



THE ST. BART'S
ACADEMY
— TRUST —

Whole School Relationship and Sex Education Policy

March 2020

The St. Bart's Academy Trust

Whole School Relationship and Sex Education Policy

Produced Date:	March 2020	
Approved by Trust Board:		Christopher Brislen Chief Executive Officer
Review Date:	March 2022	

Date	Section Amended	Signature



Contents

Forward	4
How our Whole Trust Policy was developed.	4
Statutory Requirements for Primary Schools	4
By the end of Primary	6
Families and people who care for me	6
Caring friendships	6
Respectful relationships	6
Online relationships	7
Being safe	7
Managing difficult questions	7
Sex education (Primary).....	7
What is Relationship and Sex Education?	8
Moral and Values Framework	8
Aim and Objectives.....	Error! Bookmark not defined.
Equal opportunities statement	Error! Bookmark not defined.
Curriculum/ Delivery and Content.....	Error! Bookmark not defined.
Resources	Error! Bookmark not defined.
Roles and Responsibilities	Error! Bookmark not defined.
Visitors Policy	Error! Bookmark not defined.
Assessment and Evaluation of Learning and teaching.	Error! Bookmark not defined.
Confidentiality and Child Protection.....	Error! Bookmark not defined.
Child withdrawal procedure	Error! Bookmark not defined.
Answering and dealing with difficult questions surrounding sensitive issues.	Error! Bookmark not defined.
SEN.....	Error! Bookmark not defined.
Provision for pupils who are looked after.	Error! Bookmark not defined.
Information about sensitive issues e.g. female genital mutilation (FGM), online safety, sexting and radicalisation/extremism.	Error! Bookmark not defined.

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

Forward

How our Whole Trust Policy was developed.

This RSE policy is intended to guide the schools within our trust on what to include in their revised and updated statutory RSE policy.

The trust set up a working group established in November 2019 with the specific aim to review and revise the current RSE policies in place and bring them into line with the new statutory guidelines issued by the Government in 2019 to make RSE Mandatory and Compulsory within the UK.

This working group included Headteachers, PSHE leaders, members of the diocese and RSE Consultants, governors and most importantly parents from our trust schools. School governors have a statutory requirement for RSE in their school.

This RSE policy is developed with reference to

[Statutory guidance: Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)

and guidance from the following:

- PSHE Association
- School leaders
- Sex Education Forum
- The Church of England Education Office.

It is a requirement that individual schools within the Trust, all hold parent consultations. These should be culturally sensitive and tailored to meet the needs of the communities in which they serve.

All school staff were given the opportunity to review the draft policy and give feedback.

The initial draft policy was shared with the Trust Board and then the LGC's.

Statutory Requirements for Primary Schools

The new curriculum will be mandatory from September 2020. Schools are encouraged to adopt the new curriculum early from September 2019.

This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996

This is a section of the Statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

By the end of Primary

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- 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
- 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
- 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
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
- Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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
- 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

Respectful relationships

Pupils should know:

- 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
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- 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
- 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
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- 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
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- 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
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

Managing difficult questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. The school's policy should cover how the school handles such questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Meeting these objectives will require a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Schools should consider what is appropriate and inappropriate in a whole class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

Sex education (Primary)

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.

Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered.

Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, headteachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science.

Schools will want to draw on the good practice for conversations with [parents around the right to withdraw](#)

Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.

What is Relationship and Sex Education?

Relationships and Sex Education provides an excellent forum to provide pupils with life skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations, RSE is therefore a tool to safeguard harm against children. The aim to build resilience in a rapidly changing world.

RSE is about emotional, social and cultural development of pupils and involves learning about relationships, healthy lifestyles, diversity and personal identity. Involving a combination of sharing information and exploring issues and values.

RSE contributes to the foundation of PSHE and Citizenship and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity and fostering of self-worth whilst recognising, accepting and respecting differences.

It is not about the promotion of sexual orientation or sexual activity.

Moral and Values Framework

The RSE Policy will be sensitive towards the established morals and values framework of all major world religions and philosophies. In its implementation it will draw from practical experiences of those who represent the various religions and philosophical groups within the local community. The RSE Policy will be complimentary with the religious Education policy of the school.

Within the Trust Schools students will

- Learn the value of respect, care and love
- Valuing family life within stable, loving and committed relationships
- Acceptance of same sex unions as also offering stable, loving and committed relationships to nurture children
- Respect for self and others
- Respect for rights and responsibilities within relationships
- Appreciate that different, successful family structures exist

- Understanding diversity regarding religion, gender, culture and sexual orientation
- Importance of striving to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion and gender.
- Acceptance of difference and diversity
- Promote gender equality and equality in relationships
- Challenge gender stereotypes and inequality
- Develop spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the schools' safeguarding and child protection protocols.

'The COE Education Office Guidance' at this point maybe referred to link with the Church Commitment for Church Schools.

1.0 Aim and Objectives

The aim of this policy is to enable the effective planning, delivery and assessment of RSE.

- 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
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Objectives are for primary school pupils to:

- develop confidence in talking, listening and thinking about feelings and relationships
- be able to name parts of their body and describe how their bodies work.
- Be prepared for puberty

Teaching Staff: in all schools to be confident:

- In planning, delivering and assessing RSE
- In answering parent's questions and dealing with sensitive questions and issues.

2.0 Equal opportunities statement

The Trust is committed to the provision of RSE to all of its pupils and the differing needs of boys and girls. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of RSE. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEN) are given extra support.

St Bart's believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

The teaching and planning of teaching strategies will be consistently reviewed through e.g. lesson observations to ensure that no pupil is disadvantaged. Teachers will ensure that materials and teaching are culturally sensitive and age appropriate.

3.0 Curriculum/ Delivery and Content

At Cranberry Academy we have designed our Personal, Social and Health Education (PSHE) curriculum to ensure it fully includes the requirements of the new RSE statutory curriculum. Our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. In order to prepare young children for their future, it is vital that they are

equipped with the skills that will enable them to become informed and independent citizens. Our aim is to prepare children to become healthy, independent and responsible members of society who understand how they are developing personally and socially and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up.

We implement our PSHE curriculum throughout school life. This includes through our vision and values, citizenship, subject specific lessons such as PE, science and computing, assemblies, e-safety, aspirations, careers, play times, mental health initiatives and discussions. We deliver a curriculum, which is accessible to all and uses a variety of teaching and learning styles that maximise the outcomes for every child, so that they know more, remember more and understand more.

The new RSE curriculum, contributes to the foundation of our PSHE and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity and fostering of self-worth whilst recognising, accepting and respecting differences. Lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.

In Foundation Stage, Key Stage 1 and 2, regular weekly sessions will be planned and taught. Teachers follow the PSHE Association Programme of Study for PSHE education as recommended by the government. This comprehensive programme integrates, but is not limited to, the statutory content of RSE. The PSHE programme also covers economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk. This Programme of Study sets out learning opportunities for key stage 1 and 2, based on three core themes:

1: HEALTH AND WELLBEING

2: RELATIONSHIPS

3: LIVING IN THE WIDER WORLD

The objectives are covered through our long-term plan, which covers the three core themes through a question posed to the children at the start of a half term and unit, this is a spiral curriculum that develops knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. Core knowledge is sectioned into units of a manageable size. Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum is delivered proactively by teachers, teaching staff and where appropriate outside visitors to school such as the school nurser, local referent and career providers. The curriculum addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make. The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Lesson plans provide appropriate challenge for pupils and are differentiated for pupils' needs. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities are used to assist learning. Teachers ensure that pupils' views are listened to and encourage them to ask questions and engage in discussions. Teachers answer questions sensitively, honestly and appropriate to the pupil's age. Teachers ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves. In teaching the curriculum, teachers are aware that pupils may raise sensitive topics and issues. Teachers will support the children and provide help and guidance to overcome the barriers and worries. This may require additional advice from other staff and further support from parents in order to protect and safeguard the children.

There are no formal examinations for the relationships, sex and health curriculum set by the government, however, teachers monitor pupil progress through assessment of both individual and group presentations, tasks, projects and discussions. Assessing how learning has moved forward from a beginning of a unit to the end. Teachers monitor the impact of the PSHE curriculum to ensure that the children have life skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Have resilience in a rapidly changing world and understand how they

are developing personally and socially. Our children will be able to tackle many of the moral, social and cultural issues that are part of growing up.

Staff have been provided with CPD to equip them for teaching the new PSHE curriculum including RSE and lessons and progress will be monitored to ensure that the delivery of RSE is to a high standard and staff are confident in delivering the content.

4.0 Resources

Materials used reflects the consultation with parents/carers and the school health adviser. Age and cultural backgrounds of the pupils are regarded in relation to images used. The range of material used is available to parents and carers and informative books are available to children in the library.

5.0 Roles and Responsibilities

The LGC will ratify the RSE policy and hold the headteacher to account for its implementation.

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (refer to Child Withdrawal policy).

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 to withdraw them from non-statutory 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 headteacher.

6.0 Visitors Policy

The Government encourages the use of external agencies as enrichment to provide a specialist service or experience.

Headteachers may invite visitors from outside school such as sexual health professionals, school nurses to provide support and training to staff teaching RSE.

If schools do use external support bodies then it is essential that:

All visitors are familiar with and understand the schools RSE policy and work within it.

All visitors are familiar with and understand the school's confidentiality policy and work within it.

All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance.

All visitors are supervised and supported by a member of staff at all times.

The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

The school will continue to liaise with local secondary schools to ensure that the programme for RSE is continuous at KS3.

7.0 Assessment and Evaluation of Learning and teaching.

The delivery of RSE is monitored by Mrs L.Smith the Vice Principal and PSHE lead. Along side the Senior leadership team, Mrs Smith will monitor the quality and provision of RSE through regular learning walks, lesson observations, pupil voice and big book scrutines.

Pupils development in RSE is monitored by class teachers as part of our internal assessment systems. As a minimum, children will undertake baseline tasks followed by assessment tasks at least every half term, in line with the units set out on the medium term plan.

This policy will be reviewed by Mrs L.Smith Vice Principal annually. At every review the policy will be approved by the governing body and Principal Mrs L.Jones.

8.0 Confidentiality and Child Protection

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Our trust is a community and all those directly connected with it - staff members, volunteers, governors, parents, families and pupils; have an essential role to play in making it safe and secure.

The governing body of all our Trust Schools and academies have arrangements in place to safeguard and promote the welfare of pupils and will work together with other agencies to identify, assess and support those children who are suffering or likely to suffer harm.

This policy applies to all children (i.e. those who have not yet reached their 18th birthday;) who are pupils at this school or who visit /come into contact with our school community.

This policy applies to all members of staff in our school, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

9.0 Child withdrawal procedure

Parents will be informed about the relationship and Sex Education programme through:

- RSE Workshops
- Newsletters
- School Website
- Letters home

RSE is to be taught to all year groups. If a parent or carer feels it necessary to withdraw their child, they should arrange to come to school and discuss their concerns with the headteacher or PSHE Leader.

Within the RSE new framework parents cannot withdraw their child from relationship education. Parents have the right to withdraw their children from the non-statutory sex education. (Secondary Education)

10.0 Answering and dealing with difficult questions surrounding sensitive issues

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion. Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned and the limits of the year group topics. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned or believe any pupil to be at risk.

The following are protocols for discussion based on lessons with pupils (Ground Rules)

- No one teacher or pupil will have to answer personal question
- No one will be forced to take part in discussions
- Only correct and agreed names will be used for body parts – check with individual school policies on this and amend accordingly.
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions or seek advice from the PSHE leader.

11.0 SEN

We cater for all SEND children and their needs across all areas of the curriculum. Please see SEND policy and our Local Offer for more details.

Provision for pupils who are looked after.

In *Cranberry Academy* we ensure that staff have the skills, knowledge and understanding necessary to keep Cared for Children safe as we are aware that children often become cared for as a result of abuse and/or neglect. We have identified a designated teacher for our Cared for Children; this person works closely with the Virtual school.

Our PSHE curriculum is sensitive to the differing needs and lives of all our children and additional well-being sessions will be run for children who require them

Dissemination

The policy will be read by all school staff and governors. The policy will be on our staffroom notice board and in our safeguarding file. It will be available on our website for parents and the school community.



THE ST. BART'S ACADEMY

— TRUST —

St. Bart's Multi-Academy Trust
c/o Belgrave St. Bartholomew's Academy,
Sussex Place, Longton, Stoke-on-Trent, Staffordshire, ST3 4TP
www.sbmat.org T: 01782 235524 F: 01782 235525