



# OLD BUCKENHAM HALL

*A leading co-educational preparatory school for children aged 2-13 years*

## **RE & RSE Relationships and Sex Education Policy**

**OBHP58**

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## **Introduction**

At Old Buckenham Hall School, we are aware that young people are growing up in an increasingly complex world, which presents many positive and exciting opportunities, but also challenges and risks. We believe that our Personal Social, Health and Economic Education (PSHCE) teaching, including Relationships Education (RE for Primary aged children) and Relationships and Sex Education (RSE for Secondary aged children), helps our children learn well and be happy and healthy. Old Buckenham Hall School takes its responsibility to provide relevant, effective and responsible RSE to all of its pupils as part of the school's personal, social, health, economic (PSHCE) education curriculum very seriously. The school wants parents/carers and pupils to feel assured that RSE will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the RSE provision.

## **Definition**

Relationships and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHCE).

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. The subject involves a combination of sharing information and exploring issues and values. It is not about the promotion of sexual activity.

## **Aims**

The aims of Relationships Education and Relationships and Sex Education at our school are to:

- provide a framework in which sensitive discussions can take place

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- help pupils develop feelings of self-respect, confidence and empathy
- create a positive culture around issues of sexuality and relationships
- prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene
- teach pupils the correct vocabulary to describe themselves, others and their bodies
- support pupils' emotional well-being and their mental health
- help pupils recognise appropriate behaviours, including use of and types, of touch.

The aim of RSE is NOT to:

- encourage pupils to become sexually active at a young age
- promote a particular sexual orientation or gender identity
- sexualise children

### **Delivery of Relationships Education and Relationships and Sex Education**

There is a whole school approach to the delivery of PSHCE lessons with all year groups from Year 3 to Year 8 working on the same theme each term. Children in the Pre-Prep have individual lessons linked with their curriculum. Our approach to RSE consists of a comprehensive and developmental programme of teaching and learning, where the health and wellbeing of pupils and the whole school community are actively promoted. Our RSE programme has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's stated aims and objectives. Our RSE programme helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future.

#### Michaelmas – Health and Wellbeing

- Physical health and mental wellbeing
- Growing and changing
- Keeping safe

#### Lent – Relationships

- Families and friendships
- Safe relationships
- Respecting ourselves and others

#### Summer – Living in the wider world

- Belonging to a community
- Media and literacy and digital resilience
- Money and work

As well as this, Relationships and Sex Education is delivered through a variety of opportunities including:

- cross curricular links, such as the Science curriculum and R.S
- the school's ethos, e.g. the values developed through the OBH Way
- assemblies

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Across all Key Stages, pupils will be supported with developing the following skills:

- recognising and maximizing a healthy lifestyle
- self- respect and empathy for others
- communication, including how to manage changing relationships and emotions
- informed decision-making
- assertiveness
- recognising and assessing potential risks
- seeking help and support when required
- managing conflict
- discussion and group work
- acknowledgement of appropriate touch
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### **The Principals of high quality RSE in our school**

#### **Relationships and Sex Education:**

- is a partnership between home and school
- starts early and is relevant to pupils at each stage in their development and maturity
- is taught by people who are confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- helps pupils understand on and offline safety, consent, violence and exploitation
- is both medically and factually correct and treats sex as a normal and pleasurable fact of life
- is inclusive of difference: gender identity, sexual orientation, special educational needs and disability, ethnicity, culture, age, faith or belief, or other life experience
- uses active learning methods, and is rigorously planned, assessed and evaluated by all teaching staff and the subject leader
- helps pupils understand a range of views and beliefs about relationships and sex in society which may differ to their own
- teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs

### **The wider context of RSE**

The School's RSE programme will:

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- be an integral part of the lifelong learning process, in line with our whole school values, beginning in early childhood and continuing into adult life
- be an entitlement for all pupils, including those with additional learning and language needs
- be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness
- recognise that family is a broad concept; not just one model, e.g. nuclear family
- encourage pupils and teachers to share and respect each other's views with cultural awareness and sensitivity
- ensure pupils are aware of different approaches to sexual orientation, without promotion of any particular family structure
- recognise that parents/carers are the key people in teaching their children about relationships, sex and growing up
- work in partnership with parents/carers and pupils, consulting them about the content of programme
- work in partnership with other health professionals and the wider community, as appropriate.

RSE contributes to:

- a positive ethos and environment for learning
- safeguarding pupils (Children's Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic, biphobic, transphobic (HBT) prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

## **Roles and responsibilities**

### The Board of Governors

The Board of Governors will approve the RSE policy and hold the Headmaster to account for its implementation.

The Board of Governors will also make sure that:

- all pupils make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn from appropriate areas

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- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations
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### The Headmaster

The Headmaster is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from any non-statutory components of RSE.

### Staff

All staff will:

- ensure that they are up to date with school policy and curriculum requirements regarding RSE
- attend and engage in professional development training around RSE provision, including individual and whole staff training/inset, where appropriate
- attend staff meetings to be introduced to any new areas of work and review the effectiveness of the approaches used
- report back to SMT on any areas that they feel are not covered or inadequately provided for in the school's RSE provision, including resources
- encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them
- 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
- ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school
- tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs, culture, gender identity and sexual orientations, including SEND
- ask for support in this from the school SEND coordinator or the RSE Coordinator, should they need it

### Pupils

All pupils:

- are expected to attend the statutory National Curriculum Science elements of the RSE curriculum and the statutory Relationships Education and Health Education curriculum
- should support one another with issues that arise through RSE by, for example, alerting relevant members of staff to any potential worries or issues
- will listen in class, be considerate of other people's feelings and beliefs and comply with the ground rules that are set in class
- will have the opportunity to talk to a member of staff, in confidence, regarding any concerns they have in school related to RSE or otherwise
- will be asked for feedback on the school's RSE provision and be expected to take this responsibility seriously; opinions on provision and comments will be reviewed by the lead member/s of staff for RSE and taken into consideration when the curriculum is prepared for the following year's pupils

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## Parents/carers

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

The school will:

- work closely with parents/carers when planning and delivering RSE
- ensure that parents/carers know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE
- give parents/carers the opportunity to understand the purpose and content of Relationships Education and RSE
- communicate and give opportunities for parents/carers to understand and ask questions about the school's approach help increase confidence in the curriculum
- build a good relationship with parents/carers on these subjects over time by inviting parents into school to discuss what will be taught, address any concerns and help support them in managing conversations with their children on these issues
- parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through RSE

## Parents' rights to withdraw

Parents' have the right to withdraw their children from the non-statutory components of RSE. Requests for withdrawal should be put in writing and addressed to the Headmaster. A copy of the withdrawal requests will be placed in the pupil's educational record. The headmaster will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE.

## **Terminology and teaching**

Pupils will be taught the anatomical terms for body parts. The following constitutes a list of vocabulary that has been agreed with the Governors for staff to use with children. However, in order to maintain the comfort of a child, if a child uses different vocabulary, which is not deemed offensive, it may be more appropriate to use this term with them and then either discuss with the child or if appropriate, liaise with the parents afterwards. The agreed words will not be referred to as the 'proper' words, but the medial or technical ones.

The following words / phrases will be used, but some may be unfamiliar to the children:

Penis

Consent

Vagina

Harrassment

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Bottom	Ovum
Anus	Hetrosexual
Testicles	Gay
Breasts	Straight
Nipples	Lesbian
Erection	Bi-sexual
Periods	Transgender / Cisgender
Menstruation	LGBTQ+
Eggs	Same sex couple
Sperm	Gender identity
Womb	Conception
Fertilise	Embryo

Touching – this may refer to masturbation or any other sexual touch.

Sex – if a child refers to sexual intercourse with an inappropriate term, it will be referred to as ‘sex’.

### Answering questions

We acknowledge that potentially sensitive or controversial issues will arise as pupils will naturally share information and ask questions. ‘They will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is taught in Relationships Education. We also acknowledge that children of the same age may be developmentally at different stages leading to differing types of questions or behaviours.’

When spontaneous discussions arise, it is guided in a way that reflects the stated school aims and curriculum content for RSE. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We will also use a question box so that children can ask questions without feeling embarrassed. We answer questions, where appropriate, 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 member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the RSE leader/ Designated Safeguarding Lead/ Headmaster. Questions may be referred to parents/carers if it is not appropriate to answer them in school.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

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Agreed phrases, where appropriate, will be used in response to difficult questions. Phrases we will use are: *'I can only answer question on the content of this lesson'* or *'That is something that may be covered later on'* or *'I can't answer that question, but you could ask your parents/carers'*.

Ground rules are essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole-class setting by for example:

- staff will set the tone by speaking in a matter-of-fact way
- pupils will be encouraged to write down questions and post them in a question box or ask-it basket
- 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
- 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 attend to it later on an individual basis
- staff will not provide more information than is appropriate to the age/developmental level of the pupil
- if a member of staff is concerned by the language used by a child they will discuss this with the DSL
- if staff are concerned that a pupil is at risk of abuse, the designated teacher will be informed and the usual child protection procedures followed

### **Monitoring and evaluation arrangements**

The delivery of RSE, is monitored by the PSHE co-ordinator and the Headmaster. This will be carried out in a number of ways, such as: learning walks; pupil perceptions of PSHE / RSE lessons and looking through PSHCE work.

We are committed to the ongoing development of RSE in our school. We will use the following indicators to monitor and evaluate progress:

- a coordinated and consistent approach to curriculum delivery has been adopted, in September 2021 a team of four PSHE teachers will deliver the curriculum in Key Stage Two and Three
- children are receiving an entitlement curriculum for Relationships Education in line with DfE national statutory guidance and local guidance
- children are receiving an entitlement curriculum for Sex Education in line with national and local guidance
- opportunities for cross-curricular approaches are being used where appropriate
- policy and practice is revised regularly and involves staff, governors, parents/carers and pupils
- opportunities are provided for parents/carers and to consider the purpose and nature of our RSE, for example, through consultation
- the school website and parent information meetings will be used to communicate information relating to the policy and RSE teaching and learning

The policy will be reviewed by the Head of PSHCE and SMT annually. At every review, the policy will be reviewed by the governing body and the Headmaster.

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## **RSE Provision**

### **Statutory aspects of Sex Education within the National Curriculum Science**

All schools must teach the following as part of the National Curriculum Science; parents/carers do not have the right to withdraw their child/children from this.

#### **National Curriculum Science:**

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

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of hygiene

##### **Key Stage 2:**

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

##### **Key stage 3:**

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle

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## Statutory aspects of Relationships Education

<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> </ul>
<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• the conventions of courtesy and manners</li> <li>• the importance of self-respect and how this links to their own happiness</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> </ul>

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	<ul style="list-style-type: none"> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not</li> <li>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</li> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>how information and data is shared and used online</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>where to get advice, for example family, school or other sources</li> </ul>

#### Statutory aspects of Health Education (which apply to RSE)

<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand-washing</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>about menstrual wellbeing including the key facts about menstrual cycle</li> </ul>

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## **Inclusion, equality and diversity**

We are required by law to comply with relevant requirements of the Equality Act 2010. All pupils are entitled to quality RSE that helps them build confidence and a positive sense of self, and to stay healthy. We include all pupils regardless of their age, sex, race, disability, religion or belief, gender reassignment, or sexual orientation.

All classes include pupils with different abilities and aptitudes, experiences, 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 promote the needs and interest of all pupils. The school's approaches to teaching and learning take into account all needs of the pupils to ensure all can access the full RSE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. RSE is an important vehicle for addressing controversial and sensitive issues and ensuring equal opportunities for all.

## **Responding to pupils' diverse learning needs**

Considerations will be made for:

- religious and cultural diversity
- differing gender needs and abilities, including SEND
- diverse sexuality of pupils
- homophobic/transphobic/biphobic bullying and behaviour
- pupil's age and physical and emotional maturity
- pupils who are new to English

## **Ethnicity, religion and cultural diversity**

Our policy values the different backgrounds of all pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

## **Gender groups**

Our policy is sensitive to the needs of different groups. All content is taught to all students. There will also be opportunities for follow up discussions in smaller groups, which may sometimes be in single sex groups. All children will be taught the same information.

## **Special educational needs and disabilities (SEND):**

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RSE helps all pupils understand their physical and emotional development and enable them to make positive decisions in their lives. We ensure that all pupils receive RSE and we offer provision appropriate to the particular needs of our pupils, taking specialist advice where necessary. Staff will differentiate lessons to ensure that all members of the class can access the information fully. The school will use a variety of different strategies to ensure that all pupils have access to the same information.

### **Safeguarding and Child Protection**

Through Relationships Education (and RSE), we will teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This will be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This will also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils will be taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong.

Children have the right to:

- say no
- respect their own body
- speak out and know that someone can help

When teaching any sensitive issue young people may give cause for concern. All adults are aware of our safeguarding arrangements and procedures.

We recognise that children are capable of abusing their peers and that peer-on-peer abuse can manifest in many different ways, including on-line bullying, sharing inappropriate images, and inappropriate/harmful sexual behaviours.

Our use of the anatomical terms for body parts helps to ensure that children are able to describe abusive behaviours if they need to.

Ground rules at the start of sessions help to establish and maintain a safe learning environment; this is important for good learning to take place, and also contributes to effective safeguarding.

### **Policy**

This policy document is freely available on request to the whole school community. A copy of the policy can be found on the school website. A physical copy of the policy is available free of charge from the school office.

### **Relationship to other policies**

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This policy supports/complements the following policies:

- Anti-bullying
- Assessment, Recording and Reporting
- Child Protection/Safeguarding Children (including FGM)
- Confidentiality
- Continued Professional Development
- Equal Opportunities
- E-safety/IT
- Health & Safety
- Positive Behaviour
- Science
- SEN/Inclusion
- Teaching and Learning
- Visitors in School

Documents that inform the school's RSE Policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st Century (2014)
- Children and Social Work Act (2017)

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- DfE: Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019)
- Keeping children safe in education – statutory safeguarding guidance (2022)
- United Nations Convention on the Rights of the Child

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