# Kensington Park School

# Personal, Social, Health & Economic Education (PSHE) policy

| Approved by: | Kensington Park Advisory Board | Date: 18.11.21 |
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| **Last reviewed on:** | September 2022 | |
| **Next review due by:** | September 2023 | |

## 1. Aims

This Policy is governed by the following:

- ➢ Personal, social, health and economic education (PSHE) (Updated September 2021).

  https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education

- ➢ Relationships Education, Relationships and Sex Education (RSE) and Health Education

  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

- ➢ Teaching on-line safety in schools (June 2019)

  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf

- ➢ Keeping Children Safe in Education (Sept 2022)

  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999348/Keeping_children_safe_in_education_2021.pdf

KPS aims to prepare students for their working life; mentally, physically, emotionally and academically. The purpose of the PSHE programme is to provide structure in every day learning, whereby students can celebrate each other in an open and honest culture, without bias, malice or prejudice. In line with the school's aims, the PSHE particularly focuses on:

- ➢ To value the individual.
- ➢ To provide a modern curriculum which promotes intellectual curiosity and creativity, and which fosters a love of independentlearning.
- ➢ To provide pastoral care which, by being attuned to the challenges of modern society, enables students to fulfil their potential.
- ➢ To promote a positive approach to healthy living.
- ➢ To offer a stimulating range of co-curricular activities which provide opportunities for personal growth, teamwork and leadership.
- ➢ To operate with the highest regard for Safeguarding.

➢ To promote responsible attitudes – including those linked to sustainable living - towards the wider community both at home and overseas.

➢ To nurture links with our partners locally, nationally and internationally.

➢ To equip students with the tools to deal with the challenges of the modern workplace and the global economics.

The Policy A whole school approach is essential in terms of enriching the total experience of wellbeing in school. This includes:

➢ Creating a sense of belonging for all, whilst also developing an understanding of themselves so they can emerge as confident, well rounded and positive individuals.

➢ Contributing to their personal development, through building their confidence, resilience and self-esteem so they can live healthy, safe, responsible and balanced lives.

➢ Exploring, recognizing and celebrating their own and other's values, attitudes, beliefs, rights and responsibilities.

➢ Modelling positive behaviour to students and enabling them to feel safe.

➢ Creating an environment of respect and tolerance, regardless of their cultural backgrounds and religion.

➢ Developing the ability to work with others and develop and maintain good relationships. Embedded within the whole school ethos are opportunities to promote students' spiritual, moral, social and cultural (SMSC) development. This is demonstrated both formally, within lessons and extra-curricular activities, and informally, in staff and student relationships and the day-to-day running of the school. The KPS PSHE curriculum provides an ideal starting point for supporting such SMSC development, enhancing the health and wellbeing of students.

**School environment, relationships and ethos of the school**

Diversity at Kensington Park School (KPS) is celebrated, with over 35 languages spoken amongst students and staff. Students have joined KPS from local state primary schools, local and national preparatory schools, and international schools. Their experiences and moral backgrounds are equally contrasting.

Our student's personal, social and emotional development is encouraged by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning.

We treat our students as young adults, guiding and reinforcing positive behaviour and meaningful relationships through our own behaviour as staff.

Students treat each other with respect, understanding and compassion at all times.

Key areas that are promoted to students at Kensington Park School are:

➢ **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)

- ➢ **Relationships** (including different types and in different settings, including online) Health & wellbeing (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)

- ➢ **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010) Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)

- ➢ **Change** (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)

- ➢ **Pow**er (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it Can be challenged or managed through negotiation and 'win-win' outcomes).


## 2. Statutory requirements

We must teach relationships and sex education (RSE) under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance

We must teach health education under the same statutory guidance

Our PSHE education programme supports our school to meet our statutory duties 'to promote the well-being of pupils at the school' and to ensure that we have a balanced and broadly-based curriculum which:

- ➢ promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.

- ➢ prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

In the planning and delivery of PSHE education we will show due regard under the Equality Act 2010 to the need to:

- ➢ Eliminate discrimination and harassment

- ➢ Advance equality of opportunity and

- ➢ Foster good relations We will also comply with the Human Rights Act 1998.2 We will make every effort therefore to ensure that our PSHE programme is inclusive of all groups of students, is informed by their needs and reflects the diversity of our school and wider community.

- ➢ PSHE supports understanding of equality and diversity, the development of critical thinking skills, and encourages respectful and safe discussion and debate on sensitive issues. Our PSHE programme and the Computing programme also support us in our safeguarding duties and develop the skills students need to keep themselves safe, including online.

# 3. Content and delivery

## 3.1 What we teach

To facilitate students learning in PSHE:

➢ The purpose of each lesson is made clear with students being taught in their form tutor groups and during their PSHE lessons

➢ Appropriate learning experiences are planned and meet the needs of all the students in the class.

➢ Learning experiences draw on students own experiences or existing knowledge and provide a range of opportunities for students to learn, practise and demonstrate skills, attitudes and knowledge and understanding.

➢ Time is given for students to reflect, consolidate, discuss and apply their learning.

➢ Students are encouraged to take responsibility for their own learning and to record their own progress.

➢ Attention is given to developing a safe and secure classroom climate.

➢ Staff are provided with INSET training across the year as and when new skills or knowledge is required. This can be in the shape of visiting speakers and trainers, or safeguarding training.

➢ There is on-going evaluation and monitoring of the programme for PSHE through the Director of Safeguarding and Heads of Year meeting with tutors and PSHE tutors.

➢ The PSHE programme is proactive, not reactive, in giving students a framework for developing as young adults. However, should particular topics need to be introduced at short notice, time is given through form periods and an alteration of the scheme of work. The school leads the programme but outside visiting speakers have an important role, for example leading groups about eating disorders, RSE, consent and careers advice.

The PSHE program promotes the ethos of British values. British values are a set of four values introduced to help keep children safe and promote their welfare. The promotion of British values is firmly embedded in the work that we do and is actively promoted.

➢ Rule of law
➢ Individual liberty
➢ Mutual respect and tolerance of different faith and beliefs
➢ Democracy

When required areas are handled with great sensitivity and students who do not wish to participate may leave the room. KPS celebrates student's successes in PSHE through the presentation of work in assemblies, meetings with the school council or Head's Commendations. A successful piece of work can also be displayed on the dedicated PSHE section of Firefly or via a news story on our school website.

### 3.2 How we teach it

Opportunities exist throughout the curriculum for promoting students' personal, social and emotional development. Staff have identified an entitlement for students throughout their school career and opportunities for enrichment within the curriculum.

In the Lower School staff teach PSHE weekly in tutor time and as a dedicated subject either weekly in Y7 or fortnightly in Y8-11.

Sixth Form Staff cover topics during tutor time and on Wednesday Enrichment afternoons.

Assemblies cover PSHE topics and external contributions from professionals are also included.

Themed National days are also recognized. The PSHE policy is regularly reviewed and adapted to the current needs of the students.

All pupils will be included regardless of their ability or special educational needs and/or disability. The school SEND leader will work with tutors and senior leaders to ensure that all pupils are able to access the curriculum.  This additional support provision will be monitored regularly.

Teachers can raise any concerns about their ability to teach certain areas of the curriculum without letting their personal beliefs and attitudes affect them by communicating their concerns with the Director of Safeguarding or Head of School.

Pupil progress will be communicated to parents via reports or as part of parent evenings.

### The scheme of work

Areas that are covered by this policy include, but are not limited to the following areas. Their content is differentiated between key stages and can be found in the relevant schemes of work.

## Health & wellbeing

### Self-concepts

➢ Including reflections on strengths and weaknesses, building self-confidence and  esteem

➢ Recognizing the impact of external demands, including the impact of media and social media, on wellbeing and resilience.

➢ Transition into life phases and body image.


**Mental health & emotional wellbeing**
➢ Mental health and wellbeing awareness
➢ Knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating.
➢ Recognising indicators of poor mental health and how to cope with change.
➢ Being open to help.
➢ Helping students to find ways to recognize triggers and respond to unhealthy strategies, e.g. self-harm, eating disorders, depression, anxiety & compulsive behaviours.


**Healthy lifestyle / health related decisions**

➢ Work-life balance, sleep and exercise.
➢ Showing students ways of accessing reliable information on all aspects of physical and mental health in order to make informed decisions.
➢ Informing students about the value of blood, cell and **organ** donation to individuals and society.
➢ Encouraging students to take personal responsibility for maintain and monitoring health, e.g. cancer screening, breast screening and illnesses specific to young adults.
➢ The impact of industry and advertising on personal health and harmful behaviour. Maintaining a healthy lifestyle on a budget.


**Drug, alcohol & tobacco**

➢ Positive & negative uses of drugs.
➢ The importance of identifying, managing and seeking help for unhealthy behaviours, e.g.smoking.
➢ The law and our school's policy relating to the supply and misuse of legal & illegal substances.
➢ The wider impact of drugs on the individual and society as a whole.
➢ How alcohol & drug use affects decision making and personal safety, including looking out for friends, safe travel and drink spiking.
➢ The impact of impact and drug use on road safety, reputation and career.


**Managing risk & personal safety**

- ➢ Ways of identifying & assessing risk and personal safety including while on-line and travelling.
- ➢ Understanding of how to keep themselves safe from risks such as abuse, sexual exploitation and domestic violence.
- ➢ The use of first aid in emergencies & life-saving skills in different contexts.
- ➢ Knowing their legal rights and responsibilities when travelling abroad.

**Sexual health, puberty and fertility**

- ➢ Different types of intimacy and their potential emotional & physical consequences. STIs, their treatment and how to reduce risk of transmission
- ➢ Fertility, pregnancy, miscarriage and termination.
- ➢ Use of contraception, access to it (including in an emergency) and its side effects. The risks related to unprotected sex and being able to negotiate and assert the use of contraception with a sexual partner
- ➢ How to take responsibility for their sexual health or pregnancy and how to seek support.
- ➢ Parenting skills and services that offer support Challenges of growing up, including puberty and menstrual wellbeing
- ➢ The current legal position of abortion and the range of beliefs and opinions about it.
- ➢ How to access help

# Relationships

- ➢ Identifying types of relationships (positive and negative), their characteristics, and the benefit of positive relationships.
- ➢ To articulate relationship values and how to apply them.
- ➢ The role of pleasure in relationships
- ➢ The importance of inclusive behaviour and mutual respect, challenging prejudice and discrimination
- ➢ Celebrating diversity among young people
- ➢ Knowing where to seek help if in an unhealthy relationship, being prepared to challenge the way cultural views influence relationships.
- ➢ Explore the differences between biological, sex, gender identity and sexual orientation
- ➢ The importance and maintenance of committed relationships, including their legal rights and protection provided by the Equality Act, 2010

➢ Awareness of that no one should be forced into marriage through threat or coercion. On-line safety with reward to relationships

➢ Impact of social media on relationships due to idealization, pornography and peer pressure.

➢ Understanding the difference between love and lust

➢ Considering how students' own values influence their decisions, goals and behaviours

➢ To manage the ending of relationships safely and respectfully, including on-line, and the impact of a digital legacy

➢ Ways to manage grief about changing relationships: the impact of divorce, bereavement and separation.

➢ The importance of trust in relationships and the boundaries around professional relationships

➢ To evaluate the expectations around gender roles, behaviour and intimacy around romantic relationships and to understand the moral and legal responsibilities that someone seeking consent has.

➢ Everyone has the choice to delay sex or to enjoy intimacy without sex. Recognising the advantages of delaying conception, whilst accepting the changes in fertility with age.

➢ The influence of drugs and alcohol upon decision making in relationships

**Consent**

➢ The importance of respecting and protecting people's rights in regard to consent, in all contexts including on-line, and as relationships mature

➢ To understand the implications of failing to respect consent and the consequences that follow

➢ Being fully aware of what consent actually means, how to seek help and the law relating to sexual consent

➢ The seeker of consent is legally and morally responsible that consent has been given, respecting if consent has not been given or is withdrawn.

➢ The impact of sharing sexual images without consent and consequences for doing so

➢ The impact of attitudes towards sexual abuse and victim blaming, including when abuse occurs online

**Bullying, abuse and discrimination**

➢ To recognize when others are using manipulation or coercion and how to respond

- To be able to identify the characteristics of abusive behaviour, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation
- To recognize warning signs including on-line and how to report abusive behaviours or access support for themselves or others.
- Exit strategies to unhealthy relationships or aggressive social situations
- The law and their rights relating to abuse in relationships, including coercive control and on-line harassment, FGM
- Recognising bullying and its impact in all it's forms including peer on peer abuse, sexting and upskirting
- Learning skills to manage being targeted, or witnessing others being bullied
- Skills and strategies to manage exploitation and control
- The unacceptability for prejudice-based language and behaviour
- The important of getting help in domestic abuse and the law relating to honour based and violence and forced marriage.

**Prevent duty**

- To evaluate the dangers and consequences of being in gangs, serious organized crime or carrying a weapon

## Living in the wider world

**Learning skills**

- Study skills and employability skills
- Evaluate and evidence of strengths and skills with areas for development
- Set ambitious goals matched to personal values
- Importance and benefits of being a life-long learner

**Work and career**

- Evaluation of the next step beyond school
- Appreciation of the range of opportunities available for school and career progression
- Challenging stereo types
- Different work roles and career pathway including their own early aspirations.

- Employment sectors and types
- To research, secure and take full advantage of any opportunities for work experience that are available.
- How to produce a concise and compelling CV, personal statement and help with completing UCAS

**Employment rights and responsibilities**

- Learning about employment rights and responsibilities including health and safety Confidentiality in the work place – when to keep and when to break
- Unacceptability and illegality of discrimination of harassment in the workplace and how to challenge and seek help
- Rights and responsibilities in part-time jobs

**Financial choices**

- Budgeting and benefits of saving
- Values and attitudes relating to finance and debt
- Where to access help for financial support including gambling and consumer rights
- The influence of advertising and peers on financial decisions
- To recognize financial exploitation in different contexts
- Different models of contractual terms – advantages and disadvantages
- To understand salary deductions, financial contracts and how to identify appropriate advice

**Media literacy and digital resilience**

- That there are positive and safe ways to share content on-line and the opportunities this offers
- Strategies to protecting and enhancing their professional reputation on-line
- Strategies to manage their on-line presence, using a range of technologies
- Exploring how accurate social media is and how personal data is collected and shared
- To access the causes and personal consequences of extremism and intolerance
- To be a critical consumer of on-line information in all its forms, including recognizing bias, propaganda and manipulation

> ➢ When and how to report or access help for themselves or others in relation to extremism and radicalization

Key Topics:

| Health & wellbeing |
|---|
| Relationships |
| Living in the wider world |

## Year 7 PSHE Programme

| SOW for Timetabled Weekly PSHE Lessons | Autumn Half Term 1 [approximately 6 lessons] | Autumn Half Term 2 [approximately 7 lessons] | Spring Half Term 1 [approximately 5 lessons) | Spring Half Term 2 [approximately 5 lessons] | Summer Half Term 1 [approximately 6 lessons] | Summer Half Term 2 [approximately 5 lessons] |
|---|---|---|---|---|---|---|
| | Responding to conflict and adversity | Building relationships | Personal health and puberty | Developing an awareness of life online | Bullying and prejudice (gender focus) | Bullying and prejudice (racism focus) |
| SOW for Tuesday Tutor Time Weekly PSHE Sessions | Autumn Half Term 1 [approximately 6 lessons] | Autumn Half Term 2 [approximately 7 lessons] | Spring Half Term 1 [approximately 5 lessons) | Spring Half Term 2 [approximately 5 lessons] | Summer Half Term 1 [approximately 6 lessons] | Summer Half Term 2 [approximately 5 lessons] |
| | Responding to conflict and adversity | Building relationships | Personal health and puberty | Developing an awareness of life online | Bullying and prejudice (gender focus) | Bullying and prejudice (racism focus) |

## Year 8 PSHE Programme

| SOW for Timetabled Weekly PSHE Lessons | Autumn Half Term 1 [approximately 6 lessons] | Autumn Half Term 2 [approximately 7 lessons] | Spring Half Term 1 [approximately 5 lessons) | Spring Half Term 2 [approximately 5 lessons] | Summer Half Term 1 [approximately 6 lessons] | Summer Half Term 2 [approximately 5 lessons] |
|---|---|---|---|---|---|---|
| | Responding to conflict and adversity | Building relationships | Personal health and puberty | Developing an awareness of life online | Bullying and prejudice (gender focus) | Bullying and prejudice (racism focus) |
| SOW for Tuesday Tutor Time Weekly PSHE Sessions | Autumn Half Term 1 [approximately 6 tutor periods] | Autumn Half Term 2 [approximately 7 tutor periods] | Spring Half Term 1 [approximately 5 tutor periods] | Spring Half Term 2 [approximately 5 tutor periods] | Summer Half Term 1 [approximately 6 tutor periods] | Summer Half Term 2 [approximately 5 tutor periods] |
| | | | | | | |

| | Relationships in the family | Careers, aspirations and community | Emotional wellbeing | Effective citizenship | Becoming a critical thinking consumer | Challenging discrimination |
| --- | --- | --- | --- | --- | --- | --- |

## Year 9 PSHE Programme

| SOW for Timetabled Weekly PSHE Lessons | Autumn Half Term 1 [approximately 3 lessons] | Autumn Half Term 2 [approximately 3 or 4 lessons] | Spring Half Term 1 [approximately 2 or 3 lessons] | Spring Half Term 2 [approximately 2 or 3 lessons] | Summer Half Term 1 [approximately 3 lessons] | Summer Half Term 2 [approximately 2 or 3 lessons] |
| --- | --- | --- | --- | --- | --- | --- |
| | Online Safety and wellbeing | Wellbeing and Mental health | Intimate Relationships | Initimate Relationships | Unequal relationships | Unequal relationships |

## Year 10 PSHE Programme

| SOW for Timetabled Weekly PSHE Lessons | Autumn Half Term 1 [approximately 3 lessons] | Autumn Half Term 2 [approximately 3 or 4 lessons] | Spring Half Term 1 [approximately 2 or 3 lessons] | Spring Half Term 2 [approximately 2 or 3 lessons] | Summer Half Term 1 [approximately 3 lessons] | Summer Half Term 2 [approximately 2 or 3 lessons] |
| --- | --- | --- | --- | --- | --- | --- |
| | Drugs, alcohol and peer influence | Drugs, alcohol and peer influence | Healthy relationships | Healthy relationships | Addressing extremism and radicalisation | Addressing extremism and radicalisation |

## Year 11 PSHE Programme

| SOW for Timetabled Weekly PSHE Lessons | Autumn Half Term 1 [approximately 3 lessons] | Autumn Half Term 2 [approximately 3 or 4 lessons] | Spring Half Term 1 [approximately 2 or 3 lessons] | Spring Half Term 2 [approximately 2 or 3 lessons] | Summer Half Term 1 [approximately 3 lessons] | Summer Half Term 2 [approximately 2 or 3 lessons] |
| --- | --- | --- | --- | --- | --- | --- |
| | Communication in relationships | Building for the future | Communication in relationships | Healthy relationships | Families | Families |

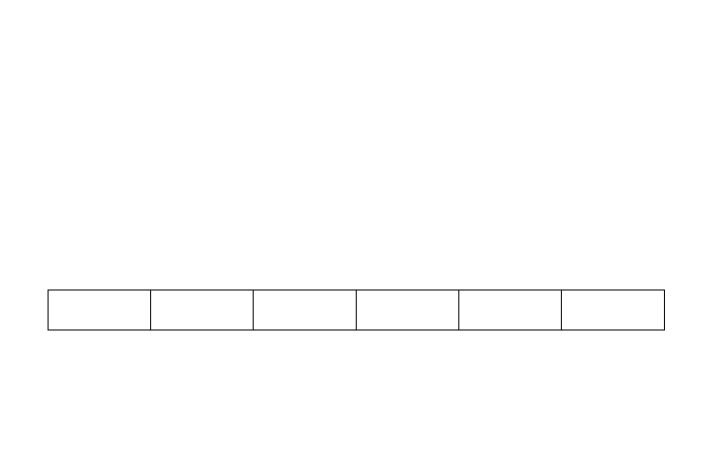Year 9–11 Yearly Rotational Tuesday Tutor Time PSHE Programme:

Key: Health & wellbeing, Relationships, Living in the wider world, RSE, British Values, SMSC, Safeguarding

| SOW for Tuesday Tutor Time Weekly PSHE Sessions | Autumn Half Term 1 [approximately 6 tutor periods] | Autumn Half Term 2 [approximately 7 tutor periods] | Spring Half Term 1 [approximately 5 tutor periods] | Spring Half Term 2 [approximately 6 tutor periods] | Summer Half Term 1 [approximately 3 lessons] | Summer Half Term 2 [approximately 5 tutor periods] |
|---|---|---|---|---|---|---|
| **YEAR A** | *Understanding our environment* | *Conversations about mental health* | *Careers and future life skills* | *Health and Independence* | *Finance (online focus)* | *PSHE yearly reflections* |
| **YEAR B** | *Sustainable living* | *Strategies for emotional wellbeing* | *Transferable employment skills and setting goals* | *Respectful relationships* | *Finance (budgeting focus]* | *PSHE yearly reflections* |
| **YEAR C** | *Effective citizenship* | *Peer pressure and its effects on mental health* | *Careers – CVs and job applications* | *Revisiting positive physical health* | *Developing examination techniques* | *PSHE yearly reflections* |

## Year 12 and 13 PSHE Programme

| SOW for Timetabled Weekly PSHE Lessons | Autumn Half Term 1 [approximately 6 sessions] | Autumn Half Term 2 [approximately 6 sessions] | Spring Half Term 1 [approximately 5 sessions] | Spring Half Term 2 [approximately 5 sessions] | Summer Half Term 1 [approximately 5 sessions] | Summer Half Term 2 [approximately 4 sessions] |
|---|---|---|---|---|---|---|
| | SMSC | Health & wellbeing | Living in the wider world | Living in the wider world | Health & wellbeing | Health & wellbeing, |
| | British Values, | British Values | SMSC | SMSC | Safeguarding | Living in the wider world |
| | Living in the wider world | Living in the wider world | Safeguarding | British Values | Living in the wider world | SMSC |
| | Health & wellbeing | SMSC | British Values | Health & wellbeing | British Values | RSE |
| | RSE | Health & wellbeing | Health & wellbeing | Safeguarding | RSE | |
| | Safeguarding | Safeguarding | British Values | RSE | SMSC | |
| | | RSE | RSE | | | |

Key: Health & wellbeing, Relationships, Living in the wider world, **RSE**, British Values, SMSC, **Safeguarding**

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## 4. Roles and responsibilities

### 4.1 The governing board

The Kensington Park School Advisory Board will approve the PSHE policy, and hold the Director of Safeguarding and Head of School to account for its implementation.

### 4.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

### 4.3 Staff

Staff are responsible for:

> Delivering PSHE in a sensitive way
> Modelling positive attitudes to PSHE
> Monitoring progress
> Responding to the needs of individual pupils

### 4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

## 5. Monitoring arrangements

The delivery of PSHE is monitored by the Director of Safeguarding, Head of School and other school leaders through monitoring arrangements, such as planning scrutinies, learning walks, etc.

Opportunities for the monitoring of personal and social development are provided in a variety of ways:

> Individual work, positive self-assessment and reflective diaries on Firefly.
> Peer on peer review and collaborative group work activities
> Discussions and questions, including at school council meetings and student voice.
> Verbal and written feedback
> Questionnaires, quizzes and surveys, for example on Microsoft forms and Firefly.
> Problem-solving, "before and after" activities and role-play
> Presentations in class and assemblies.

These measures may subsequently help to identify the need for additional support, perhaps to individuals or to the whole group, or to assist with future planning and shaping whole school policies

This policy is disseminated widely via the Policy section in firefly, and is available upon request via the school office. This Policy will be reviewed by Marla England, Director of Safeguarding, at least annually or in reflection of changes to guidance, staffing or significant incidents. At every review, the policy will be approved by the Kensington Park Advisory Board.

## 6. Links with other policies

This policy links to the following policies and procedures:

- ➢ Relationships & Sex Education Policy
- ➢ Achievement, Behaviour, Rewards & Sanctions policy
- ➢ Anti-bullying policy
- ➢ Child protection & Safeguarding policy
- ➢ School Procedures policy
- ➢ Illegal substances, drugs & alcohol policy
- ➢ Search and Confiscate Policy
- ➢ Online safety and Acceptable Use Policies