BROOK QUALITY

A toolkit for schools to support the development and implementation of a whole school approach to Relationships and Sex Education

brook

Introduction

For 55 years Brook has helped to equip young people with the important life skills, resilience and self-confidence to deal with life's challenges. We do this through relationships and sex education (RSE) as well as health and wellbeing support and counselling. Our approaches adapt to the numerous, complex and fast-moving challenges that young people face and are underpinned by a holistic Personal and Social Development model.

Brook is also a passionate advocate of the whole school approach. This means we believe that the issues addressed and skills developed through RSE shouldn't be confined to standalone lessons, but rather they should be woven through every aspect of school life. This includes creating an environment and ethos that promotes respect and values diversity, that enables young people to have a voice and make decisions, that supports staff, involves parents and carers, identifies need and measures impact.

We believe this is the most effective way of ensuring young people enjoy life within the school community, and has the added benefit of raising the quality and standard of all aspects of education.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way." Secretary of State (RSE Guidance draft, July 2018)

About Brook Quality

Brook Quality is specifically designed to help schools implement mandatory RSE - and to do so as part of a whole school approach.

It provides a comprehensive self-assessment framework that sets out the key areas that leaders and teachers will need to consider to provide young people with the best RSE and best experience of life within the school community.

It can be used as a reference and planning document for all staff and can help identify training needs and recommend the key policies, procedures and practices that will support a whole school approach. All of this is in line with the Department for Education's latest guidance and the key principles of a whole school approach as outlined by National Healthy Schools.

Brook Quality also offers schools the opportunity for external validation and national accreditation through Brook - a sector leader in RSE. As part of this, schools receive a comprehensive assessment of their practice, policies and procedures and gain detailed feedback on strengths and further areas for development.

The benefits of Brook Quality

Brook Quality is an assurance scheme specifically designed for schools. This scheme enables schools to demonstrate quality provision through a supported self-assessment process.

These standards have been set in order to:

- Provide a **clear structure** to recognise and develop a quality whole school approach
- To highlight **strengths**, gaps and areas for improvement
- Achieve **lasting improvements** to practice and management through engagement of key stakeholders
- Improve individual and organisational **confidence** in the delivery and leadership of a whole school approach
- **Evidence** the quality of services being delivered to young people
- **Involve stakeholders including young people and parents** in the process of quality provision
- Provide a **nationally recognised** award for those demonstrating a quality whole school approach

Brook Quality standards

The standards have been grouped into 5 key areas of work and are highlighted below;

Policy

This area looks at the RSE policy. This policy should underpin the whole school approach and should be intertwined with other key policies. There will be clear evidence of senior leadership commitment and also a demonstration of how the policies are implemented and 'lived' on a daily basis.

People & practice

This area is dedicated to focussing on key stakeholders, the support they are given and their involvement in the leadership and development of the school's approach. It will also support evidence that RSE is high on the school's agenda and that staff are supported to deliver it effectively.

Curriculum

Focussing on design, delivery and impact, this offers the opportunity to showcase great teaching and a well planned and executed curriculum.

Partnerships

Through the self-assessment process, there is a focus on which partnerships are in place and how they are beneficial to the whole school approach. These partnerships complement the teaching strategy and provide additional support for pupils and staff.

Pupils

Young people have a clear involvement in the development of RSE that supports a range of complex needs through navigation of relevant issues and topics. There is also clear support and referral pathways for pupils.

These standards should be used in conjunction with The DfE's draft guidance produced in February 2019; https://bit.ly/2U7QFHa

Recommended process

Brook recommends that all schools appoint a person to lead the self – assessment process. This person will be responsible for coordinating the process, delegating areas of work and monitoring progress.

We also recommend that an evidence file is set up so that all of the relevant policies, procedures and documents are organised in a single place – this will help in ensuring all staff can access information needed and provide a single point of access to allow ongoing review and if desired, external assessment.

Quality is an ongoing process and we recommend that all schools start from a strengths approach – working through the framework to see what is already in place.

The next steps are to:

- Identify the areas of development
- Define what needs to be completed to fulfil the criteria – this could be policy development, engaging pupils, staff training etc.
- Set actions that outline who is responsible for implementing them, a timeframe for achievement and any resources required e.g. staff time, budget, external support etc. (see appendix 1)
- Gather evidence and organise into a single place (e.g. a file or digital file – see appendix 2)
- Communicate progress and set a timeframe for external assessment (if desired)

Gaining accreditation

To gain external accreditation, a portfolio of evidence is essential (simply organising all of the relevant materials into one place). The evidence in place should meet the criteria and where stated, specific evidence is to be provided. This evidence should be presented as simply as possible and one piece of evidence may be used to demonstrate achievement of more than one criteria. Portfolios should be presented digitally and reference each of the quality areas e.g. Policy, People & Practice, Curriculum, Partnership and Pupils.

Collecting evidence

Evidence is a way of proving that something is true and a means to demonstrate the standards.

The evidence will come in two formats:

- Evidence that is generated by the work you do – this will be 'hard' evidence such as policies and certificates
- Evidence that will capture 'soft' outcomes – collected through witness testimony, questionnaires, interviews etc. – short statements made by leaders, young people and parents

Current practice and policies will support you to evidence your school's work, if there are gaps, Brook Quality could;

- Identify the need for a new or missing policy
- Identify the need for a witness statement – some of the indicators demonstrate 'softer' outcomes which are best evidenced through a written or recorded testimony
- Highlight a system or process that needs to be put in place

Some evidence can be used in multiple indicators – for example, a single testimony from a young person could evidence how they have been supported through a particular issue as well as things they have learned during RSE.

Types of evidence

You can use a number of sources for evidence. We request essential evidence (things you must provide) and additional evidence. This gives you the opportunity to be creative and demonstrate how you meet the outcomes.

Evidence could include;

- Policies
- Certificates
- Documents such as training records, meeting minutes and notes
- Photographs, posters and leaflets
- Sound bites, podcasts and video files
- Witness testimonies or feedback
- Questionnaires, reports and case studies
- Screenshots (for example, of your website)

Assessment

If your school would like to go through an external assessment process and gain accreditation, please contact Brook.

First, you will self-assess and decide if it is:

- Met – all of the requested evidence is in place
- Partially met – you have the evidence, but as an example, a policy may need updating
- Not yet met – this is something that is not yet in place, for example pupil feedback

Once your self-assessment indicates that all the criteria are 'met', Brook will then complete a desktop review of all the evidence provided and offer detailed feedback. This feedback will outline strengths, key areas for development and if the criteria has been fully met – in which case, the quality mark will be awarded. This lasts for 3 years. For those schools who have evidence gaps or actions, there will be an opportunity to submit additional evidence.

Contact – Head of Quality, Brook; rachel.smith@brook.org.uk

1. Policy

Criteria & guidance	Evidence required	Met	Partially met	Not yet met	Actions required
1.1 There is an RSE policy in place that clearly outlines a whole school approach. The policy is reviewed on an annual basis and there is evidence to demonstrate how consultation takes place with stakeholders. This should include; • Pupils • Teachers • Parents / carers (parents must be consulted) • Governors • The wider school community, for example, The School Nurse or Education Development Services The policy will demonstrate that RSE is not just taught discretely but is integral to a whole school approach to personal development. It evidences that this is the responsibility of all school staff (teachers, assistants, caretakers etc.) Actions and communications reflect the values and ethos of a whole school approach to RSE The policy must be up to date, reviewed on a regular basis and a copy of the policy should be made available, free of charge and should be published on the school's website.	• A detailed policy that outlines how the school is committed to RSE which clearly focuses on the whole school approach • The policy should be dated, adopted (signed) by a senior person e.g. Headteacher or Lead Governor RSE and have a review date • Evidence of how the policy was reviewed and who was involved. The evidence might include; o Meeting minutes where the policy was discussed o Notes from a pupil focus group o A questionnaire to parents / carers o A statement written by a member of the school council to show how they were involved o A short video of a consultation session with pupils o A link to where the policy can be downloaded from the school's website				
	Evidence log				

Criteria & guidance	Evidence required	Met	Met with conditions	Not yet met	Actions required
1.2 Approaches to RSE is threaded throughout the school's key policies that further outline the values and ethos of a whole school approach. These policies may include; • Equality, inclusion and diversity • Safeguarding • Grievance and disciplinary policies • Staff and pupil codes of conduct • Confidentiality • Partnerships Ideally, there will be linkages to the RSE policy and messaging is consistent across all policies.	• All relevant policies as listed (the list is not exhaustive) and highlight where the policies specifically reference RSE or have a direct link to the values and ethos of the school. The policies should specify how RSE is integral to school life. For example, staff and pupil codes of conduct should promote the use of inclusive language in all aspects of school life. The Safeguarding policy should outline key areas in which RSE lessons might highlight safeguarding concerns and how these should be dealt with.				
	Evidence log				
1.3 Senior leaders ensure that RSE is embedded in the schools values and culture. The senior team values RSE. This includes a consistent approach to the use of positive language, challenging stereotypes, bullying and discrimination at all levels. In practice this means that there are policies in place as outlined previously but there is also clear evidence of how this is implemented on a daily basis.	• Cross references to relevant policies • Evidence of staff meetings where these issues are discussed • Evidence of staff training • Evidence of complaints and how they have been addressed • Feedback from pupils that outlines their view on how they view the school culture				
	Evidence log				

2. People & practice

Criteria & guidance	Evidence required	Met	Met with conditions	Not yet met	Actions required

2.1 There is staff time dedicated to leading and championing RSE across the school. This should include;
 	
• A PHSE or RSE Co-ordinator
• A lead RSE Governor
• A staff member who pupils can go to for additional support
• RSE champions
 	
These individuals / team will be responsible for leading and supporting other staff members to adopt and implement the whole school approach. They will be supported by senior leadership who give RSE a high status in the school.
	• A list of the staff involved in leading and championing RSE. You should also include;
	
	    o A brief description of their role
	    o A short statement from two staff members to describe how they go about supporting the wider staff team and pupils
	    o A statement from the RSE / PHSE Lead outlining how they are supported by the senior team				

	Evidence log				
2.2 Parents and carers are recognised as being crucial to the overall success of the RSE programme. Parents have the opportunity to comment on policy and practice as well as an awareness of the topics being taught. The school will also provide guidance and support to parents that enables them to help their children navigate and understand RSE. Policies and communications should include information to	• Communications with parents by email or letter outlining RSE approaches / topics • Evidence of how parents have been given the opportunity to comment on policy or practice – this might be a				
	Evidence log				

clarify why parents do not have the right to withdraw their child. They should also include information about parent's right to request that their child be excused from sex education within RSE only.	questionnaire, focus group, meeting or at a parents evening • A statement from 3 parents outlining how they have been involved with RSE • Evidence of signposting parents to information or briefing sessions / training offered to parents • How parents are informed about their child's learning on RSE – this could be information from a parents evening or school report				

Criteria & guidance	Evidence required	Met	Partially met	Not yet met	Actions required
2.3 The school ensures that teachers, governors and support staff are trained in RSE and receive appropriate CPD, INSET and ongoing support to ensure their practice remains up to date, is factual and relevant to the needs of young people. Specific training as a minimum should include; • Safeguarding and confidentiality • Relationships and sex • Child Sexual Exploitation • Gender, sexuality and homophobia	• A log of annual training that evidences the training undertaken by key staff • Evidence of staff briefings • Evidence of CPD • Evidence of any online learning				
	Evidence log				
2.4 Staff are supported with their own health and wellbeing to ensure that they are able to talk through any issues they may have and given the opportunity to problem solve in a safe environment.	• Evidence of regular staff supervision (confidential information removed) • One to one support that is available and how this is advertised or communicated e.g. poster in the staff room, memo				
	Evidence log				

3. Curriculum

Criteria & guidance	Evidence required	Met	Met with conditions	Not yet met	Actions required
3.1 There is a planned programme of PHSE with a clear focus on RSE. The programme is timetabled and focusses on values and attitudes as well as skills and knowledge. The programme is progressional for each key stage.	• An overview of the school timetable • A sample of lesson plans for each key stage				
	Evidence log				
3.2 RSE lessons are interactive, encourage open discussions, are free from judgement and give pupils a safe space to explore and consider choices. A range of teaching and learning strategies are used and factual information is up to date. Pupils should be involved in creating their own safe space and this can happen through a mutually developed code of conduct, RSE charter, learning agreement etc.	• Samples of lesson plans that evidence informal education and discussion based activities • A group charter / agreement / code of conduct for RSE • Lesson feedback forms or other form of feedback outlining the success of RSE lesson/s				
	Evidence log				
3.3 Teaching methods and resources are reviewed on a regular basis and pupil feedback is sought to ensure the content and approach is meeting their needs. Lessons ensure that the following are taken into account when planning; • Religion and belief • Relevant provisions within the Equality Act (2010) • The law as it applies to relationships	• Examples of reviews conducted and changes made (this can be informal and notes or statements from teachers could describe the process) • Examples of how pupils feedback is collected and acted upon • Clear examples of how lessons reflect the needs of the school community and society				
	Evidence log				

4. Partnerships

Criteria & guidance	Evidence required	Met	Met with conditions	Not yet met	Actions required
4.1 Staff engage in partnerships with other organisations who can support the whole school approach to RSE. This could include; • Local safeguarding boards • Voluntary organisations • Specialist organisations • Other schools who have experts • Universities who deliver RSE programmes • NHS trusts • Crisis support agencies These partnerships could include support to deliver specific RSE topics, provide support services for staff or pupils or provide a drop in service and signposting. Any resources used are assessed for their suitability and relevance. Visiting partners are used to enhance teaching by teaching staff rather than be used as a replacement for teaching by those staff	• A list of agencies the school has partnered with in the last 2 years • Two examples of how partnerships have been beneficial – e.g., how were they used and what was the impact? • Any resources you have used from partner agencies • Details of any drop in services if relevant				
	Evidence log				
4.2 Information from supporting agencies where staff and pupils can go for additional support is clearly displayed. The school may have an information leaflet rack or notice board where posters etc. are displayed. Support agencies may include; • Childline, NSPCC, Brook, NAPAC, MIND	• A photograph of the notice board or information rack • Describe how the information is accessible to all young people • Information contained in the resources is up to date – e.g. web addresses, telephone numbers, dates of events etc.				
	Evidence log				

5. Pupils

Criteria & guidance	Evidence required	Met	Met with conditions	Not yet met	Actions required
5.1 Pupils are given a voice in the development of RSE programmes and supporting activities. They are involved in identifying their own and their peer's needs.	• Evidence of focus groups, questionnaires or other mechanism to allow pupils to contribute to the development of RSE • Feedback from pupils to indicate how effective they feel their contributions are				
		Evidence log			
5.2 The school takes into account the needs of vulnerable groups and specific needs are taken into account. Teaching is differentiated and personalised to ensure accessibility	• Examples of additional support that has been put in place to demonstrate positive action and / or support for groups with protected characteristics • Examples of how teaching has been differentiated to suit a specific need				
		Evidence log			
5.3 There is a peer support mechanism, a safe space for pupils to go if they need support or a buddying system	• A list of safe spaces and staff who members who support this • Names of peer educators and peer education programme contents • Information about a buddy system				
		Evidence log			

Criteria & guidance	Evidence required	Met	Met with conditions	Not yet met	Actions required
5.4 The school has clear evidence of how individuals have been supported when there has been a need for additional help. This could include signposting, counselling, support to attend another agency e.g. LGBT group Again, specific needs are taken into account to ensure the relevant support for the pupil and their family.	• Examples of referral pathways that are readily available • 2 case studies or reports on how 2 specific pupils have been supported (key details blanked out for confidentiality)				
		Evidence log			
5.5 Assessment of RSE involves pupils and is based on knowledge, skills and values. A range of methods are used to capture progress. Parents receive updates about their child's progress in line with other subject areas.	• How the programme is assessed – this can include assignments, self-evaluations and projects • How parents are informed of pupil's progress				
		Evidence log			

Appendix 1 – Action plan

Criteria reference	Actions required	Target date and task owner	Completion

Evidence summary and index

Please name and number each piece of evidence. A piece of evidence can be crossed referenced against multiple criteria e.g. a policy

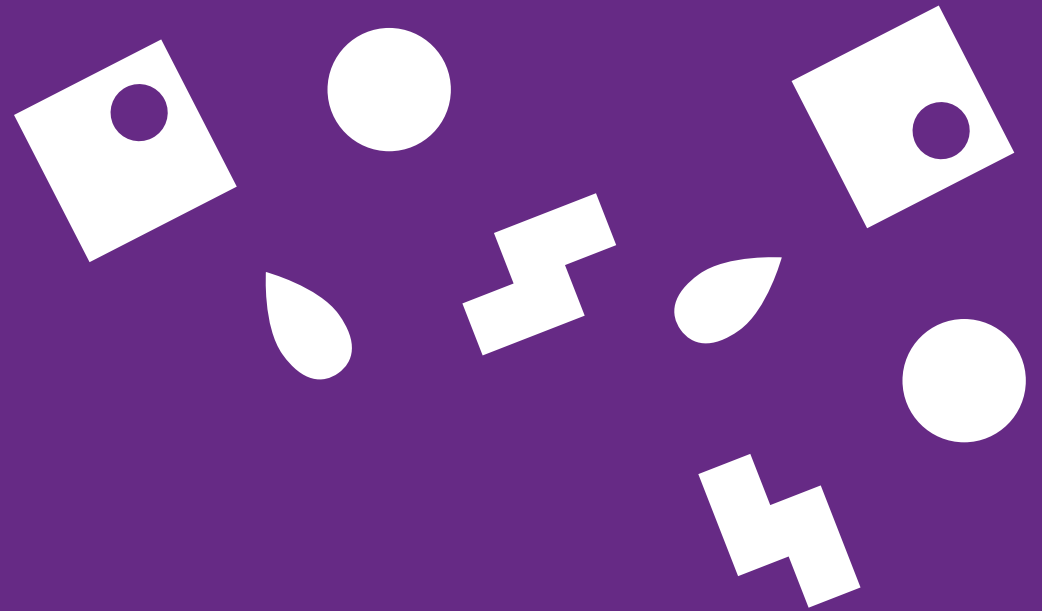| Description of evidence provided	Evidence number	Description of evidence provided	Evidence number
e.g. School RSE policy	*1*		

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