opportunities</th> <th>Get rid of discrimination</th> <th>Get rid of harassment</th> <th>Promote good community relations</th> <th>Promote positive attitudes</th> <th>Promote/ protect human rights</th> </tr> </thead> <tbody> <tr> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> </tbody> </table>	Promote equal opportunities	Get rid of discrimination	Get rid of harassment	Promote good community relations	Promote positive attitudes	Promote/ protect human rights	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓
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*A = Age, M/CP = Marriage and Civil Partnerships –applies in respect of employment framework policies*

Equality Impact Assessment of UET Policy	Evidence
<b>PART 2</b>	
<p><b>Statutory duty/equality legislation: Equality Impact Assessment undertaken or is satisfied.</b></p> <p><i>D = Disability, GA = Gender reassignment, P = Pregnancy &amp; Maternity, R = Race, R/B = Religion or Belief, S = Sex, SO = Sexual Orientation, A = Age, M/CP = Marriage and Civil Partnerships</i></p>	<p><b>What is the evidence for your answers above? (list any quantitative and qualitative)</b></p> <p>The Curriculum Policies are stored centrally.</p> <p>Parent Forum meeting minutes stored centrally.</p> <p>Report to SLT/ Governors via termly report.</p>

Equality Impact Assessment of UET Policy	Conclusion
<b>PART 3</b>	<p>The policy should have minimal impact due to thorough standards which are documented and monitored routinely; as a result it is likely that occurrences of the nature envisaged under the whistleblowing policy will rarely occur. The policy is open to all staff (permanent and temporary) regardless of characteristics.</p> <p>Reports are routinely provided to Governors and monitoring also undertaken by outside agencies, governors oversight ensure opportunity for whistleblowing is not prevented and that standards of probity are maintained in financial and other areas of Academy or Trust activity.</p>
<b>Summary of findings</b>	

Equality Impact Assessment of UET Policy	Next steps		
<b>PART 4</b>			
<b>Category</b>	<b>Actions</b>	<b>Target Date</b>	<b>Person responsible</b>
<b>Next Steps – Action Plan</b>			
<b>Practical changes required to reduce adverse impact</b>			
<b>Monitoring and evaluation and Review (publish revised policy)</b>	Outcomes reported to SLT / Governors via report Annual Checkpoint Review	Summer 2022	D Kay / E Thomas / R Porter

