



WINGRAVE

Church of England School

Believe • Achieve • Enjoy

PSHE (including SRE) Policy

Adopted by the GB at the meeting of the Curriculum, Community & Pupil Committee

Date of meeting: 14th October 2021

Minute number:

Signed by: Katie Parfoot (Chair of Committee)

Signature:

Reviewed by	KP/ MT	Review Cycle	1	Legally Required	✓	Website	✓
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PSHE Policy

Introduction

At Wingrave Church of England School, we provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of our pupils.
- Prepares pupils at our school for the opportunities, responsibilities and experiences of later life and wider society.

An amendment to the Children and Social Work Act 2017 made **Relationships and Health Education** at primary, and Relationships, Sex, and Health Education at secondary, statutory subjects. The DfE guidance on Relationships, Health and Sex Education for governing bodies can be viewed separately. **This will become active from September 2020.**

We are confident that the PSHE Programme covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way.

Our PSHE policy is also informed by DfE guidance on Relationships, Sex and Health Education (as above), **preventing and tackling bullying** (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017), **Drug and Alcohol Education** (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), **safeguarding** (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013 and **Keeping Children Safe in Education, 2019**) and **equality** (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014).

Our PSHE programme meets all the outcomes in the PSHE Association Programmes of Study, 2017.

Vision

As a church school, we believe the PSHE programme aligns with our Christian values and ethos of.

- Spirituality
- Inclusivity
- Community
- Creativity
- Pride
- Curiosity
- Challenge
- Love

Aim of Wingrave PSHE policy

To provide pupils with the knowledge, understanding, attitudes, values and skills they need to reach their potential as individuals and within the community.

Pupils are encouraged to:

- Participate in a wide range of activities and experiences across and beyond the curriculum
- Contribute fully to the life of their school and communities.
- Learn to recognise their own worth
- Work well with others and become increasingly responsible for their own learning.
- Reflect on their experiences and understand how they are developing personally and socially
- Tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

PSHE Policy

Our pupils learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

In our school we choose to deliver Personal, Social, Health Education using a mindful approach to PSHE.

Objectives/Pupil learning intentions:

PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

PSHE Content

Our programme covers all areas of PSHE for the primary phase, as the table below shows:

Term	Unit name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations and resilience building
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and offline)
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at and managing change

Relationship and Sex Education (Relationships, Sex and Health Education)

Definition of Relationships, Sex and Health Education (RSHE)

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the '*changing adolescent body*', included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019).

All primary schools are legally obliged to have an up-to-date policy for Relationships and Sex Education (RSE) that describes the content and organisation of RSE. In primary schools if the decision is taken to teach sex education beyond Relationships and Health Education and National curriculum Science, this should also be documented in the policy. The policy should be made available to parents/carers on request and available on the school's website. It is the school governors' responsibility to ensure that the policy is developed and implemented effectively.

Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. Therefore, the DfE recommend:

"... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born." (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

Compulsory aspects of Relationships, Sex and Health Education

End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019). It is up to schools to determine how this is taught as part of a broad and balanced curriculum.

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools.

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

RSHE plays a very important part in fulfilling the statutory duties all schools must meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and offline safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- Sex and Relationships Education (SRE) is an important part of PSHE Education (DfE, 2014).
- Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2019, Education Inspection Framework Para 28).
- It is compulsory for all maintained schools to teach the parts of sex education that fall under **National Curriculum Science** which must be taught to all pupils of primary and secondary age e.g. the **biological aspects** of puberty and reproduction (Education Act 1996, National Curriculum 2014).

PSHE Policy

Updated government safeguarding guidance is now available (Keeping Children Safe in Education, 2020) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holidays especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government **Multi-agency practice guidelines: Female Genital Mutilation (2016)** which includes a section for schools.

RSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including, but not exclusive to, the:

- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Drug and Drug-Related Incidents (including Alcohol) Policy
- Equality (including Inclusion) Policy
- Health and Safety Policy
- Internet Use Policy and Safe Use Agreement
- RE Policy
- Safeguarding Policy
- Preventing Radicalisation Policy
- Special Educational Needs Policy

The role of the Headteacher, PSHE Leader and Governing body

It is the responsibility of the Governors to ensure that as well as fulfilling their legal obligations, they should also make sure that:

- all pupils make progress in achieving the expected educational outcomes regarding RSHE
- RSHE is well led, effectively managed and well planned
- the quality of RSHE 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
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

The PSHE Lead liaises with external agencies regarding the school RSHE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The headteacher monitors this policy with the PSHE Lead on a regular basis and reports to governors, when requested, on the effectiveness of the policy. Parents should be consulted on the RSE policy and have the opportunity to express their views. They also must be informed of the limits of their right to withdraw their child from sex education and can do so within these limits.

Monitoring and Review

- The Curriculum Committee (CCP) of the governing body monitors the RSE policy on an annual basis.
- The committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.
- The headteacher and PSHE Lead give serious consideration to any comments from parents about the sex education programme and makes a record of all such comments to relay to Governors.

PSHE Policy

- Governors require the headteacher to keep a written record, giving details of the content and delivery of the RSE programme that is taught in your school.
- Governors should scrutinise materials to check they are in accordance with the school's ethos.
- Parents and carers have the right to see sample materials used within the teaching of RHSE and can do so by prior appointment with the Headteacher or PSHE Lead
- Our PSHE programme materials are copyrighted the school is not permitted to put teaching materials on the public facing website or provide electronic copies of materials to parents and carers at home.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

"Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils." (DfE, 2019)

RSE Content

The grid below shows specific RSE content for each year group:

Age

4-5	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
5-6	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.
6-7	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.

7-8	<p>Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect</p> <p>Others: awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.</p>
8-9	<p>Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.</p>
9-10	<p>Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; growing responsibility; coping with change.</p>
10-11	<p>Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology. Self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.</p>

Withdrawal from RSE lessons

Parents/carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum Science and that included within Statutory Relationships and Health Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or PSHE Lead who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the **specific sex education lessons** until the request for withdrawal has been removed.

Parents and carers cannot withdraw from any aspect of Relationships Education and in maintained schools, Health Education lessons covering the changing adolescent body (puberty).

Working with parents and carers

The government guidance on Relationships, Sex Education and Health Education (DfE, 2019) emphasises the importance of schools working in partnership with parents and carers.

Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science,

PSHE Policy

Geography, History, RE, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Parents should understand the purpose and content of Relationships Education and RSHE. Good communication and opportunities for parents to understand and ask questions about the school's approach can help increase confidence in the curriculum.

Girls' understanding of sanitary products and disposal in school

As part of lessons on puberty girls will be made aware of the procedures in place for accessing and the safe disposal of sanitary products. The school is aware that period poverty can be an issue for some pupils and do ensure that girls have access to appropriate sanitary products during school time.

Health Education including substance education, mental health education and safety education

Effective Health Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others' health and well-being.

Moral and Values Framework

The Health Education programme at our school reflects the school ethos and demonstrates and encourages the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

PSHE - Health Education Content

The grid below shows specific Health Education content for each year group:

Age

4-5	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.
5-6	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.
6-7	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.

PSHE Policy

7-8	Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; difficult challenges and achieving Success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's important online and offline; respect for myself and others healthy and safe choices; body changes at puberty.
8-9	What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams. overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.
9-10	Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty.
10-11	Choices, consequences and rewards; group dynamics; democracy, having a voice; emotions in success; making a difference in the world; motivation; recognising achievements; compliments; taking personal responsibility; how substances affect the body; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use; self-image; body image; impact of media; discernment; puberty; reflections about change; respect and consent.

How is PSHE organised in school?

Our PSHE curriculum brings together PSHE, emotional literacy, social skills and spiritual development in a comprehensive programme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Our PSHE programme is designed as a whole school approach, with all year groups working on the same unit/theme at the same time. This enables each unit to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six units in the programme that progress in sequence from Autumn to June/July. Each unit has six lessons. Each lesson has two Learning Intentions: one is based on specific PSHE learning and one is based on emotional literacy and social skills development to enhance children's emotional and mental health.

PSHE Policy

The enhancements mean that the mindful approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Teaching PSHE at Wingrave CE School:

- The class teacher in every year group is responsible for delivering a PSHE lesson every week.
- The class teacher will monitor and evaluate lessons weekly.
- The PSHE Lead, Ms J Lee, will monitor and evaluate on a termly basis including a variety of book looks, learning walks, pupil voice and staff questionnaires.
- The PSHE Lead delivers a half-termly, whole school assembly to introduce each Unit (6 per year).
- The Governor responsible for PSHE is Mrs L Williment.

Differentiation/SEN

Our PSHE programme is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each lesson to meet the needs of the children in their classes. To support this differentiation, many lessons suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. If any changes are implemented nationally because of the Rochford Review, our PSHE programme will make the necessary amendments.

Our PSHE curriculum will review

- How the needs of particular pupils will be met, for example boys, girls, pupils with special educational needs and disabilities
- How provision is inclusive of all pupils and consistent with the Equality Act
- How progression is ensured between Early Years Foundation Stage to primary, and primary to secondary

Safeguarding

Sometimes disclosures may be made during PSHE lessons. If this happens, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.

Assessment

Teachers will be eager to ensure children are making progress with their learning throughout their PSHE experience. Therefore, each unit of work has an assessment task, usually in the final/lesson 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to reflect on, and assess, their own learning.

Recording and tracking progress

To support the teacher in tracking each child's PSHE Learning progress throughout the year, there is a Pupil Tracking Grid. This sheet has the three attainment descriptors for each unit, using a best-fit approach to assess whether a child is: *working at*, *towards* or *beyond*.

Monitoring and evaluation

The PSHE Lead will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

PSHE Policy

Evaluation of the programme's effectiveness will be conducted based on:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

External contributors

External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to the PSHE programme. Teachers will always be present during these sessions and remain responsible for the delivery of the PSHE programme.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every lesson with the Class Charter. Children devise their own Class Charter at the beginning of the year so that they have ownership of it. **For example:**

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Any disclosures will be handled in accordance with school Safeguarding procedures and brought to the attention of a Designated Safeguarding Lead (DSL).

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views, including those of the Church. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSHE-related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to a DSL if they are concerned.

PSHE Policy

Our school believes that RSHE should meet the needs of all pupils, answer appropriate questions and offer support. In PSHE lessons that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. LGBT+ bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

Involving parents and carers

The school believes that it is important to have the support of parents, carers and the wider community for the PSHE programme. Parents and carers are given the opportunity to find out about and discuss the PSHE programme through:

- * Parent/carer PSHE awareness sessions
- * Learning Discussions
- * Classroom Displays

Links to other policies and curriculum areas

We recognise the clear link between PSHE and the following curriculum areas. Staff are aware of the need to refer to relevant policies when appropriate.

- Science curriculum
- Teaching and Learning Policy
- Equal Opportunities Policy
- Safeguarding Policy

Training and support for staff

The PSHE Lead engages with training opportunities, county-wide PSHE forums and subject leader forums. All staff benefit from CPD and information cascading, via the PSHE Lead, in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify in-house training needs on a regular basis when relevant support is provided.

Dissemination

This policy is available on our school website where it can be accessed by the community. Copies are available from the school office on request from parents/carers.

Confidentiality and Child Protection/Safeguarding Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to a DSL who takes action as laid down in the Safeguarding Policy. All staff members are familiar with the policy and know the identity of the DSLs. The child concerned will be informed that information is being shared in line with our Safeguarding policy and the reasons why. The child will be supported by the teacher throughout the process.