

## Covering note for whole school element materials

Whole School Elements of Face Up			
Components	Knowledge (pupils)	System (school, parents)	School environment
<b>Letter to senior leadership team</b> (1) Letter (2) Presentation		School leaders are committed to address abusive behaviour	(1) It is not OK to behave in a controlling and abusive manner in romantic relationships (2) It is OK to ask for help (3) It is OK to intervene
<b>Management level intervention and pro-forma policy documents</b> (3) Safeguarding flowchart (4) Safeguarding guidelines (5) Body map and disclosure form	- Knowledge of who to ask for help - Knowledge about who to report inappropriate behaviour to	School staff knows what actions should be taken if abuse is reported/ a pupil asks for help	
<b>Parent engagement</b> (6) Information Leaflet		Parents know what actions should be taken if abuse is reported/ a pupil asks for help	
<b>Engagement with external agencies</b> (7) Document sign-posting to websites and agencies	- Knowledge of who to ask for help - Knowledge about who to report inappropriate behaviour to		
<b>School level intervention</b> (8) Special Assembly (9) Poster Campaign	- Knowledge of what is appropriate behaviour in healthy relationships and what is not - Knowledge of how to ask for help - Knowledge of how to intervene		

The whole school element consists of:

- (1) Letter and (2) presentation to the senior leadership team:** The aim of this is that the senior team is aware of the programme and are committed to address abusive behaviour as a school, facilitating school-wide policies and procedures.
- (3) Pro-forma policy documents** including safeguarding flowchart and **(4)** safeguarding guidelines, as well as a **(5)** disclosure form and body map to record any disclosures of abusive behaviour. These are similar to existing safeguarding procedures in schools and are designed as additional tools that you may find useful.
- (6) Information leaflet for parents.** The purpose of this to make parents aware of the programme and where they can go for help in case of a disclosure. These can be sent to parents through pupils during the duration of the programme, ideally by the end of Module One as pupils may approach parents as they learn about the programme.
- (7) A document sign-posting to websites and external agencies** that provide help. The purpose of this is make pupils knowledgeable about what help exists. The list could be shared with pupils or displayed in their classrooms. It could also be used by the schools to engage with some of the most relevant agencies – for example, by inviting them to speak to the pupils.
- (8) A special assembly** on healthy relationships and inappropriate behaviour to engage all pupils in the school in thinking about what is appropriate and what is abusive in relationships, and who they can ask for help. This can be scheduled at any point during the programme, though it is recommended to do this at the start as it would introduce pupils to abusive relationships.
- (9) Poster campaign** with a series of posters depicting controlling behaviour, asking for help and peer intervention in an abusive relationship. The purpose is to increase pupils’ knowledge to identify abuse, where to go for help and create an attitude that dismisses abusive relationships. The idea is to display these posters for the duration of the programme, or for a couple of weeks alongside the classroom programme.

Overall, these elements reinforce what is taught as part of Face-Up in the classroom, and influence pupils attitude and the school norm, creating an environment where:

- (1) It is NOT OK to behave in a controlling and abusive manner in romantic relationships
- (2) It is OK to ask for help
- (3) It is OK to intervene

This is based on the WHO Health Promoting Schools framework (Langford et al., 2014) which emphasises that curriculum inputs (i.e. class lessons) should be reinforced by changes to the school ethos and environment as well as engagement with families or communities.