



# Infant and Junior RSE and PSHE Policy

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THIS POLICY REFERS TO ALL PUPILS IN THE INFANT AND JUNIOR SCHOOL INCLUDING THOSE IN EYFS



## **Nottingham High Infant and Junior School (inc. EYFS) Relationships and Sex Education (RSE) and PSHE Policy**

Relationships and Sex Education is taught at NHIJS through our PSHE curriculum and our Science curriculum. PSHE is concerned with the emotional health and wellbeing of the individual child, the school community and society. In NHIJS, PSHE seeks to support the wider school ethos, by developing pupils' awareness of themselves, both as individuals and as participants in society.

PSHE is taught as a timetabled subject throughout the School. The curriculum is developed and adapted from the JIGSAW scheme of work, published by the Jan Lever group. This has been developed specifically for primary schools and is recommended by the PSHE Association.

In the Infant and Junior School, every year group has a designated PSHE lesson once a week. Each year delivers the same part of our curriculum scheme at the same time of year, ensuring continuity of learning.

PSHE subject matter is also developed by regular assemblies and by form teacher interaction with pupils in form time. In some topics, it supplements learning from other subjects in the curriculum, notably Science, ICT and Physical Education.

Overall, PSHE develops from a more individual child-centred approach in the Infant School to a broader, more community-focused approach in the Junior School.

Much of the Relationships and Sex Education delivered to the IJS pupils will feature explicit links to the IJS Roadmap. For example, Year 5's Sex Education will focus on puberty and be linked to targets such as 'I understand how and why my body will change' and 'I know how to take care of my body' which are part of the 'I am happy and healthy' strand.

### **Definition of Relationships Education at Nottingham High Infant and Junior School**

Relationships education is a strong element of the School's scheme of work. This is in line with DFE regulations, which came into force in 2020, requiring primary schools to deliver compulsory relationships education. Educating pupils about relationships gives them the skills required to be able to develop healthy and nurturing relationships as they mature. The term 'relationships' in the primary context focuses on the fundamental building blocks of positive relationships, particularly friendships, family relationships and relationships with other children and adults. The focus is on learning what is meant by the term 'relationship', what friendship is, what family means and who children can turn to for support. There is also a focus on safe online relationships and behaviour.

In addition, there is also learning about personal space and boundaries, showing respect and safe physical contact which are important for developing a child's initial understanding of boundaries and consent, before this is developed in secondary education.

### **NSPCC**

NHIJS regularly arranges age-appropriate assemblies and workshop opportunities with the NSPCC, which teaches pupils to recognise and report abuse, including emotional, physical and sexual abuse. We aim to arrange these sessions at least once every two years.



In the Infant school and lower KS2, the emphasis is on personal space and the NSPCC 'Underwear Rule' or 'PANTS' rule: [https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/?gclid=aw.ds&&gclid=EAlalQobChMllc3U45Cu6glVxrTtCh1b\\_QLWEAAYASAAEgJKMvD\\_BwE&gclid=aw.ds](https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/?gclid=aw.ds&&gclid=EAlalQobChMllc3U45Cu6glVxrTtCh1b_QLWEAAYASAAEgJKMvD_BwE&gclid=aw.ds)

Workshops in UKS2 explore and discuss age appropriate scenarios surrounding abuse.

Parents are informed about the content of both assemblies and workshops beforehand as well as the opportunity to raise questions directly with the School, our NSPCC contact will provide an opportunity for parents to contact the providers beforehand if they have any questions about the content of their sessions.

### **Relationships Curriculum at Nottingham High Infant and Junior School**

This focuses on five key areas, as outlined in DFE regulations.

- Families and people who care for me
- Caring friendships
- Respectful Relationships
- Online Relationships
- Being safe.

In our scheme of work, these key areas are taught under the following topic headings:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Each topic is taught for a half term and covers different elements of the five key areas (as outlined above). Coverage of the key expectations for pupils in each key stage is tracked yearly.

The Relationship Curriculum has a number of key outcomes for pupils by the end of Key Stage 2 (the end of Primary Education). These are summarised in the table below.



| TOPIC                               | PUPILS SHOULD KNOW  |
|-------------------------------------|---|
| Families and people who care for me | <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> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> </ul>  |
| Caring friendships                  | <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>  |
| Respectful relationships            | <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> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul> |



| TOPIC                | PUPILS SHOULD KNOW   |
|----------------------|--|
| Online Relationships | <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>   |
| Being safe           | <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> |

## Sex Education

DFE regulations do not require primary schools to teach sex education. However, it is strongly recommended that puberty is taught to children in Years 5 and 6. Puberty is part of the Science curriculum in Year 5.

At Nottingham High Infant and Junior School, we believe it is important for our older pupils, to have the opportunity to discuss their concerns and questions around the topic of puberty, in support of the Science curriculum. At NHIS, we include puberty in the Year 5 PSHE curriculum.

In line with DFE regulations, a letter is sent out to parents in Year 5 prior to any sex education lessons being taught. This outlines the content of the lessons, provides opportunities for questions and state that parents may choose to opt out of sex education lessons in primary schools. Parents wishing to withdraw their children from puberty lessons in PSHE will be asked to write to the head teacher and will be invited into school to discuss their decision.



In Year 5 PSHE lessons, puberty is taught in same sex groups, providing a safe space for children to ask questions. Anonymous boxes are used to post questions to avoid embarrassment for the child. Teachers use sensitivity and their knowledge of what is age appropriate to answer questions. The aim is to acknowledge and explore the pupils' understanding and worries, answering in a clear and factual manner.

### **Managing Difficult Questions**

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Most questions will be answered simply, clearly and factually. Teachers may decide that it is inappropriate to answer some questions in a whole class setting and choose to answer individually. If a question relating to SRE is deemed inappropriate to the year group in question, the class teacher may choose to discuss with the Head or Deputy Head (Pastoral). Parents may also be contacted in order to help open a dialogue at home and discuss with their child in a level or detail they feel comfortable with. In some cases, pupils may raise questions or make comments during discussions that may concern staff from a safeguarding point of view. In these cases, the usual safeguarding procedures must apply and be put into action quickly.

### **Health Education**

PSHE in Nottingham High Junior and Infant School supports the whole school aim of developing good physical and mental health in our pupils. As such, our PSHE syllabus supplements our assemblies, form tutor time and curriculum subjects by covering key recommendations in the DFE Statutory Guidance for Physical Health and Mental Well-being (not statutory for independent education providers).

Key areas studied are:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body (as outlined about: Sex education)

By the end of Key Stage 2 (the end of Primary Education) there are a number of key outcomes that our PSHE/Health curriculum will have contributed towards in respect to pupils' knowledge and understanding, in line with DFE regulations. These are summarised in the table below.

| <b>Pupils should know:</b>   |
|--|
| <b>Mental wellbeing</b>  |
| <ul style="list-style-type: none"><li>• that mental wellbeing is a normal part of daily life, in the same way as physical health</li><li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li></ul> |



- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing

### Internet safety and harms

- that for most people the internet is an integral part of life and has many benefits
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- where and how to report concerns and get support with issues online
- why social media, some computer games and online gaming, for example, are age restricted
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted

### Physical health and fitness

- the characteristics and mental and physical benefits of an active lifestyle
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health

### Healthy eating

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the principles of planning and preparing a range of healthy meals
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

### Drugs, alcohol and tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

### Health and prevention

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer



- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- the facts and science relating to allergies, immunisation and vaccination

#### **Basic first aid**

- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first-aid, for example dealing with common injuries, including head injuries

#### **Changing adolescent body**

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle

### **Aims of PSHE at Nottingham High School**

- PSHE education at Nottingham High School is a partnership between home and school.
- It ensures pupils' views are actively sought to influence lesson planning and teaching and is relevant to pupils at each stage in their development and maturity.
- It includes the acquisition of knowledge, the development of life skills and respectful attitudes and values, at an age appropriate level.
- It helps pupils to understand on and offline safety.
- It helps pupils to develop an understanding of both physical and mental well-being.
- It makes use of active learning methods, and is assessed and evaluated in line with key objectives set out in the scheme of work.
- It is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience in line with the Equality Act 2010.
- As per the provisions of the Equality Act 2010 under which religion or belief are among protected characteristics, it will be ensured that the religious background of all pupils will be taken into account when planning and teaching.

PSHE contributes to:

- A positive ethos and environment for teaching and learning.
- The safeguarding of pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school.
- A better understanding of diversity and inclusion, building towards a reduction in prejudice and bullying.

### **PSHE and the wider curriculum at Nottingham High Infant and Junior School**

PSHE is embedded within many curriculum areas at the Infant and Junior School including, Science, P.E. and ICT. Where a component of PSHE is integrated into a national curriculum subject there will be no right of withdrawal.

As well as teaching being integrated across National Curriculum subjects, provision is made for PSHE to be part of form periods, pastoral time, whole or year group school assemblies and in other relevant lessons (eg Science, R.E.).





As an independent school there is no statutory requirement for Nottingham High Infant and Junior School to deliver Health Education except in EYFS. However, we seek to deliver a health education to pupils and this will be included across National Curriculum subjects as well as part of our PSHE provision in KS1 and KS2. In EYFS, Physical Development is statutory and this incorporates both 'Moving and Handling' and 'Health and Self-care' which links directly to Health Education.

As part of Nottingham High School's approach to the delivery of PSHE, where elements of the PSHE curriculum are delivered through a National Curriculum subject, Heads of Department will be responsible for informing the Head of PSHE in the Infant and Junior School respectively, in order that this can be added to overall curriculum mapping. Such mapping is to be reviewed annually.

Where PSHE is delivered as part of the PSHE curriculum it is taught by class teachers using the School's scheme of work and resources.

All teachers are made aware of the requirements of the Equalities Act 2010 in the Staff Handbook.

When appropriate, external agencies may be used to deliver content within the classroom, where this is the case, such agencies will be supervised by class teachers at all times. In line with the School's *Visitors and Visiting Speaker Statement* and *Safeguarding and Child Protection* policy, appropriate checks will be made on external speakers. When external agencies are used, the impact of these sessions will be closely monitored and reviewed as part of the programme of quality assurance to ensure that students get the best outcome.

It may be that students make safeguarding disclosures when discussing PSHE topics and these will be addressed in line with the procedures set out in the *Safeguarding and Child Protection* policy, published on the School's website. All Nottingham High School staff have received safeguarding training, including on how to manage disclosures.

### **PSHE monitoring and evaluation**

The Head, Deputy Head Pastoral and the PSHE Coordinator are accountable to the Governors in ensuring that the Policy operates in practice as per paragraph 38 in *Relationships Education, Relationships and Sex Education (RSE) and Health Education*. The PSHE Coordinator is directly line managed by a member of the Senior Management Team, and monitors the PSHE programme at regular intervals in order to evaluate and adjust the programme where necessary. This is achieved by a programme of quality assurance that includes: observations of teaching staff; an annual review of the programme of study; an evaluation of PSHE content by students and an annual review of the PSHE Policy.

### **Pupil Voice**

As part of the delivery of PSHE at Nottingham High Junior and Infant School pupils will be invited to share their opinions on the content and delivery of the lessons each year. This will be accomplished through yearly pupil interviews with selected pupils from each year group. Feedback from these interviews will be acknowledged and acted on, as and where appropriate, in the yearly development plan for PSHE. This will contribute towards ensuring that the lessons delivered to pupils are not only appropriate but also engaging.

### **Parental Partnership and the Right to withdraw**

The School believes that Parents are the key figures in guiding their children to cope with the emotional,



physical and psychological aspects of growing up. 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.

Through its PSHE programme the School has a complementary and supportive role to that of the parents and we welcome parental engagement in relation to this programme. This policy is available to all parents on the School's website. Parents are welcome to discuss the Programme of Study with Jenny Abell, Head of PSHE at the Junior School ([abell.ja@nottinghamhigh.co.uk](mailto:abell.ja@nottinghamhigh.co.uk)), Georgina Jackson, the Head of PSHE at the Infant School ([jackson.g@nottinghamhigh.co.uk](mailto:jackson.g@nottinghamhigh.co.uk)), or Christian Cordy, Pastoral Deputy Head ([cordy.c@nottinghamhigh.co.uk](mailto:cordy.c@nottinghamhigh.co.uk)) along with seeing exemplar lesson plans on request as per guidance.

Parents of pupils are allowed to request for their child to be withdrawn from any of the sex education programme delivered within PSHE in primary schools. Where parents would like to action this, a request must be made in writing to the Head of the Infant and Junior School. Where pupils are to be withdrawn, adequate provision for their supervision in school during this time will be made. Please note that the right to withdraw only applies to the sex education programme in PSHE lessons and all pupils will be required to attend lessons on relationships education.

### **Equality Protected Characteristics**

Under the provisions of the Equality Act 2010, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

In line with the provisions made within the Equality Act, it will be the position of Nottingham High School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic.

It is the intention of Nottingham High School overall to build a culture where sexism, misogyny, homophobia and gender stereotypes are not tolerated, and any occurrences are identified and addressed appropriately. There are posters displaying the nine protected characteristics (as set out in the Equality Act) in all KS2 classrooms.

In the Infant and Junior School, our ethos actively develops in our pupils an awareness of a diverse and rich society where respect for differences is the expected norm. Equality is embedded into the PSHE scheme of work, by presenting pupils with a diverse depiction of society within lessons. In addition, in the Celebrating Difference section of our scheme of work, we look to develop an understanding of situations in which bullying behaviour or stereotypical judgements could lead to language and behaviour that is discriminatory or prejudicial.

PSHE is complemented by our RE curriculum, which explores and celebrates religions from around the world.

### **Our Approach to Diversity and Inclusion:**

At the Infant and Junior School, our ethos actively develops in our pupils an awareness of a diverse and rich society where respect for differences is the expected norm. Under the umbrella term of, 'Bring your whole self to school,' we aim to create a welcoming environment for all children and families, where children are encouraged to be themselves.



Equality is embedded into the PSHE scheme of work, partly by presenting pupils with a diverse depiction of society within lessons. This diversity is inclusive of all of the protected characteristics groups identified in the Equality Act.

In addition, in the Celebrating Differences section of our scheme of work, we look to develop an understanding of situations in which bullying behaviour or stereotypical judgements could lead to language and behaviour that is discriminatory or prejudicial.

In Years 5 and 6, we look at aspects of the Equality Act, with lessons focused on celebrating different cultures, and racism and cultural bullying in Year 5. In Year 6, we focus on disability and on LGBTQ+ identity.

PSHE is complemented by our RE curriculum, which explores and celebrates religions from around the world.

### **LGBTQ+**

At the Infant and Junior School, our approach to LGBTQ+ links directly to our approach to diversity and inclusion.

Each year, Nottingham High School participates in LGBTQ+ history month. In the Senior School, this entails a mix of speakers and activities appropriate to a secondary environment.

At the Infant and Junior School, we celebrate 'I Am Me Month' (linked to the IJS Roadmap) and each year celebrate three of the nice protected characteristics, rotating each year so that all nine are covered in this manner at least once every three years. For the protected characteristics linked to LGBTQ+, we define clearly for the pupils what LGBTQ+ means using age appropriate language and resources and explain why there is an LGBTQ+ History month. During this work, we will share age appropriate LGBTQ+ themed picture books and will look at some famous figures who are part of the LGBTQ+ community.

In PSHE lessons, in Years 3 and 4, our aim is to be inclusive. When referencing families or relationships, we ensure that a broad representation of different types of family and relationship are included and discussed. We may also include LGBTQ+ examples in other scenarios; for example, in lessons looking at inclusion and exclusion.

In Year 5 and 6, we discuss LGBTQ+ as part of understanding the Equality Act and protected characteristics. In Year 6, we look at what it means to be transgender.

### **Pupils with Special Educational Needs & Disabilities (SEND)**

PSHE is made accessible to all pupils at Nottingham High Infant and Junior School. This is particularly important when planning teaching for pupils with special educational needs and disabilities. Teaching is differentiated and personalised, and ensures accessibility through these means

The School is aware that some pupils are more vulnerable to bullying and other issues due to the nature of their SEND. Such factors are taken into consideration in teaching the subject. There may be a need to tailor content and teaching to meet specific needs of pupils at different developmental stages. The School ensures that teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.



## Policy Development

The PSHE policy is being developed in consultation with parents, staff and pupils. The consultation and policy development process include the following steps:

- Initial parent review – survey conducted and feedback taken into consideration when writing the first draft of this policy.
- A review of current national and local guidance by PSHE Coordinator and Deputy Head Pastoral
- Parents, staff and pupils will be consulted and given the opportunity to review the policy and invited to provide feedback
- After completion of the consultation process, amendments to the policy will be made and the policy will be shared with governors.
- The policy is to be reviewed annually by PSHE Coordinator and Deputy Head Pastoral We will consult with others regarding any updated *Relationships Education, Relationships and Sex Education (RSE) and Health Education* and any other relevant guidance such as *Keeping Children Safe in Education*

## Linked Policies

- Alcohol, Smoking, Drugs and Substance Abuse Policy
- Equal Opportunities Policy
- IT Acceptable Use Policy for Students
- Misbehaviour and Exclusions Policy
- Parent Contract Terms and Conditions
- Pastoral Care Policy
- Procedure on Responsible Behaviour in Cyber Space
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Promoting Good Behaviour Policy
- Support for Learning IJS Policy