



# **WANSTEAD HIGH SCHOOL**

## **Personal Development and RSHE Policy (incorporating Controversial Issues Policy)**

Person Responsible	Mrs H Martin & Mr L Wood
Review Frequency	Every 3 years
Last Reviewed	December 2025
Next Review Date	2028/29 academic year
Committee	Behaviour, Attitudes & Personal Development
Ratified by Full Governing Body on	26 January 2026
This policy is communicated by the following means	School Website

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### Related Policies:

- Behaviour Policy
- Equal Opportunities Policy
- Attendance and Punctuality Policy
- Children with Health Needs who Cannot Attend School Policy.
- Safeguarding and Child Protection Policy
- Health, Safety & Welfare Policy
- SEND Policy

## 1. Vision, Purpose and Aims

At Wanstead High School we believe that the role a school plays in the education and development of a child or young person is twofold. The first relates to the focus on academic development, and as such pupils follow a broad and balanced curriculum that is designed to equip them with a range of disciplinary knowledge and skills, the final outcome being a set of academic qualifications which enable that young person to progress in further education, training and finally employment.

The second role is related to the lifelong broad process of personal development. At Wanstead High we seek to consciously and explicitly teach and provide opportunities for our pupils to grow and develop into the best possible versions of themselves emotionally, socially and cognitively. As a result, pupils will flourish as they leave Wanstead High, as confident, global citizens with the ability to form positive and happy relationships with others and a desire to play their part in society for the common good.

Pupils will know and be able to identify the various risks they may come across as children, young people and as they move into adulthood. They will know how to keep themselves safe and healthy, but will also be clear on the different sources and avenues of support that exist both in school and the wider world, should they need additional care, help or guidance.

### **The aims of the School's Personal Development & RSHE Policy are:**

- To outline the vision, purpose and intent of the School's personal development and character curriculum and provision.
- To identify roles and responsibilities of different stakeholders in the implementation of the policy.
- To provide a clear overview of the personal development and character education that pupils attending Wanstead High School can expect to benefit from.

Our Personal Development and Character curriculum aims to enable pupils to become healthy, safe, independent, responsible members of society who demonstrate respect and tolerance and who are prepared to face and manage the challenges and opportunities of an ever-changing modern Britain. It is the intention of the School to teach age appropriate, pupil sensitive, evidence based Relationships, Sex and Health Education (RSHE) that respects the law and all communities that call Redbridge home.

## 2. Legal Framework

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Keeping Children Safe in Education 2025 (KCSIE) (statutory guidance).
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (Published 2019, updated 2021).
- DfE (2018) 'Mental Health and Behaviour in Schools'.
- SEND code of practice: 0 to 25 years (statutory guidance).
- Alternative Provision (statutory guidance).
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying).
- Sexual violence and sexual harassment between children in schools (advice for schools).
- Equality Act 2010.
- Education Act 2002.

The RSHE elements of this policy has been developed through consultation with: SACRE, Redbridge Faith Forum, an Equality rep working party, a Faith and Belief reps working party, Youth Council, Parent Rep Working parties, Redbridge RSHE outreach services, Community consultation, Governors and teachers.

The school will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): schools must not unlawfully discriminate against pupils or allow young people to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics).

The delivery of the content of RSHE will be made accessible to all pupils, including those with special educational needs or disabilities (**SEND**).

At Wanstead High School we celebrate difference and diversity. The bullying or discrimination of anyone for any reason is not acceptable. It is expected that our RSHE curriculum will lead to a stronger sense of community, mutual respect and give pupils a sense of responsibility. This will help to keep Wanstead High School a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

### 3. Roles and Responsibilities

A Senior Leader - Assistant Head (a member of the Senior Leadership Team) will oversee, direct and co-ordinate the School’s approach to Personal Development and Character Education, including RSHE.

They will work alongside the Deputy Headteacher - Pastoral, Director of Inclusion (and DSL), Director of Sport, Heads of Department, Heads of Year and tutor teams to provide pupils with an exciting personal development curriculum which equips pupils with the skills and knowledge to flourish as safe and happy human beings.

They will work closely with established and registered external providers and partner schools to ensure that the taught curriculum also includes high quality external delivered workshops and presentations.

<b>Governing Body</b>	<ul style="list-style-type: none"> <li>Responsible for monitoring the impact of this policy.</li> </ul>
<b>Headteacher</b>	<ul style="list-style-type: none"> <li>Responsible for ensuring that the School is delivering safe and effective RSHE content which meets statutory expectations.</li> </ul>
<b>Deputy Headteacher - Pastoral</b>	<ul style="list-style-type: none"> <li>Line management of the Senior Leader - Assistant Head with responsibility for Personal Development.</li> <li>Planning and distribution of the whole school assembly programme.</li> </ul>
<b>Senior Leader - Assistant Head</b>	<ul style="list-style-type: none"> <li>Overall responsibility for the implementation of the school’s whole school approach to Personal Development and Character Education.</li> <li>Responsible for development, implementation and monitoring of the Personal Development curriculum and pupil leadership strategy.</li> </ul>
<b>Director of Inclusion (DSL)</b>	<ul style="list-style-type: none"> <li>Quality assurance and joint monitoring of the RSHE elements of the school’s provision and offer.</li> </ul>
<b>Director of Sport</b>	<ul style="list-style-type: none"> <li>Planning and delivery of whole-school sport strategy.</li> </ul>
<b>Heads of Year</b>	<ul style="list-style-type: none"> <li>Responsibility for the implementation and monitoring of the school tutor time programme and Assembly Standard Operating Procedure (SOP).</li> <li>Promote and reinforce key values, virtues, rules and routines day to day across their year group.</li> <li>Promote and advertise the School enrichment offer across their year group</li> <li>Deliver year groups assemblies in-line with agreed rota and on occasions when unforeseen events may mean a change to schedule.</li> </ul>

<b>Heads of Department</b>	<ul style="list-style-type: none"> <li>• Quality assurance and monitoring of Personal Development content taught through their subject areas as part of the wider curriculum.</li> <li>• Contribute to whole-school audit of Personal Development across the curriculum.</li> </ul>
<b>Form Tutors</b>	<ul style="list-style-type: none"> <li>• Deliver the agreed tutor time programme to the highest quality.</li> <li>• Promote and reinforce key values, virtues, rules and routines day to day across their tutor group.</li> <li>• Promote and advertise the School enrichment offer across their tutor group.</li> </ul>
<b>All Staff</b>	<ul style="list-style-type: none"> <li>• Promote and model the School’s vision, ethos, values and virtues as well the British liberal values of Democracy, Rule of Law, Respect and Tolerance, Individual Liberty.</li> <li>• Challenge and report all incidents of prejudice and discrimination of any kind in line with policy and training.</li> </ul>

#### 4. RSHE Statutory Content (Secondary) - Definitions

As of September 2020, it is a legal requirement of secondary schools – both maintained and academies - to teach RSHE, alongside the Science National Curriculum and within the context of safeguarding and maintaining a child-centred approach in accordance with the KCSIE.

At Wanstead High School we acknowledge and recognise that families are a child’s first and most effective teacher; it is our aim to build on the established foundation of the Redbridge syllabus and consultation of working in partnership with parents/carers to educate our young people about these important subjects.

The statutory RSHE content is delivered at Wanstead High School through the wider Personal Development curriculum. Its key elements are outlined below.

- **Sex Education**

Sex education in RSHE is the teaching of topics that are outlined as outside of the Science National Curriculum and include intimate and sexual relationships; including sexual health, the advantages and benefits and strategies of delaying sexual activity and the importance of consent, contraception choices, knowing there are different relationship types including LGBT, values and expectations associated to intimate 1:1 relationships, how to manage peer pressure related to intimacy, the influence of alcohol and drugs on decision making and risky sexual behaviour, sexual health services and support.

Sex education along with Relationship and Health education is statutory within Secondary schools and must be taught.

At Wanstead High School will be taught by trained staff in an age appropriate and sensitive way and give due regard to the law. We believe the teaching of sex education alongside relationship education will help to ready pupils for their life in 21st century Britain.

This will include topics such as the advantages and benefits of delaying sexual activity and the importance of consent, positive sexual relationships, contraception and pregnancy choices.

- **Sex Education - National Curriculum Science**

The Key Stage 3 and Key Stage 4 National Curriculum states that young people’s learning should include a recap about menstruation and puberty, teaching about human reproduction and birth, includes drugs education and the study of sexually transmitted infections (STIs), including HIV.

Science is part of the statutory National Curriculum and parents/carers do not have the right to remove their child from this content. However, the School is committed to ensuring the content of these lessons are age appropriate and making these lessons as sensitive to the background of all our pupils as possible. This is an important element of how the school safeguards pupils who will learn evidence-based reproductive facts from a specialist teacher or nurse rather than second-hand in the playground.

As Wanstead High School is not an academy school, we will teach in line with the Science National Curriculum. Full Science National Curriculum (KS3 and KS4) context can be viewed via the link provided in Appendix 1.

There continues to be **no right for parents or carers to withdraw their children from the Science National Curriculum.**

- **Health Education**

Health education is the teaching of Mental Wellbeing and Physical Health and Fitness including the importance of healthy eating and the risks and impact of substance misuse such as drugs, alcohol and tobacco. It also includes the link between health and disease prevention, basic first aid and the changing adolescent body.

The aim of Health Education is to provide information to young people that will empower them to make their own choices about their physical and mental wellbeing and health. Young people will recognise what is usual and what is not, in themselves and others and be equipped to seek support at the earliest opportunity from appropriate sources.

- **Relationships Education**

Relationship Education is the teaching of families (which can include single parent families, LGBT+ Parents/Carers, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures). There are many different types of families. Some families have a mother or a father, two mothers, two fathers, a mother and a father, grandparents as parents or other combinations.

English law provides that people have a right to live in families of their own choosing, and in teaching about these different families we are also teaching pupils about the importance of respect, tolerance, individual liberty and acceptance of the right of different people to form families of different make ups. Respectful Relationships including Friendships, Online Media and Being Safe.

This will include core safeguarding elements including young people being able to report concerns or abuse using the vocabulary to do so, which incorporates the use of proper names for main external body parts and understanding the law relating to sexual consent, exploitation, coercion, harassment, rape, domestic abuse, forced marriage, so called honour-based violence, FGM and how these can affect current and future relationships.

The aim of relationship education is to provide information to young people that will empower them to understand themselves and the world in which they live. The focus in secondary school is to build on the foundations that have been taught in primary school concerning positive relationships with family members, other children and adults along with encouraging the development their own positive personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, as outlined in the guidance. Unlike primary RSHE, elements will be extended to include discussions and education around intimate relationships. Lessons will be evidence based, age appropriate, based on the law and sensitive to the needs of young people. It also aims to teach how to seek support and guidance from appropriate sources.

**There is no right for parents or carers to withdraw their child from curriculum lessons about health or relationships.**

- **Safeguarding**

Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole school or college approach that prepares pupils and pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

Preventative education at Wanstead High School is delivered through personal development lessons, RSHE workshops and assemblies as well as tutor time activities.

These provisions are fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). In line with the KCSIE, this programme will tackle, at an age-appropriate stage, issues such as:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to – sexual consent,
- sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called 'honour'-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

The school makes use of the DfE's one-stop hub for teachers which can be accessed here: <https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health>

Before and during an individual or series of lessons, assemblies or workshops, pupils are informed of the sensitive nature of such topics and advised that some of the content may be upsetting for different reasons. Pupils are signposted to internal and external support and if a pupil becomes upset, they are given care by a member of our pastoral or safeguarding team.

Pupils will be taught how to report concerns or abuse using the vocabulary to do so, which incorporates the use of proper names for main external body parts and understanding the law relating to sexual consent, exploitation, coercion, harassment, rape, domestic abuse, forced marriage, so called honour-based violence, FGM and how these can affect current and future relationships.

Our Safeguarding and Child Protection Policy will be applied to and supported by all aspects of RSHE, and any disclosures or issues arising as part of RSHE will be dealt with in line with that policy.

## **5. Teaching sensitive or controversial issues**

Schools are not detached or disconnected from the wider world; our pupils are often impacted by events happening in the world around us and for individuals and groups of pupils different issues discussed across our curriculums and beyond may be highly sensitive and complex. Our children and young people are curious about the world and often want to discuss and express their views and opinions on high profile cases of abuse, harassment and other politically sensitive issues.

It is therefore important that the school and the classroom are a safe place to address aspects of issues if and when they arise and it is appropriate to do so. The PSHE Association (a charity and membership body for personal, social and health education) explains that 'a safe learning environment helps pupils share feelings, explore values and attitudes, express opinions and consider those of others without attracting negative feedback'.

The school follows the PSHE Association's guidance for establishing a safe learning environment, including the implementation of agreed ground rules, a pre-emptive approach, strategies to encourage questions and listening, distancing techniques and signposting to other credible and appropriate sources of support, information and guidance.

We also adhere to guidance published by the NSPCC on teaching controversial issues.

<https://oxfamilibrary.openrepository.com/bitstream/handle/10546/620473/gd-teaching-controversial-issues-290418-en.pdf;jsessionid=650C51096C06BED22E7DF3E25E32EC8F?sequence=1>

### **What do we consider to be a ‘controversial issue’?**

There is no agreed definition of what makes a controversial issue but for the purpose of this guide, controversial issues can be defined as those which:

- Evoke strong feels and views.
- Affect the social, cultural, economic and environmental context in which people live.
- Deal with questions of value and believe, and can divide opinion between individuals, communities and wider society.
- Are usually complicated, with no clear ‘answers’ because they are issues on which people often hold strong views based on their own experiences, interests, values and personal context.
- Arise at a range of scales affecting local, national and global communities.
- Include a wide range of topics such as human rights, gender justice, migration and climate change.
- Can vary with place and time, and may be long standing or very recent. For example, an issue that is controversial in one community or country may be widely accepted in another.

### **Dealing with controversial issues in the classroom**

In line with the Education Act 1996 and the Equalities Act 2010, our school is committed to delivering PSHE education that enables students to explore political, moral, and social issues in a balanced, respectful, and inclusive manner.

Staff are expected to present a range of perspectives on controversial topics, ensuring that no single viewpoint is promoted as the only valid one. At the same time, educators must make clear when any views expressed are contrary to human rights or the principles of equality and non-discrimination.

Teachers are not required to have all the answers; rather, their role is to facilitate thoughtful, age-appropriate discussions that encourage critical thinking, empathy, and open-mindedness. These discussions may raise more questions than answers, and that is a valuable part of the learning process

Teachers will be proactive in using their professional skills and knowledge to ensure that the classroom is a safe space where pupils feel respected and confident to express their views while learning to engage with differing opinions constructively.

### **The Wider School Context**

The school recognises that when controversial or sensitive issues are discussed in PSHE lessons, pupils bring with them a range of personal experiences, cultural backgrounds, and beliefs shaped by their families, communities, and lived realities. These perspectives are valuable and should be acknowledged respectfully.

However, where such views conflict with the principles of human rights or the Equality Act 2010, the school has a duty to make this clear and uphold its commitment to fairness, inclusion, and non-discrimination. To support this, the school will promote open and transparent communication with parents and carers about the importance of discussing controversial issues in an age-appropriate and sensitive manner.

We believe that a whole-school approach to creating safe spaces for discussion is essential. This includes consistent messaging across the curriculum, staff training, and a culture that values respectful dialogue and critical thinking. Teachers will be supported to manage discussions confidently and sensitively, knowing they are working within a clear policy framework.

Given the nature of controversial issues, there is an increased potential for safeguarding concerns to arise. All staff delivering the PD curriculum or facilitating a discussion related to a complex or controversial issue are familiar with the school's safeguarding policy and procedures, any concerns should be reported to the designated safeguarding lead using the [childprotection@wansteadhigh.co.uk](mailto:childprotection@wansteadhigh.co.uk) email and in person if they believe there is an immediate risk to a pupil.

### **Role of the teacher/facilitator**

Teachers play a central role in guiding discussions around controversial and sensitive issues within the PSHE curriculum. These topics can sometimes challenge the views of both students and staff, and it is recognised that teachers may also experience moments of uncertainty.

Appropriate training, clear guidance will be provided for staff so that they can confidently facilitate these discussions in a way that models thoughtful, respectful engagement.

Teachers are encouraged to demonstrate that it is acceptable—even for adults—not to have immediate answers to complex issues. By modelling reflective thinking and respectful dialogue, they help students develop the skills to consider multiple perspectives and respond with empathy and critical awareness.

Teachers will maintain a balanced and objective approach, avoiding personal bias while ensuring that discussions remain grounded in the values of human rights, equality, and inclusion. Educators should use their professional judgement to decide when, how, and if to share personal views, always considering the age, maturity, and prior learning of the group.

Teachers may adopt a range of facilitation roles depending on the context. These include:

Impartial Chairperson—guiding discussion without expressing personal views.

- Objective or Academic The teacher gives an explanation of all possible viewpoints without stating their own position.
- Devil's advocate – presenting alternative viewpoints to stimulate debate.
- Advocate – clearly supporting values aligned with human rights and equality.
- Gatekeeper – managing the flow of discussion to ensure safety and respect.

Flexibility in approach is key. Teachers should be clear about the rationale behind their chosen method and adapt their role as needed to support pupil learning and wellbeing. In some cases, it may be appropriate to involve pupils in these roles to deepen engagement and ownership of the discussion.

### **Creating a Safe Space for Conversations**

Where possible, discussions on challenging topics should be carefully planned and delivered in age-appropriate ways. However, controversial issues may also arise spontaneously—in corridors, playgrounds, or during informal interactions—and staff should be prepared to respond constructively and sensitively.

Opportunities to explore these topics may also be extended beyond the classroom through assemblies, circle time, school council meetings, or other whole-school forums.

It is also important to recognise that some students may be personally affected by the issues being discussed, such as poverty, migration, or conflict. As such cases, teachers will begin the lesson or activity with an appropriate check in with the whole class, offer an alternative space if they feel unable to continue with the lesson and advise them of where they might access further support around the related issues.

### **Ground Rules**

Before teaching the relevant lesson or programme of lessons, the member of staff will establish clear ground rules and check pupils' understanding of these.

These rules should emphasise:

- Listening actively and respectfully
- Avoiding personal attacks or discriminatory language
- Valuing diverse opinions
- Upholding the right of all students to feel secure and included

Teachers must also be mindful of the balance between freedom of expression and the rights of others. If a student expresses a view that undermines another's right to feel safe, it is the teacher's responsibility to intervene appropriately and reinforce the school's commitment to equality and inclusion.

## **6. External Visitors, Speakers and Workshops**

A number of external visitors and speakers are welcomed to Wanstead High School each year to enrich various curriculum subjects, but especially Personal Development including RSE and Careers education. These visitors contribute to the life and work of the school in many different ways, including the support and education of targeted groups and, in some circumstances, individual pupils.

Wherever possible we will use speakers from established companies, charities or other groups whose aims are well-documented and who have testimonials from other schools and organisations.

Prior to extending the invitation, we will undertake appropriate checks to ensure the suitability of the visitor which may include internet-based searches and/or contacting other schools where the person has spoken previously.

Staff must check that:

- Any messages communicated to pupils support fundamental British Values and our school values and ethos.
- Any messages communicated to pupils do not marginalise any communities, groups or individuals.
- Any messages communicated to pupils do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies.
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of pupils.

We recognise, however, that a key purpose of education is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

Therefore, by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

The member of staff responsible for inviting the speaker will ensure that the speaker discusses with them the content of their talk/activity either prior to the event or on the day and time must be allowed for this. After the presentation, an evaluation form will be completed which will include feedback from staff and pupils which will be checked for any concerning points/issues. This will inform any decisions to invite the speaker(s) back in.

## Visitors Invited to the School

Where possible permission should be granted by the Headteacher, Deputy Headteacher or DSL before any external visitor or speaker is invited to come into school. This should include a clear rationale as to the relevance and purpose of the visit, as well as the intended date and time for the visit.

The staff member responsible for inviting the visitor should complete the appropriate form, including details of the checks they have made as part of the due diligence requirement. (Appendix 6).

**Prior to the day of the visit**, the organising staff member should notify:

- The visitor of the time that they are expected to report to visitor reception and that they will need to bring with them to show on entry formal identification in the form of photographic ID, and, if appropriate, a DBS number.
- Reception staff of the intended visit and provide them with the visitor's name, company, time and purpose of the visit.

**On the day of the visit**, all visitors must report to Reception first - they must not enter the school via any other entrance.

- At Reception, all visitors must state the purpose of their visit and who has invited them; they should be ready to produce formal identification where appropriate.
- All visitors will be asked to sign in using the electronic signing in process, they will be given a visitor badge to wear at all times and will be advised of fire evacuation and safeguarding procedures.
- Visitors will be advised that the school has strict rules regarding the use of mobile phones, cameras and recording equipment: these must be turned off at all times and kept out of sight unless approval has been given for their use.
- Visitors will be collected or escorted to the staff contact person or point of contact will be asked to come to Reception to receive the visitor. The staff contact person will then be responsible for the visitor at all times while they are on site. **An exception to this rule may be for regular and returning visitors for whom a risk assessment has been created and who are on the SCR (Single Central Record).**
- At no point should a visitor be left on their own with unless the visitor is a regular visitor and has been subject to relevant DBS, prohibition and disqualification clearance procedures and checks.
- In the event of a fire alarm/drill, the visitor should be accompanied to the assembly point.
- On departing the school, visitors should leave via Reception, sign out using the online system and return their visitor badge to reception.
- Members of staff who invite visitors must ensure that the visitors are aware of and abide by the School's Safeguarding Policy and Procedure and be willing to comply with it in the case of disclosure from a child. Visitors must also be aware of the names of the Safeguarding Team should they need to refer to any concerns.

**Visitors who do not have a DBS must be escorted/supervised at all times around the school by a member of staff.**

### **Visitors whose purpose is to work with pupils in some capacity**

Visitors may work with pupils in a variety of capacities, for example, to deliver a lesson (normally supervised by a member of staff), to meet with small groups of pupils or individuals or to work with a pupil on a one-to-one basis.

Staff involved must ensure that all normal visitor policy requirements are followed. In addition, staff should ensure:

- Any visitor who is not DBS checked must not be alone with pupils at any point - this includes whole class or small group teaching or one to one interview of pupils.
- If a visitor has the relevant vetting checks (including the correct level of DBS clearance) in place, they may work with pupils unaccompanied by a member of staff. At times this might be teaching a class or a one-to-one interview. This must be agreed in advance.
- Regular visitors to the school must have the relevant vetting checks (including the correct level of DBS clearance) in place.
- Any visitor delivering a lesson or assembly must comply with the requirements of the visiting speakers' protocol.

**Visitors who do not need to be DBS-checked, but who must prove their identity via official records/cards are:**

- HMI and Ofsted Inspectors
- Members of the Metropolitan Police
- Local Authority Visitors including Social Workers
- Child and Adolescent Mental Health Services (CAMHS) representatives
- NHS Staff

## **7. Parent/Carer Withdrawal and Young People's Right to Opt In**

Parents/carers can withdraw their children from any or some sex education. Before granting any such request, it is good practice for the School to discuss the request with parents and, as appropriate, with the pupil to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This may be delegated by the Headteacher to the Senior Leader - Assistant Head or the Deputy Headteacher - Pastoral.

This discussion and/or meeting will be documented by the School. The Headteacher has the right to deny this request, but only in exceptional circumstances, eg. where there are safeguarding issues, and where the request is granted alternative arrangements will be made for young people not attending sex education lessons. The School will document this process.

The relevant DfE guidance on the right for parents and carers to withdraw from sex education can be viewed via the link in **Appendix 1**.

If parents/carers wish to withdraw their child from the content related to sex education, they must request the referral via the link on the school website. Parents/carers are informed of this via the school handbook and reminded via a letter at the beginning of each academic year.

### **The Rights of Pupils to Opt In**

However, young people have the choice to opt in for Sex Education from 3 terms before they turn 16. Pupils can opt in for Sex Education lessons by completing the 'Pupil opt in form' which can be viewed in **Appendix 2**.

A copy of this can be collected from the School Office, or they can discuss this with their Form Tutor, Pastoral Support Manager or Head of Year. A copy of the opt-in request will be checked by the Exams Officer and placed in the pupil's educational record. Wanstead High School would then plan to provide the young person with sex education lessons during one of those terms.

## **8. How is the Personal Development and Character Curriculum delivered?**

All pupils will receive 1 hour of Personal Development over each fortnight as part of the school curriculum:

- RSHE lessons will be taught to KS3 pupils once a fortnight across the academic year, as part of their timetabled 1-hour Personal Development lesson (pupils will be taught by curriculum staff who will receive specific RSHE training).
- KS3 will also have elements of the Personal Development and RSHE curriculum delivered via tutor time sessions, assemblies and externally delivered workshops.

- RSHE will be taught to KS4 and KS5 pupils through a combination of tutor time sessions, assemblies and externally delivered workshops. (Form Tutors and each Head of Year will receive specific RSHE training).
- The school uses and adapts the Ofsted-approved creative education personal development resources for our KS3 and KS4 programme. These have been modified with our community in mind. Details of the schemes of work, including lessons from which there is a right to withdrawal can be found on the school website.
- It is expected that staff delivering personal development sessions do so through high quality teaching and learning, using the same evidence informed and agreed strategies that they would employ for their first curriculum specialism. The delivery of the content of the personal development curriculum will be made accessible to all pupils, including those with SEND, the curriculum is designed for all and will be adapted at the point of delivery for the vast majority of pupils with additional needs. For a smaller number of pupils, it may be necessary to deliver content through separate or additional sessions or through the use of more heavily adapted or different resources.
- The monitoring of this will be led by the senior leader with responsibility for Personal Development and lessons will be included in the whole school monitoring and review processes.

- **Assessment**

Young people's learning and progress will be assessed during lessons as part of good quality teaching practice. Learning and progress will be further assessed through pupil voice, school projects and presentations, drop down days, and pupil-led assemblies.

Evidence of this learning will be through pupil workbooks/sheets, assessment for learning, whole school academic and pastoral learning walks, drop-ins, whole school book looks, pupil voice and Wanstead High School Junior Leadership Team (JLT).

We have chosen this approach because it allows Wanstead High School to collect information that will inform and facilitate improvement in classroom practice. The approach taken allows the School to record information in an agreed, consistent manner which will allow the results from different experiences to be sensibly collated, whilst working within the context of safeguarding and maintaining a child centred approach.

- **Challenging discrimination and prejudice**

Wanstead High School is a diverse, multicultural and multi faith community, which we celebrate. We understand and recognise this will bring with it a range of differing views and stand points on many issues. A key theme that members of the community and those delivering the personal development curriculum must model and reinforce, during lessons is a respect and celebration of difference and diversity.

Whilst there is an understanding that all individuals and groups have right to their own personal views, the teaching of personal development and RSHE is intent on preparing pupils at Wanstead High School for life in modern Britain and this includes adhering to equalities legislation and guidance.

Staff are expected to challenge respectfully and appropriately any discriminatory language, views or abuse that may arise as part of these sessions. The first step is to educate pupils but any continued or intentional action to cause harm or offence should be sanctioned in line with the guidance set out in the School's Behaviour Policy.

Clear protocols and rules around discussion will be shared with pupils prior to activities and discussion and this will help to keep Wanstead High School a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

It is an expected aim that our Relationships Education curriculum will lead to a stronger sense of community, mutual respect and give pupils a sense of responsibility.

- **Faith sensitivity**

Some religious people and faiths will see some family structures as a preferred way of living. English law provides that people have a right to live with whoever they choose. Staff can acknowledge in RSHE lessons that some children/young people may have different and at times conflicting beliefs about the content being taught and that this is a part of life that many of us will need to navigate. Children and young people will also be reminded of the ground rules and their right to pass on discussing anything that they do not want to. For some children and young people, it might be forbidden to discuss sex and the human body, which may be seen as a private matter.

The school will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): schools must not unlawfully discriminate against pupils or allow young people to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics).

- **Personal Development through the wider curriculum**

Specific personal development themes will also be taught through other National Curriculum subjects, for example, physical health and fitness will be taught as part of the Physical Education National Curriculum, internet safety and harm will be taught as part of the Computer Science National Curriculum and healthy eating, drugs education, changing adolescent body and some aspects of sexual health will be taught as part of the Science National Curriculum.

The Senior Leader - Assistant Head will work closely with all Heads of Department in related curriculum areas, to ensure that personal development and RSHE curriculum complements, and does not duplicate, content covered within their curriculum areas, especially where these are outlined within the specific national curriculum content.

**This will be supported by a full Personal Development and RSHE curriculum audit bi-annually. This is currently being undertaken by the Deputy Headteacher and Assistant Headteacher responsible for Personal Development. Previous audits are available on request.**

- **Other adjustments and considerations**

We are aware that some sessions throughout different age groups and dependent on individual needs may suit being taught with amendments to teaching organisation ie. in single gender groups or smaller groups. Young people will be able to ask questions and responses will be evidence based, age appropriate, based on the law and sensitive to the needs of young people. Home and School Partnership and communication and an understanding of the school's approach to safeguarding disclosures is important.

## **9. Staff Training**

The Senior Leader - Deputy Headteacher will organise and facilitate comprehensive annual staff training. This training will be delivered in school, during planned Teaching and Learning INSETs and TWILIGHT meetings.

- **Resources**

The Senior Leader - Deputy Headteacher will identify, assure and organise age-appropriate resources and external providers to support the delivery of high-quality lessons.

## **10. Personal Development Opportunities beyond the School Curriculum**

- **Tutor Time and Assemblies**

Elements of Personal Development will also be taught via the whole school pastoral curriculum which includes a timetabled tutor time curriculum and weekly assembly for each year group.

There is an assigned whole school tutor time programme which has slight variances according to year group and key stage. It might be that Heads of Year and other key staff use this time to deliver key messages or in response to an unforeseen event or issue.

Heads of Year are responsible for the implementation and oversight of this programme and tutors are responsible for its delivery.

The School assembly offer will be developed and published at the beginning of each school year by the Senior Leader - Assistant Head. This will include assemblies with topics that are related to the following themes:

- Relationships, Health and wider contextual safeguarding issues
- Personal development and British Values
- Character Education, School Expectations and Routines
- Mental Health and Wellbeing
- Careers Education
- Teaching, Learning and the Curriculum

Assemblies are formal occasions and are an opportunity for collective reflection, learning and for a year group to establish a sense of community and belonging.

All staff in attendance have a role to play and these are outlined in the Assembly Standard Operating Procedure (SOP).

**Please see Appendix 3 for overview of the tutor time programme and related SOP.**

**Please see Appendix 4 for an overview of the current assembly rota and related SOP.**

Assemblies and Tutor Time sessions are valuable opportunities during which pupils receive lessons and guidance on positive behaviours and routines that are expected and reinforced, in order to ensure our school community is one which is safe and purposeful. For this purpose, a series of quick '5-minute lessons' have been developed and are used for key areas etc attendance, punctuality, dining room etiquette.

**Please see Appendix 5 for examples of 5-minute behaviour and routine lessons.**

### **Enrichment - Clubs, Competitions, Trips and Visits**

The School provides all pupils with opportunities to develop and grow as human beings beyond the classroom. These opportunities include curriculum related visits and trips as well as challenge days with outdoor adventure providers.

We believe that pupils develop important skills through healthy competition and there are a number of inter-form competitions and activities for pupils to participate in.

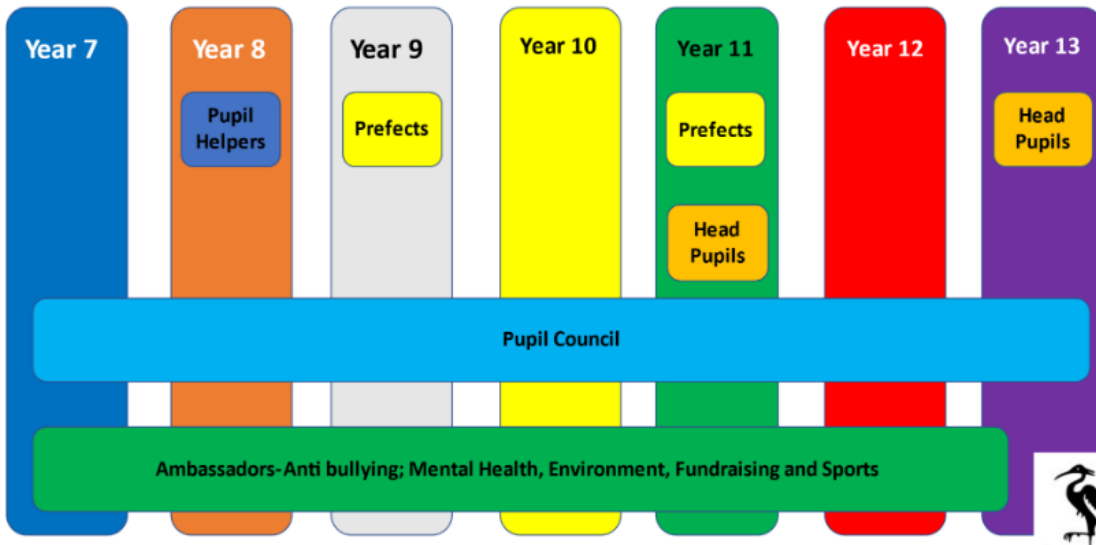
Each term the Senior Leader- Assistant Head publishes a range of after school and lunch enrichment clubs and activities that pupils may sign up to join. The School actively encourages all pupils to take part but particularly those who may traditionally not participate as widely as others, such as pupils with additional needs and those who are eligible for pupil premium funding.

### **Pupil Leadership**

The School provides pupils with a range of pupil leadership opportunities, Involvement in leadership activities can improve pupils' learning as well as helping them to develop the skills and virtues needed for success outside of the classroom. Specific skills include both written and verbal communication skills, organisational skills will also be important in a Pupil Leadership role, and these opportunities will help you to develop your organisation skills as well as prioritisation, listening and feedback skills.

Pupil leadership Overview:

## Pupil Leadership at Wanstead High from September 2023



## **Appendix 1: Links to Key information**

- A) Relationships and sex education and health education – DfE statutory guidance 2021  
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
  
- B) Science National Curriculum  
<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

## **Appendix 2: Forms or details relevant to withdrawal from Sex Education and Young Person's right to opt in**

### **Withdrawal from Sex Education**

RSHE is taught in an age-appropriate way across all years. RSHE will be taught in both tutor time as well as through Personal Development curriculum lessons and externally delivered workshops.

All secondary schools must teach sex education that is outside of the Science National Curriculum. We believe the teaching of sex education alongside relationship and health education will help ready pupils for their life in 21<sup>st</sup> century Britain and that our policy ensures that it is taught in a sensitive manner.

Any parent wishing to withdraw their child from any or some sex education has a right to do so unless there are extenuating circumstances which are outlined in the DfE guidance and in the body of our Personal Development & RSHE Policy.

The intention to withdraw should be made through completion of our *Sex Education Opt-out Form*, which can be accessed on our School website.

Parents withdrawal requests will be followed by a meeting with a member of the Senior Leadership Team. This conversation/meeting will be documented by the School. The Headteacher has the right to deny this request, but only in exceptional cases.

Alternative arrangements will be made for young people not attending sex education lessons.

DfE guidance:-








[https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships\\_education\\_relationships\\_and\\_sex\\_education\\_and\\_health\\_education\\_-\\_statutory\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships_education_relationships_and_sex_education_and_health_education_-_statutory_guidance.pdf)

### **Young person's right to opt in for Sex Education**

Young people have the choice to opt in for Sex Education from 3 terms before they turn 16.

Pupils can opt in for Sex Education by completing the '*Sex Education Pupil Opt-in Form*', which can be collected from the School Office at Wanstead High School or obtained through a pupil's Head of Year.

Appendix 3: Tutor Time Programme and Standard Operating Procedure

 <span style="margin-left: 100px;">Wanstead School Behaviour and Character Curriculum 2023</span> <span style="float: right;"></span> Tutor Time				
Be Ready, Be Respectful, Be Responsible				
1	2	3	4	5
Notices Standard Checks 5 minute Lessons	Careers Education	Literacy	Assembly	Votes for Schools
	 Year 7, 8, 9 Skills Builder  Year 9, 10, 11, 12, 13 Unifrog	 DEAL Drop Everything and Listen  WOW Word of the Week	 Rota located in staff shared drive focus also on school calendar and bulletin	



## Wanstead High School Tutor Time Standard Operating Procedure



### Form Tutor

Pastoral Care, Registration and Tutor Time	Attendance and Punctuality	Celebration and Reward	Behaviour & Standards
<ul style="list-style-type: none"> <li>Build positive professional and caring relationships with tutor group – know them!</li> <li>Meet and greet pupils warmly, daily at 8.35 at designated tutor base.</li> <li>Register pupils at 8.40am promptly</li> <li>Share key notices with pupils</li> <li>Follow the allocated year group tutor time programme daily as set out to ensure consistency</li> <li>Follow assembly SOP</li> <li>Look over materials and ensure you are confident with pre shared materials for programme</li> <li>Act as first point of contact for parents about minor issues and enquiries</li> <li>Contact each parent at least once per academic year via email, phone call or during parents eve.</li> </ul>	<ul style="list-style-type: none"> <li>Know and understand the school punctuality policy and thresholds</li> <li>Monitor the overall attendance of tutor group</li> <li>Monitor the attendance and punctuality of key individuals and groups – LAC/PLAC, SEND, at risk pupils.</li> <li>First light touch intervention – conversation - for 'at risk' pupils – 91-93% identify any barriers</li> <li>First light touch interventions- conversation- for those with poor punctuality.</li> <li>Flag and share any concerns with HOY and Attendance Team</li> <li>Promote the benefits of good attendance and punctuality regularly and celebrate those demonstrating this weekly through praise, recognition (verbal, postcards, emails)</li> </ul>	<ul style="list-style-type: none"> <li>Regularly recognise and celebrate pupils who meet standards day in and day out, and those improving.</li> <li>Know and understand the reward thresholds and those that relate to tutor action</li> <li>20 points – postcard home. Actioned centrally, acknowledged by Tutor.</li> <li>Share pupil achievements with HOY and SLT</li> </ul>	<ul style="list-style-type: none"> <li>Know and understand the school behaviour policy and thresholds</li> <li>Promote and encourage excellent standards of behaviour and character – benefits.</li> <li>Deliver 5 minute lessons on routines and behaviour expectations as directed and based on tutor time data</li> <li>Monitor the overall behaviour of tutor group</li> <li>Monitor the behaviour of key individuals and groups – LAC/PLAC, SEND, at risk pupils.</li> <li>First light touch intervention – conversation - for 'at risk' pupils – 10 points</li> <li>Identify any barriers, issues that may be impacting a pupil's behaviour and engagement.</li> <li>Communicate any concerns with HOY, parents as appropriate.</li> </ul>
Heads of Year		Senior Leaders	
<ul style="list-style-type: none"> <li>Prioritise supporting tutors above any other appointment during this time - drop in and climate</li> <li>Ensure you are aware of tutor time programme.</li> <li>Direct tutors to focus on specific 5 minute lessons that are relevant based upon behaviour and attendance data</li> <li>Support the presenter to ensure a fast, purposeful start to every assembly</li> <li>Ensure there are high expectations and a clear ethos is communicated and lived across the year group during tutor time.</li> <li>Follow up any issues in line management/ Year group meetings</li> </ul> <p><b>Quality assures tutors to ensure:</b></p> <ul style="list-style-type: none"> <li>They are present and on time and lead pupils appropriately in delivering correct tutor time programme</li> <li>They are taking responsibility for their form group in relation to pastoral care, attendance, behaviour and personal development</li> <li>They are picking up any punctuality, uniform, equipment or conduct issues</li> </ul>		<ul style="list-style-type: none"> <li>Support HOY and tutors during tutor time by attending assembly each week and participating in morning climate checks</li> <li>Support at transition to period 1 regularly to ensure pupils leave in correct uniform and make their way to lesson 1 promptly</li> <li>Have an overview and understanding of the attendance, punctuality, behaviour and well being of your year group – discuss key individuals and groups regularly in line management offering guidance and advice.</li> </ul>	

## Appendix 4: Assembly Rota examples and Standard Operating Procedures

Autumn 1 2023

A	B	C	D	E	F	G	H	I	J	
Date	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Staff Lead	Character Focus	Event/Awareness day	
		Year 10 - MHA	Year 7 - DTA	Year 8 - CMU	Year 11 - GWH	Year 9 - MTI				
					W1 Year 13 - TVB	W2 Year 12 - HMU				
Wk 1 - 04.09 - 08.09	1			Year 7, 8, 9, 12	Year 10, 11, 13			EHI/HMA Welcome - Behaviour Policy - Rules, Routines and Expectations		
Wk 2 - 11.09 - 15.09	2	HOY Introductions and Welcome - Attendance and Punctuality						HOY		World First Aid Day 9/9, Suicide Prevention Day 10/9
Wk 3 - 18.09 - 22.09	1	Wanstead Teaching and Learning Habits - Priorities for the term and year ahead						MST + DSA	Curiosity, Leadership, Responsibility	Recycle Week, Rosh Hashanah 15/9, International Day of Democracy
Wk 4 - 25.09 - 24.09	2	Leadership, Responsibility and Service at Wantsead High School						DLA	Leadership, Responsibility, Service	International Day of Peace 21/9, World Car Free Day 22/9
Wk 5 - 27.09 - 29.09	1	Black History Month - The Arts Tutor Group 10.5	Black History Month - The Arts Tutor Group 7.1	Black History Month -The Arts Tutor Group 8.6	Black History Month - The Arts Tutor Group 11.5	Black History Month -The Arts Tutor Group 9.5	Form Tutors	Diversity, Equality, Curiosity	European Day of Languages 26/9	
Wk 6 - 02.10 - 06.10	2	World Mental Day - Mental Health as a Universal Human Right						CID	Confidence, Resilience, Independence	National Hate Crime Awareness Week, World Mental Health Day 10/10
Wk 8 - 16.10 - 20.10	2	Achievement Assembly						HOY, EHI, SLT	Celebration, Gratitude	World Food Day 18/10, World Values Day 19/10

Spring 1 2023

Date	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Staff Lead	Character Focus	Event/Awareness Day
		Year 10 - MHA	Year 7 - DTA	Year 8 - CMU	Year 11 - GWH	Year 9 - MTI			
					W2 Year 13 - TVB	W2 Year 12 - HMU			
Wk 17 - 04.01 – 05.01	1	Character and Positive Behaviour					HMA + HOY	Respect, Community Awareness, Service, Teamwork, Leadership	
Wk 18 - 08.01 – 12.01	2	Community and Belonging					EHI	Community Awareness, Neighbourliness, Justice, Leadership	
Wk 19 - 15.01 – 19.01	1	Rights in Relationships					DCI	Compassion, Respect, Justice, Resilience	World Religion Day 15/1
Wk 20 - 22.01 – 26.01	2	Holocaust Memorial Day - Importance of acceptance and tolerance					6th Form History Pupils +PCH	Reflection, Respect, Compassion, Courage, Humility	International Day of Education 24/1, Burns Night 25/1, Holocaust Memorial Day 27/1
Wk 21 - 29.01 – 02.02	1	LGBT History Month - Medicine					LGBT Group and HMA	Curiosity, Respect, Compassion, Courage	World Cancer Day 4/12
Wk 22 - 05.02 – 08.02	2	Children's Mental Health Week					Mental Health Ambassadors + DCI	Autonomy, Resilience, Resourcefulness	National Apprenticeship week, Safer Internet Day 6/12
Wk 23 - 12.02-16.02	1	Achievement Assemblies					HOY, EHI, SLT	Celebration, Gratitude	Valentines Day 14/2, Random Acts of Kindness Day 17/2



## Wanstead High School Standard Operating Procedure



### Assemblies

#### Form Tutors and Supporting Staff

Lead pupils in silence to Assembly Hall from starting point  
Stand at end of rows and take register as appropriate  
Ensure pupils are in full uniform and silent  
Ensure you are 100% alert to issues and presentation – no chatting to other staff or drinks.  
Immediately address any behaviour issues – refer to HOY or CTL's if support needed.

#### On Exit

Support with pupils leaving one row at a time  
Follow pupils out of assembly hall or to next event if appropriate.  
Remind pupils how to walk - calmly, quietly and on the left.

#### Presenters

All resources to be sent to be loaded onto assemblies shared drive one working day in advance of presentation  
Ensure presentation is well-planned and any additional ICT or sound needs are organised in advance  
Follow the planned calendar and make build in explicit reference to character/virtue link  
Use subtitles, visuals and media links for presentations as appropriate. Ensure PPTs are not too text heavy and language is accessible to all.  
Ensure they are age appropriate – adaptations may be needed for different year groups.  
Involve pupil leaders/pupils where possible e.g. reading/presenting elements/ questions/ reflection.  
If any topics or issues are likely to contain sensitive content then ensure HOY/Pastoral Manager is aware to let individual pupils know.

#### Heads of Year

Prioritise supporting assemblies above any other appointment during this time  
Ensure you are aware of assembly focus and topic – discuss/pre warn any pupils if content is sensitive and may impact them due to experience/personal context. Ensure alternative space is offered and available if needed.  
Support the presenter to ensure a fast, purposeful start to every assembly  
Stand at front of hall to ensure silence on entry  
Ensure there are high expectations and a clear ethos  
Ensure you are aware of who is presenting and that they are ready and prompt  
Follow up any issues in line management  
**Quality assures tutors to ensure:**  
They are present and on time and lead pupils appropriately to assembly  
They are taking responsibility for their form group and area.  
They are picking up any punctuality, uniform, equipment or conduct issues




#### School Leaders




Prioritise assemblies above any other appointment during this time  
Arrive at your assembly on time to support year group they line manager  
Support the HOY in their areas to clear corridors and staircases and ensure a fast, purposeful start to every form time.  
Follow up any issues in line management  
**Quality assures the HOY and/or presenters to ensure:**  
They are present and on time in the assembly  
The assembly is well planned and appropriate  
They are taking responsibility for pupils present in their year group  
They are picking up any punctuality, uniform, equipment or conduct issues  
There are high expectations and a clear ethos

#### Head Teacher

Highly visible across the different assemblies in school across the week unless on allocated duty or statutory meeting  
Quality assure the SLT link is present and on time  
Ensure SL are holding the YL to account for the assembly  
Ensure SL are supporting and ensuring the YL is taking responsibility for the assembly  
Ensure all issues including punctuality, uniform, equipment or conduct issues are addressed in line with the relevant policy  
Follow up any issues in line management

## Appendix 5: Behaviour and Routine '5-minute lessons'

Wanstead High School Behaviour and Character Curriculum School Rules and Expectations – Pupil Behaviour		
1. Be Ready	2. Be Respectful	3. Be Responsible
		
Expectations		
<ul style="list-style-type: none"> <li>• Have excellent attendance and punctuality to school</li> <li>• Wear the correct uniform smartly and appropriately at all times</li> <li>• Remove outdoor wear before entering class, place on the back of the chair</li> <li>• Have correct equipment for each lesson</li> <li>• Follow classroom and school routines</li> <li>• Arrive at lessons promptly</li> <li>• Begin 'Do Now' in 90 seconds</li> <li>• Engage in every lesson</li> <li>• Submit good quality home learning on time</li> </ul>	<ul style="list-style-type: none"> <li>• Use good manners to all members of the community - say hello, good morning, good afternoon</li> <li>• Use the terms, Mx, Miss and sir as appropriate</li> <li>• Hold doors open for others -adults and pupils</li> <li>• Listen actively and respectfully when adults and peers are speaking</li> <li>• Follow all staff instructions without argument or delay</li> <li>• Do not disrupt the learning of others or themselves</li> <li>• Keep hands, feet, and objects to themselves</li> <li>• Be polite and use positive language to all, in person and on social media</li> <li>• Treat all others with kindness and dignity</li> </ul>	<ul style="list-style-type: none"> <li>• Be PROUD of your learning</li> <li>• Walk calmly and safely in the corridor, keeping to the left using one way system</li> <li>• Keep the community tidy - litter goes in the bin</li> <li>• Act positively and politely in the wider community, to and from school</li> <li>• Contribute to the school community - take up opportunities citizens and pupil leaders</li> <li>• Always seek support from an adult when resolving conflict.</li> <li>• We are a sharing school-Report incidences of bullying and peer harassment to a member of staff</li> <li>• Have no banned items in school (please see list of prohibited list)</li> <li>• Represent the school in a way which reflects our vision and ethos</li> </ul>

Wanstead High School Behaviour and Character Curriculum Lesson Transition and Corridor Expectations				
Be Ready, Be Respectful, Be Responsible				
1	2	3	4	5
<b>KEEP LEFT</b>	<b>KEEP CALM</b>	<b>KEEP VOICE LOW</b>	<b>KEEP HANDS, FEET and OBJECTS to YOURSELF</b>	<b>KEEP MOVING</b>
Walk round the corridors and school building on the left Especially on staircases	Move round the building and school site in a calm and respectful manner. <b>NO Running</b>	Noise to a minimum <b>No Shouting</b>	Be kind and Respect others	Get to your next lesson as quickly as possible  <b>No time for prolonged greetings and chats</b>
				



Wanstead High School Behaviour and Character Curriculum  
School Line Up Expectations- Break and Lunch Time

**Be Ready, Be Respectful, Be Responsible**

1	2	3	4	5
Arrive at the Upper Playground at your allocated time (lunch). Line up when directed to.	Pupils with passes - POW, Medical or Club use the first rank	All line up in the first available rank with space - do not join full lines or push in with friends!	Line in single file, face the front and use low voice. Listen for direction. Staff will blow whistle and raise hand when attention is needed	Lead in when directed, keep left and walk in an orderly single file down to the dining hall entrance

Wanstead High School Behaviour and Character Curriculum  
**Community Behaviour – Beyond the School Gates**



**What do we mean by Community Behaviour?**

We expect pupils to demonstrate the highest standards of behaviour beyond the school gates in the local community (e.g. Wanstead, S. Woodford, Leytonstone) and within all online communities.  
**You represent the school at all times**

**What should I do if there is an incident in the local community?**



Move away to a safe space, away from the incident.



Do NOT record or share images/videos of the incident



Seek support from school staff or an adult in a local business



If at risk or danger of harm call 999 or emergency services

**Positive Behaviour in the Local Community**



**Transport and Travel:** On your way into school and on your journey home, should be mindful of others around you, be polite and courteous.

- Your behaviour should be calm, keeping voices low and hands, feet and objects to yourself.
- Language used and conversation should be appropriate, respectful and responsible.



**Local Shops:** You may want to use local shops, fast food restaurants and services.

- Please only enter these local businesses if you are intending and able to buy their products.
- These are not places to charge your phone and hang out.
- Businesses will have their own expectations in terms of behaviour and if asked to adjust your behaviour of exit the business you should do so without argument.



**Wanstead Green and Park:**

- Please do not use the children's playground in the park – this is for children aged 7 and under.
- You may walk through the green on your journey home but please do not congregate in large groups.
- You may want to spend some time with friends but please do so in smaller groups and not in a loud or boisterous way.



**Houses and Footpaths :** Please be mindful of other members of the community.

- Pupils are not expected to sit and gather in large groups on local resident's walls or driveways – they are private property.
- On your journey along footpaths, be mindful of others and ensure you do not block the pathway. Walk along, allowing others to pass and move by if needed.
- Again, do not gather in large groups, although you may not intend to be, it can be intimidating for other more vulnerable members of the community.