

COGNITA



INTERNATIONAL SCHOOL
ZURICH NORTH

Relationships and Sex Education (RSE) Policy

November 2022

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1 Introduction and aims

The purpose of this policy is to ensure that our Relationships and Sex Education (RSE) and supports our school ethos and fulfils our school aims, which are defined as:

Ask

We encourage all members of our community to be lifelong learners with endless curiosity and passion for discovery

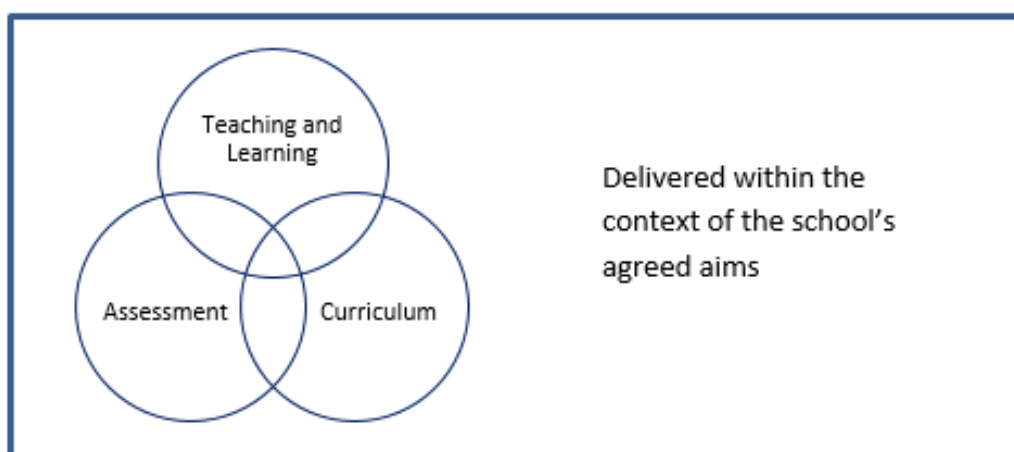
Act

We inspire open-minded and globally aware pupils, who show respect and willingness to champion positive changes

Achieve

We are committed to challenging ourselves and celebrating our intellectual, creative and physical successes

- 1.1 This policy applies to all students, including those in the Early Years.
- 1.2 This policy forms part of the curriculum.
- 1.3 We see the curriculum as, 'The total learning experience for our students, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our students experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.
- 1.4 A well-structured and coherent curriculum is a fundamental element of the tripartite education that underpins all successful schools and includes Teaching, Learning and Assessment (see model below) and is underpinned by Wellbeing.



The aims of RSE at our school are to:

- 1.5 Provide a framework in which sensitive discussions can take place.
- 1.6 Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- 1.7 Help students develop feelings of self-respect, confidence and empathy.

- 1.8 Create a positive culture around sexuality and relationships.
- 1.9 Teach students the correct vocabulary to describe themselves and their bodies.
- 1.10 Help students understand that healthy relationships are an important part of wellbeing.

2 Statutory requirements

- 2.1 Our policy follows the statutory guidance given by the British government (DfE) and meets the requirements of the Independent School Standards. Aspects of RSE are infused within the day to day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone.

At ISZN we teach RSE as set out in this policy.

3 Policy development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

- Review – The PSHE Lead reviewed all relevant information, including but not limited to, relevant national and local guidance.
- The policy was drafted in accordance with statutory guidance and aligned with the Independent School Regulations. The school curriculum plans were amended accordingly.
- Staff consultation – school staff were given the opportunity to review the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and offer commentary.
- Student consultation – students were consulted with about their RSE lessons in school council meeting and voice of the student surveys.
- Ratification – once amendments were made, the policy was published.
- Policy review – this policy will be reviewed in June 2023.

4 Definition

- 4.1 RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- 4.2 RSE involves a combination of sharing information and exploring issues and values.
- 4.3 RSE is not about the promotion of sexual activity, sexual orientation, or a specific sexual or gender identity.

5 Curriculum

- 5.1 Our curriculum is set out in Appendix 1, but we may need to adapt this as and when necessary.
- 5.2 We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students.
- 5.3 Primary sex education will focus on:
- Preparing boys and girls for the changes that adolescence brings; and
 - How a baby is conceived and born.
- It will:
- i. consider the ages, aptitudes and needs of all pupils, including those pupils with SEND/ and an EHC plan;
 - ii. not undermine the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
 - iii. ensure that discriminatory, extremist opinions or behaviours are challenged as a matter of routine.
- 5.4 For more information about our curriculum, see Appendices 1 and 2 and our Curriculum Policy

6 Delivery of RSE

- 6.1 Our RSE is taught as part of our PSHE curriculum. The PSHE course is delivered to all students through discrete PSHE lessons taught by our teachers. There are one or two lessons of taught PSHE a week. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers, trained health professionals, or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHE is also embedded within the curriculum (e.g. social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through History & RE). There are also centrally organised sessions which supplement the delivery in house.
- 6.2 Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including in primary school:
- Families and people who care for me
 - Caring friendships
 - Respectful relationships
 - Online relationships
 - Being safe

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, including in secondary school:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

6.3 For more information about our RSE curriculum, see Appendices 1 and 2 and our Curriculum Policy.

6.4 These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7 Roles and responsibilities

Staff & Governance

7.1 PSHE Lead Teacher

The person with responsibility for the overview and yearly evaluation of this policy is The Head of Pupil Welfare, Dermot Kelly. However, all staff are responsible for ensuring this policy is implemented and acted on.

When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:

- Fulfils the aims of the school;
- Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
- Provides engagement and excitement for learning.

7.2 The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from components of RSE (see section 8).

7.3 The Chair of Governors

The Chair of Governors (Michael Drake; Cognita CEO Europe) will hold the Principal to account for the implementation of this policy.

The Chair of Governors will ensure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

7.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way;
- Modelling positive attitudes to RSE;
- Monitoring progress;
- Responding to the needs of individual students; and
- Responding appropriately to students whose parents wish them to be withdrawn from components of RSE.

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

RSE teachers at ISZN are;

- Cecile Meintjes
- Clare Ward
- Gareth Taylor
- Jennifer Schmidt
- Sarah Joubert
- Emma Thompson
- Angela Nunn
- Dermot Kelly
- Sandra Price
- Kevin Lee
- John Black

8 Students

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

8.1 Students with Special Educational Needs and Disabilities

Our curriculum is inclusive and our RSE and Health Education is accessible for all students. For those pupils with special educational needs or specific learning difficulties, the school has a well-established Learning Support department, led by the Head of Learning Support Angela Nunn.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

As set out in the SEND code of practice, when teaching these subjects to those with SEND, ISZN is mindful of preparing students for adulthood.

ISZN is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

9 Parents' right to withdraw

9.1 If parents require more information on RSE for primary aged children, this is a useful information source of information for them:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

9.2 If parents require more information on RSE for secondary aged children, this is a useful information source of information for them:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812594/RSE_secondary_schools_guide_for_parents.pdf

Parents have the right to withdraw their children from the non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal.

Alternative work will be given to students who are withdrawn from sex education.

- 9.3 Parents have the right to withdraw their children from the non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal.

A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education.

10 Training

- 10.1 Staff are trained on the delivery of RSE and it is included in our continuing professional development programme.
- 10.2 The Principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11 Monitoring arrangements

- 11.1 The delivery of RSE is monitored by Dermot Kelly through: lesson observations and learning walks.
- 11.2 Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

Appendix 1: Curriculum Map

Relationships and Sex Education Curriculum Map

YEAR GROUP	TERM	TOPIC DETAIL
Nursery	Autumn 2	<ul style="list-style-type: none">• Creating healthy friendships. Caring, sharing and open-minded.• Building positive friendships• My Family• What makes me happy? What makes sad?• Talk Pants
Pre K	Autumn 2	<ul style="list-style-type: none">• Book- Friends. Creating healthy friendships. Caring, sharing and open-minded.• Importance of friendships, strategies for building positive friendships, and how positive friendships support wellbeing• Different types of families• When I feel happy and when I feel sad. I• Talk Pants
Kiga	Autumn 2	<ul style="list-style-type: none">• Working towards simple strategies between friends. Becoming more confident in asking for assistance• Build friendships with a wider group of peers. How to engage with others and be a good friend.• Different types of families including those that may be different to their own• How to share and express themselves.

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YEAR GROUP	TERM	TOPIC DETAIL
Grade 1	Autumn 2	<ul style="list-style-type: none"> • Simple strategies to resolve arguments between friends positively. How to ask for help if a friendship is making them feel unhappy • The importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing • Different types of families including those that may be different to their own • It is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried
Grade 2	Autumn 2	<ul style="list-style-type: none"> • What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships • The importance of seeking support if feeling lonely or excluded • Healthy friendships make people feel included; recognize when others may feel lonely or excluded; strategies for how to include them • A feature of a positive family life is caring relationships; about the different ways in which people care for one another • To recognize other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

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YEAR GROUP	TERM	TOPIC DETAIL
Grade 3	Autumn 2	<ul style="list-style-type: none"> • The roles different people (e.g. acquaintances, friends and relatives) play • to identify the people who love and care for them and what they do to help • About different types of families including those that may be different to their . that a feature of positive family life is caring relationships; about the different • To identify common features of family life • That it is important to tell someone (such as their teacher) if something about
Grade 4	Autumn 2	<ul style="list-style-type: none"> • To recognise that there are different types of relationships (e.g. friendships) • About marriage and civil partnership as a legal declaration of commitment • That people who love and care for each other can be in a committed relationship (e.g. marriage) living together but can also live apart. • That a feature of positive family life is caring relationships; about the different ways in which people care for one another. • To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

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YEAR GROUP	TERM	TOPIC DETAIL
Grade 5	Autumn 2	<ul style="list-style-type: none"> • To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) • That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different • About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong • That forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
Grade 6	Winter 1	<ul style="list-style-type: none"> • Romance and Friendships • Relationship boundaries • Unwanted Contact • Self-worth

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YEAR GROUP	TERM	TOPIC DETAIL
Grade 7, 8 & 9	Three sessions each school year provided by outside specialists.	<ul style="list-style-type: none"> • PUBERTY: The menstrual cycle and fertilization, Physical and emotional changes, Taking care of my body. • HAVING SEX (YEARS 8 & 9): Sexual attraction, Feelings and attitudes, Boundaries, Implications, Age of consent. • RELATIONSHIPS: Different types of relationships – positive and unhealthy, Consent in relationships. • YOUR ONLINE LIFE: What are the risks?, Staying safe online, Sexual abuse and grooming prevention: safeguarding and where to get help. • SEXUALITY AND GENDER: Gender roles and stereotypes. • SEXUAL HEALTH SERVICES: Where to get help and advice.
Grade 10, 11 & 12	Three sessions each school year provided by outside specialists.	<ul style="list-style-type: none"> • CONSENT: The law, What is consent? • HAVING SEX AND TAKING RESPONSIBILITY FOR YOUR SEXUAL HEALTH AND WELLBEING: Being prepared: expectations and implications, Responsibilities (contraception), Consequences (Sexually Transmitted Infections). • PORNOGRAPHY AND ONLINE SAFETY: Getting your facts straight; the law, The implications of the sharing of sexual imagery, The impact of the portrayal of sex in pornography and other media. • RESPECTFUL RELATIONSHIPS: Building healthy relationships. • SEXUAL VIOLENCE AND SAFEGUARDING: Sexual exploitation, Peer-on-peer sexual abuse, Coercive control and rape culture, Safeguarding. • SEXUAL HEALTH SERVICES: Where to get help and advice

Appendix 2: By the end of primary school, students should know:

TOPIC	STUDENTS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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

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TOPIC	STUDENTS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 2: By the end of secondary school, students should know:

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • 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 people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality and that everyone is unique and equal

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TOPIC	STUDENTS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

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TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent form: Withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: X will be taking part in all relationships lessons and during the sex education lessons, they will be working independently on a project in the Year 5 classroom</p>

Appendix 4: DfE RSE Statutory Guidance Suggested Resources

Link to Annex B (page 46) in DfE Relationship Education, Relationships and Sex Education and Health Education guidance – Suggested resources:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

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Ownership and consultation	
Document sponsor (role)	Group Director of Wellbeing
Document author (name)	Beth Kerr/PSHE Leads
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Review – June 2023	

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Audience	All school staff

Document application and publication	
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Related documentation	
Related documentation	SEND Policy Prevent Duty Early Years Policy, where relevant Safeguarding and Child Protection Policy and Procedures Independent School Standards