



# Dore Primary School

## Relationships, Sex and Health Education Policy

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## **Relationships, Sex and Health Education (RSHE) Policy**

### **1. Rationale and ethos**

At Dore Primary School, it is our intention that children receive high-quality Health and Wellbeing lessons that enable them to grow up to be healthy, kind, responsible and independent members of society. We aim to help them understand how they are developing personally and socially, and to tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our wellbeing curriculum encompasses both PSHE and the statutory RSHE coverage, tailored to our specific children's needs and life experiences.

We want our children to be able to understand and empathise with a range of emotions, and have the skills necessary to cope and support each other as they grow up in a changing world. We want them to feel confident in their sense of self, to understand who they are, what makes them special and the importance of celebrating the differences between each other. We want them to feel empowered to navigate their way through life being able to manage the various risks that they will face, with knowledge, confidence and resilience. Throughout this journey, we want them to make choices that keep themselves and others safe, and know what to do and who they can go to if they ever need help or support. Our PSHE curriculum, with the statutory RSHE at its heart, will hopefully ensure that we can help our children realise this future.

This policy covers Dore Primary School's approach to relationships and sex education (RSHE). These subjects meet statutory obligations as outlined in revised Department for Education statutory guidance (2019). The guidance states that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). At Dore Primary School we shall continue to teach sex education in year 6, as is still recommended by the DfE, and parents maintain the right to remove their children from these specific lessons.

Additional requirements on schools in law that have informed this policy and our approach include the Equality Act ([Equality Act 2010: advice for schools](#)) and Keeping Children Safe In Education – Statutory Safeguarding Guidance (2016).

We define relationships and sex education as: the building blocks needed for positive and safe relationships, including with family, friends and online. It includes learning about the emotional, social and physical aspects of growing up and at the appropriate time to sexual health and developing intimate relationships. This includes the importance of treating ourselves and others with kindness, consideration and respect.

This applies to all areas of pupils' development and learning. We believe relationships and sex education plays a key part in providing children and young people with the knowledge that enables them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. Ultimately, helping our young people to be happy, healthy and safe now and in the future.

## **2. Teaching and Learning**

### **i) Delivery, monitoring and evaluation**

Our RSHE programme is an integral part of our whole school PSHE education provision, and we have adopted the Sheffield Program of Learning to cover the statutory requirements in line with schools across the city. Year groups have worked together to divide up the learning objectives to ensure coverage at an appropriate time and level for our pupils.

Teachers will use the lesson plans and vocabulary as set out in the Sheffield Program of Study to ensure correct use of terminology, vocabulary and language. Year groups have then built upon this curriculum using the PSHE Association's program of study to enrich and expand our PHSE curriculum to suit the needs of our children and in keeping with the maturity of the pupils. Biological aspects of RSHE are also taught within the science curriculum. Although specific topics will be addressed, other areas may arise incidentally and will be treated with sensitivity.

Each class will have a timetabled 'Wellbeing' lesson once a week which will be delivered, when at all possible, by the class teacher. There will also be planned in time to deliver wellbeing lessons based on current issues within the classroom as and when these arise.

The school rules (be safe, be ready, be respectful) and values (kindness, resilience, creativity, resourcefulness) are interwoven and embedded throughout our Wellbeing curriculum. They are taught explicitly, often towards the start of the academic year, and referred to regularly, underpinning our high expectations of behaviour in school.

The lessons in each phase (KS1, LKS2 or UKS2) link together, allowing a clear progression from year to year. However, each lesson can also be delivered discreetly, to allow for a high degree of flexibility when teaching. The lessons are designed in a way that allows non-specialist teaching staff to discuss sensitive issues with confidence. PowerPoint presentations are provided to allow high quality RSHE teaching with minimal preparation time, allowing facilitators to focus on the content of the lessons and high quality delivery. This curriculum is designed to be a helpful starting point, not prescriptive. Teachers will adapt the resources in any way they see fit, as long as they are adhering to the statutory guidance. Incorporating existing structures, such as 'Circle Time', 'Philosophy for Children' will help teachers and students to make a smooth transition to the new curriculum.

This curriculum covers all objectives for RSHE, PSHE and Citizenship covered in the following documents: RSE Statutory guidance (DfE - 2019), PSHE Programme of Study (PSHE Association 2020), Citizenship Non-Statutory Guidance (DfE - 2015).

Content will cover:

#### **Key Stage 1:**

**What makes a family?** Fa1) Who's in my family? Fa2) Do Families always stay the same? Fa3) How should families treat each other? Fa4) When should I say no? Fa5) Who owns my body? I do! Fa6) Are all families the same?

**Keeping friendships healthy** Fr1) Who is my friend? Fr2) What makes a good friend? Fr3) Should friends tell us what to do? Fr4) How do we stop bullying?

**Our Communities** C1) How do we make a happy school? C2) Who lives in my neighbourhood? C3) What makes a boy or a girl?

**Online Safety** Os1) Screen time (L1) Os2) Personal information (S1) Os3) Online strangers (P1) Os4) Fake News (N1)

**Understanding my feelings** M1) Where do feelings come from? M2) Who am I? M3) What helps me to be happy?

**Staying healthy** P1) How do I help my body stay healthy? P2) How do I decide what to eat? P3) How do we stop getting ill? P4) How can I stay safe?

**Growing** G1) How bodies change as we get older (link with science)

### Lower Key Stage 2:

**What makes a family?** Fa1) Do Families always stay the same? Fa2) Are all families like mine? Fa3) How should we treat people who are different?

**Keeping friendships healthy** Fr1) What makes a good friend? Fr2) Are all friends the same? Fr3) Are friendships always fun?

**Our Communities** C1) How do we make the world fair? C2) Where do you feel like you belong? C3) How can we help the people around us?

**Online Safety** Os1) Online strangers [P1] Os2) Sharing Online [P2] Os3) Friendship Online [S1] Os4) Personal Information [C2] Os5) Digital Media [N1] Os6) Verifying content and echo chambers [N3]

**Understanding My Feelings** M1) How do I manage my feelings? M2) Are we happy all the time?

**Staying healthy** P1) How do I keep my body healthy? P2) How do I get a healthy diet? P3) How do I stop getting ill? P4) How do I save a life?

**Menstruation** G1) What is a period? (Optional lesson to use at teachers' discretion – whole class or small group as appropriate, in consultation with parents before delivery).

### Upper Key Stage 2:

**What makes a family?** Fa1) Why do some people get married? Fa2) Are families ever perfect? Fa3) Is there such a thing as a normal family?

**Keeping friendships healthy** Fr1) What makes a close friend? Fr2) Should I try and fit in with my friends? Fr3) Should friends tell us what to do? Fr4) Why are some people unkind? Fr5) What are stereotypes? Fr6) How do I accept my friends for who they are?

**Our Communities** C1) What is prejudice? C2) What is the history of prejudice? C3) What should I do if I encounter prejudice? C4) How can I be a great citizen? C5) Why is money important? C6) Who belongs in our country? C7) What does it mean to be British?

**Online Safety** Os1) Control and consent [S1] Os2) Protecting our identity [P1] Os3) Meeting strangers online [P4] Os4) Personal Information, terms and conditions [C2] Os5) Analysing Digital Media [N1] Os6) Bias [N2] Os7) Echo Chambers [N5] Os8) Does the internet make us happy? [L1]

**Understanding My Feelings** M1) Does everybody have the same feelings? M2) Should we be happy all the time? M3) Why do we argue? M4) Who am I?

**Staying healthy** P1) Is there such a thing as the perfect body? P2) How can I stay fit and healthy? P3) Can I avoid getting ill? P4) Why do some people take drugs? P5) Where should I get my health information? P6) How do I save a life?

**Puberty** G1) How will my body change as I get older? G2) How will my feelings change as I get older? G3) How will I stay clean during puberty? G4) What is Menstruation?

**Sexual reproduction** Sx1) How do plants and animals reproduce? (Taught through science) (N.B. does not include sexual intercourse) Sx2) Optional lesson on sexual reproduction (N.B. Not statutory – Parents have the right to remove their children from this lesson).

Additionally there will be lessons focussing on **Change** (as something to be managed) and resilience (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance). In Key Stage one this will be to understand about change and loss and the associated feelings (including moving home, losing toys, pets or friends). In Key Stage 2 this will be to learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement (with content being sensitively and carefully planned in an age appropriate way, and with consideration given to specific children’s needs and experiences).

Language and terminology has a vital role to play in helping children develop a vocabulary they can use to communicate comfortably, respectfully and accurately about the human body, growing up, sex and relationships. A vocabulary list for each lesson or unit will be developed and this will be shared with parents in advance of teaching.

The delivery of RSHE is monitored by teacher evaluations of lessons, units and the overall programme; learning walks; evidence from lesson observations; conversations with pupils; sampling pupils’ work and evaluations of contributions of external partners.

Feedback and evaluation by pupils – pupil voice and feedback will be influential in adapting and amending planned learning activities.

## ii) Inclusivity

All pupils, whatever their experience, background and identity, are entitled to quality RSHE that helps them build confidence, a positive sense of self, and the knowledge understanding to stay safe and healthy.

Our school’s RSHE programme is underpinned by a good understanding of pupils’ backgrounds and positive relationships between the school, parents and the local community form the foundations for the teaching of these subjects.

All classes include pupils with different abilities and aptitudes, experiences, home structures, religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach and use of inclusive language reflects the diversity of the school community and helps each and every pupil to feel valued and included in the classroom. We will ensure RSHE is matched to the needs of our pupils by taking into account individual circumstances within each class; differentiating and personalising activities to suit the

needs of all learners, including those with special educational needs and learning difficulties; utilising additional adults effectively to support learners with additional learning needs; considering developmental physical and emotional maturity of pupils year by year to ensure learning is matched to this; plan in bespoke learning for individuals who may require knowledge earlier than their peers.

We must ensure that we comply with the relevant provisions of the Equality Act 2010, when delivering these subjects to ensure equal opportunities for all. This includes but is not limited to, awareness and consideration for;

- faith perspectives in the context of balanced debate,
- cultural diversity,
- disability,
- varied family structures and home backgrounds,
- gender identity, sexual identity and sexual orientation.

Teaching will reflect the law (including the Equality Act 2010), as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

At Dore Primary School we commit to respecting the views and wishes of our diverse communities in a way which does no harm to the other. All learning centres on compassion; teaching our children respect and acceptance of difference, without infringing on the human rights of communities to their religious beliefs or to living their lives freely and openly as LGBT+ people.

At Dore Primary School our approach to LGBT+ teaching is that all teaching is sensitive, age appropriate and inclusive in approach and content. All pupils are to be taught LGBT content, which is to be fully integrated into the programmes of study rather than delivered as a standalone unit or lesson. This will be with a range of resources that are reflective of diversity and through opportunities for cross-curricular learning. When teaching explicitly mentions LGBT+ will depend on the make-up of families within our school, in order to reflect the children's own experiences and family identities. If a year group does not contain any of these families, LGBT+ will be explicitly mentioned and taught from year 3 and upwards. However, resources from reception to Y6 will reflect all family backgrounds, and teachers will respond to questions and engage in discussions with children before this, if and when they arise naturally during lessons.

At Dore Primary School our approach to teaching about faith perspectives is that the religious background of all pupils will be taken into account when planning teaching, so that the topics in the subjects of RSHE are appropriately handled. Faith perspectives will be acknowledged and balanced debate held about issues that can be seen as contentious, as a part of the philosophical approach to learning.

Note: Single gender groups

The statutory guidance highlights the Equality Act allows schools to take proportionate positive action to deal with particular disadvantages affecting one group because of a protected

characteristic. If splitting into single gender groupings for any reason, teachers will take the following into account:

- Some children may not identify with gender descriptions of boy or girl.
- The statutory guidance states that all pupils, regardless of their gender are taught the facts about menstrual wellbeing.
- All pupils should be supported to understand the features of healthy relationships, acceptable behaviour and the right of everyone to equal treatment to ensure that pupils treat each other well and go on to be respectful and kind adults.
- Time will be planned in for pupils to come together to reflect on their learning.
- Teachers should consider what they could do to foster healthy and respectful peer-to-peer communication and behaviour between all pupils irrespective of gender.

### **iii) Sensitivity, confidentiality and handling disclosures**

We acknowledge that sensitive and potentially difficult issues will arise in RSHE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for RSHE. To support a safe learning environment:

- Teachers will set the tone by speaking in a matter-of-fact way and be clear what is appropriate and inappropriate in a whole class setting.
- Teachers and pupils will agree ground rules by discussion. These will be explained and be visible in the classroom. Teachers will refer back to these rules during discussions as appropriate.
- Distancing techniques will be used to help depersonalise the situations under discussion. Being in a role, empathising with a character or speaking in response to the actions of others (real or imaginary) allows pupils to explore their feelings about issues safely, because they are not speaking or acting as themselves. Distancing also helps pupils learn and then reflect on how it applies to their own lives.
- Pupils will be told when they can raise questions verbally. Pupils will also be able to raise questions in writing, this can be anonymously if they wish, by using a question box / worry box that is always available in classrooms. This will enable pupils to feel more comfortable to ask questions without being identified. Pupils will be reminded of the question box / worry box during RSHE sessions.
- Teachers will answer pupil questions relating to the taught, planned curriculum for that age group to the whole class.
- Staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up.
- Teachers will answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. If a verbal question is too personal, staff will remind the pupils of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns, staff will acknowledge it and promise to attend to it later on an individual basis.
- Staff will not provide more information than is appropriate to the age of the pupil. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader or a Child Protection

Officer. Questions may be referred to parents / carers if it is not appropriate to answer them in school.

- Staff training will include sessions on how to deal with difficult questions. Agreed phrases, where appropriate, will be used in response to difficult questions, these can include; 'That is something that may be covered later on, maybe at a higher year in school.', 'I can't answer that question, but you could ask your parents/carers.' There may still be times when staff are faced with a difficult question in class that they feel uncomfortable about. In such situations, they may wish to put the question to one side and seek advice from the Child Protection Officer or another senior member of staff.
- Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers must follow school policy and procedures for safeguarding and child protection.
- All staff teaching RSHE will be supported by the designated person for safeguarding and child protection if they have any concerns and the PSHE/RSHE lead.

#### **iv) Assessment and review of learning**

Assessment plays a key role in effective RSHE teaching and learning. Assessment is a process through which judgements are made about an individual's learning and development. It is not about making judgements on the character, worth or values of individual pupils, nor is it about continual testing. Teachers will keep a note of pupils who have missed significant parts of RSHE teaching and learning due to absence. Pupils' development in RSHE focuses on knowledge as well as skill development and attitudes. It is monitored by class teachers through the use of questioning, learning recaps, discussions, and observations from recorded learning.

Pupils' learning in these subjects will not be formally assessed through the provision of grades or through exams or tests.

Pupils will be encouraged to reflect and self-assess their own learning and progress by recapping and revisiting learning within sessions; philosophy circles and circle times; questioning such as:

- What do I know already?
- What new information have I learnt?
- What do I now think and believe?
- How did I feel about what I found out?
- Did I learn anything I did not expect to?
- How will it change my behaviour in the future?
- What do I now need to learn?

We report to parents/carers at the end of the school year on pupils' learning and progress as part of PSHE.

### **3. Roles and Responsibilities**

Named member of staff/coordinators for RSHE / PSHE: Mrs Heather Wyatt and Mrs Rebecca Fearn.

Staff responsible for managing safeguarding and child protection:

Designated Safeguarding Lead: Mr Jason Fletcher

Designated Safeguarding Deputies:

Mrs Lynnette Glossop, Mrs Sarah Drazek, Miss Katie Godfrey, Miss Georgina Bradley, Mr Andrew Goodwin, Mrs Laura Guiton and Mr Richard France.

Named governor(s) responsible for RSHE: Mr Martin Robinson

### **Governing Body**

Overseeing the provision around RSHE is the responsibility of the governing body, who will provide appropriate challenge and agree on the content of this policy. The governing body should liaise with senior leaders to access appropriate training to fulfil the role.

### **Senior Leaders/Lead members of staff**

The lead members of staff will:

- Develop this school policy and ensure it is reviewed as per the agreed timetable.
- Ensure appropriate training is offered to members of the governing body.
- Ensure that all staff are given regular and ongoing training on issues relating to RSHE and how to deliver lessons on such issues.
- Ensure that all staff are up to date with the curriculum and its delivery, this policy and any other guidance relating to RSHE.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSHE to pupils.
- Ensure that RSHE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs.
- Ensure that the knowledge and information regarding RSHE to which all pupils are entitled is provided in a comprehensive way.
- Support parent/carer involvement in the development of the RSHE curriculum.
- Ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced RSHE in school.
- Communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for RSHE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate.
- Ensure that provision of RSHE at home is complementary to the provision the school provides and communicate to parents/carers any additional support available where necessary or requested.
- The headteacher is responsible for managing requests to withdraw pupils from non-statutory components of RSHE (see section 5).
- Ensure that any external sources/visitors are credible, evidence based and enhance learning.

## **All Staff**

Teaching and support staff will:

- Ensure that they are up to date with this RSHE policy and curriculum requirements regarding relationships and sex education.
- Report back to senior leaders/lead members of staff on any areas that they feel are not covered or inadequately provided for in the school's RSHE provision.
- Attend and engage in professional development training around relationships and sex education provision, when appropriate.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously.
- Follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone.
- Will be aware of safeguarding procedures, clear about managing confidentiality and handling disclosures.
- Deliver RSHE in a sensitive way ensuring that their personal beliefs and attitudes will not prevent them from providing balanced RSHE in school.
- Model positive attitudes to RSHE.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs and cultures, including those pupils with special educational needs, asking for support in this should they need it.
- Monitor pupil progress in RSHE.
- Respond appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

## **Pupils**

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity. Pupils will be given the opportunity to share their views on RSHE, the findings from consulting pupils will be used as a tool for communicating the needs of the children to parents, school staff and governors.

## **Parents/carers**

At Dore Primary School we recognise the primary role parents and carers have in the RSHE of their children. We wish to build a positive and supportive relationship with the parents/carers of children at our school through mutual understanding, trust and co-operation.

To support this parents/carers:

- Should be aware that schools are legally required to provide a broad, balanced curriculum.
- Can access the schools policies online or request to view hard copies at the school.
- Can ask staff questions they may have about the RSHE education of their child.
- Will receive information about RSHE so they can support their child's learning at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Further information about working with parents/carers is in section 5.

**Health professionals/external agencies** External visitors can have a valuable role in enhancing the teaching and learning of RSHE. At Dore Primary School, when selecting any external visitors we will;

- Be clear about our reason for working with the visitor.
- Ensure visitor selection and presence in school meets requirements of our safeguarding policy.
- Ensure any visitor is made aware of our policies.
- Ensure any visitor is adequately trained and competent and that external input is factually correct, and where relevant there is differentiation between fact and opinion.
- Be clear that responsibility for teaching and learning remains with the school.

#### **4. Training**

It is important that all school staff feel comfortable and confident in planning and delivering RSHE. We will make available regular professional development training in how to deliver relationships and sex education. Identification and provision for the continuing professional development (CPD) needs of staff, including non-teaching staff, are described in our Staff training/CPD policy. For RSHE specifically;

- Staff will be offered generic RSHE guidance; this includes guidance on handling controversial issues, responding to awkward questions, an introduction to the rationale of why teaching RSHE is so important, current law and guidance, learning outcomes and school policy.
- Staff involved in the delivery of RSHE issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues, and with potentially difficult questions.
- Staff can access useful links and resources through the Sheffield Program of Learning.

#### **5. Working together with parents/carers**

At Dore Primary School our aim is that, every parent/carer will have full confidence in the school's RSHE programme to meet their child's needs. As outlined in section 2. (Teaching and Learning), selected resources, such as books and film clips, will be used which support and promote understanding. Parents will be given the opportunity to view these materials and resources during the 'New to...' parents' information evenings for each year group, as well as information being sent home prior to some specific RSHE topics being taught.

Dore Primary School will support parents/carers by providing resources and signposting to help parents/carers build their knowledge and confidence of discussing these matters with their children at home to help support their learning. Parents/carers will be informed by letter when the more sensitive aspects of RSHE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

### **ii) Right to withdrawal**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE (other than sex education in the National Curriculum as part of science), as currently, but **not** from relationships or health education.

If a parent wishes to have their child withdrawn from sex education, they are required to put the request in writing, addressed to the headteacher. The headteacher will meet face to face to discuss the request with parents, and as appropriate with the child to ensure that their wishes are heard and understood. The purpose of the meeting is to clarify the nature and purpose of the curriculum and understand the reasons for the request for withdrawal.

A record of the meeting will be taken including the final agreed decision, which will be shared with the child's class teacher. Class teachers will ensure appropriate alternative work will be given to pupils who are withdrawn from RSHE.

Please note: the DfE are clear that SEND should not generally be a consideration for withdrawal. As outlined in section 2.2, learning will be tailored to be inclusive of needs of all pupils.

## **5. Policy development, monitoring and review**

This policy has been developed by all members of the school community including governors, staff, parents and pupils.

The consultation and policy development process involved the following steps:

1. Review – RSHE Lead pulled together all relevant information including relevant national and local guidance and existing school policies.
2. Consultation – with staff, pupils, parents and governors.

Due to Covid 19 Restrictions, this process has been much more limited than we would have liked.

Parents have been sent a brochure and feedback requested in order to inform this policy, and in order to open a line of communication. There was then a virtual parents consultation meeting in order to discuss and clarify any remaining questions and queries.

Staff have been consulted via online professional development meetings and discussions and year group discussions. Governors have been consulted during Governors meetings.

**For the next policy review we hope to include the following:** In person parent consultation meetings, pupil surveys, school council.

3. Ratification – the policy was approved by the full Governing Body on **date**.

Dore Primary School are committed to monitoring and evaluating the effectiveness of this policy. Specifically, important to the RSHE Programme are:

- pupil feedback,
- staff review and feedback
- parental feedback
- further guidance and legislative changes.

#### **Policy availability**

- This policy will form part of the induction of all staff members and annual staff training.
- The Policy is shared on our website.
- Parents/guardians and all staff members will be notified of any updates.
- Parents and staff are invited to comment on the policy.

#### **Links to other policies**

This policy should be read in conjunction with other school policies, including Safeguarding Policy, Bullying Policy, Health and Safety Policy, Special Educational Needs Policy, Health and Wellbeing Policy, where there are significant areas of overlap.

The policy will be reviewed annually.

**Policy development date: 30.06.21**

**Last review date: N/A**

**Next review date: 06.22**