

# TRINITY SCHOOL



## Emotional and Sexual Development

Date of Document: March 2012  
First Revision: July 2019  
Second Revision:  
Third Revision:

Signed ..... Chair/Vice Chair of Governors

# **Trinity School Emotional and Sexual Development Policy**

This policy is intended to ensure that the Governors' Vision and Aims are delivered, as set out below:

## **Trinity School Vision**

- Leading Excellence in SEND Provision
- Ensuring Outstanding Person-Centred Achievement
- Including Everyone in Meaningful and Safeguarded Life

This policy is intended to ensure that: All pupils at Trinity School are supported through their Emotional and Sexual Development (ESD) in a respectful and consistent way by well-informed and empathetic staff.

Staff and Governors at Trinity School have an awareness of how pupils develop and the implications of this when considering:

- pupils' vulnerability to exploitation;
- pupils' self-advocacy;
- pupils' use of appropriate touch on themselves and others;
- pupils' understanding of what constitutes a public place and also a private place;
- pupils' understanding of social signals from other people

Staff are aware that supporting emotional and sexual development encompasses more than the Sex and Relationships Curriculum and it is not a discrete part of the timetable. There are strategies for emotional regulation that can be used from an early age and these will make a difference to pupils' experiences when they reach puberty.

The aims of Trinity School in supporting emotional and sexual development are:

- to ensure that staff show respect and understanding when supporting pupils;
- to encourage families to work in partnership with all relevant professionals;
- to ensure that there are personalised strategies in use when working with pupils who are experiencing challenges during puberty;
- to offer a range of strategies that will support pupils and families;
- to increase the pupils' abilities to advocate and communicate for themselves;
- to nurture pupil self-esteem and self-awareness;
- to provide pupils with ways to keep themselves safe;
- to embed a system of referral and monitoring in order to meet pupil needs

### **Agreed Procedures**

- An Emotional and Sexual Development Policy shared with all staff.
- Avoiding and Responding to Sexualised behaviours guide book shared with staff via school intranet.
- A dress code for staff that will support the pupils' understanding of appropriate relationships with adults.
- A touch protocol that ensures bonding and intensive interactions remain appropriate and professional.
- A monitoring and referral system led by the Emotional and Sexual Development Team. Staff and team should follow the forms from A to D. The team includes a senior member of staff, an educational psychologist, a therapist and an experienced classroom practitioner with expertise in structure and behaviour support. It advises on personalised strategies for pupils who are challenged by puberty and works to promote the dignity of the pupil, whilst ensuring confidentiality. The team is flexible in structure and may call on advice from other professionals as appropriate.
- Support Plans are written and shared with Assistant Headteachers, class team and parents.
- Therapeutic approaches are used to support pupils' emotional regulation, self-awareness and communication. This is done through speech and language therapy, music therapy, intensive interaction and sensory integration therapy.
- Therapists work in partnership with class teams.
- The Home Intervention programme supports families by providing information about key points in a pupil's development.

**Trinity School**  
**Sexualised Behaviours of Concern Procedures**  
**System for supporting pupils in crisis related to puberty**

Pupil presents sexualised challenging behaviours related to puberty which are beyond the remit of the Behaviour Plan or Phase team

Class team complete referral form A and present to ESD co-ordinator.

ESD team co-ordinated by ESD co-ordinator includes EP, SALT, practitioner expert in structure and behaviour from either school team or LLC team, and school nurse and others as appropriate.

ESD co-ordinator arranges observations, collects data and information ( using form B and C) from class team and family, and meets to formulate strategies

ESD team develops plan, meets with team and family, alerts DSL and to safeguarding issues, keeps plan under review.