



Nancealverne School

PSHCE and RSE/ RE policy

Mission Statement:

PSHCE education prepares pupils for both their futures and their present day-to-day lives. It is essential that pupils have the opportunity to recognise and reflect on how learning is relevant to them and can be applied in their own lives. PSHCE education has a rich body of knowledge taught through topics. Learners need to 'know about...', 'know how to...' and also 'be able to...'. The chosen topics should provide a context to progressively expand and enrich overarching concepts and transferable skills. (PSHCE Association June 2016).

PSHE (Personal, Social and Health Education) and Citizenship is an integral part of Nancealverne's curriculum offer and aims to support pupils' health and wellbeing, as well as developing pupils' personal awareness, confidence and responsibility.

We aim to promote healthier and safer lifestyles and build positive relationships with respect for difference and diversity. The PSHCE and RSE curriculum is delivered within a safe, nonjudgmental learning environment. (see Safeguarding statement on Subject policy document Appendix 1) Delivery is to be at an accessible and appropriate level to accommodate individual needs, by adapting and providing opportunities for bespoke and personalised learning, via effective teaching and differentiated learning opportunities. This will include reflection, evaluation and assessment of pupil's knowledge and circular outcomes. To do this the liaison between partnerships and external agencies is vital.

The responsibility for the PSHE development of every child is a shared responsibility between the school, (as reflected in our school's ETHOS: Everyone Together Helping Our School, Parents, outside professionals and agencies linked to the school, including the SPT.

Our aims and intentions:

We at Nancealverne aim to:

- To promote an open and trusting atmosphere in which young people can explore their attitudes and feelings without fear of threat or judgment
- To develop an awareness of self and encourage a healthy lifestyle by considering factors which promote good health in its widest sense
- To provide basic and accurate information on which informed decisions can be based
- To provide decision making experience, enabling choices to be made in a rational manner
- To counteract racism, sexism and all forms of prejudice

- To develop and practice skills such as listening which facilitate the development of personal relationships, aid academic progress and improve the overall quality of life
- To provide an opportunity to reflect on and interpret experience and consider questions concerning the meaning and value of life
- To increase awareness of environmental and political influences on society.
- To equip pupils with skills which enable them to contribute and participate in the wider community as a valued member of society.
- To promote and develop an awareness of cultural diversity and their place as members of both their immediate communities, as well as that of a global community.

Through the design of a programme of study the PSHE Association has developed 3 core themes which run from Key Stage 1 - Key Stage 4 encouraging schools to select content that is relevant for their pupils using these as a context through which to explore the overarching concepts. Teachers are free to teach the core themes in any order that suits the pupils but must ensure full coverage of the long-term offer is evident within the year. (This is monitored by the subject coordinator using a school based evidence trail)

Through the overarching concepts Nancealverne supports pupils develop essential skills and attributes within the themes of study outlined.

Theme 1	Theme 2	Theme 3
Health and wellbeing	Relationships	Living in the wider world

Nancealverne School's programme of study addresses the core themes and are appropriate across all Key Stages building upon Early Years Foundation Stage Learning; it is the expectation of the association that there will be a broad overlap between them and taught in accordance with pupils' readiness (when developmentally ready).

We at Nancealverne intend to develop skills and understanding in the following contexts:

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. **Relationships** (including different types and in different settings, including online)
3. A **healthy** (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **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)
5. **Diversity and equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. **Rights** (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)

7. **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)
8. **Power** (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)
9. **Career** (including enterprise, employability and economic understanding)

Teaching and learning- pupil outcomes:

We will know we have been successful when:

- Our pupils are able to assess their developing strengths and build upon them
- Our pupils show confidence, high self-esteem and self-reliance. They are actively involved in their own learning and are motivated to achieve
- The school has a caring ethos clearly shown in the quality of the relationships between all members of the school community
- Our pupils show honesty, self-discipline and personal responsibility
- Our pupils care and share responsibility for both their peers and their school environment
- Our pupils actively wish to give and receive respect
- Our pupils are aware of the main obstacles to health and are prepared to make decisions (with the appropriate support) based on facts
- Our pupils feel able to ask about sensitive issues without fear of ridicule and are given the appropriate opportunities and environment to raise these issues and questions
- Our pupils have sufficient factual information, or the knowledge of how to access such information, to make considered decisions on matters concerning their physical, social and mental well-being

Teaching of PSHCE/ RSE:

All staff at Nancealverne School are involved in the teaching of PSHCE/ RSE, paying due regard to a pupils chronological age and their developmental stage (this is particularly relevant when teaching RSE, RE and therefore guides our school offer). It therefore seeks to be flexible by being responsive to individual need, developmental need and learning style.

- We strive to provide all pupils, regardless of their ability, gender or race, with an opportunity to experience the enjoyment, stimulation and opportunities for personal development that the teaching of PSHCE/ RSE can offer through our cross curricula subject delivery.
- PSHCE/ RSE will be taught in a range of settings within the school via our cross curricula approach to this subject area; it will also be delivered individually - in all cases parents will be informed.

The focus of teaching PSHCE/ RSE is giving pupils opportunities to learn, reflect and evaluate. We recognise that PSHCE/ RSE education within our school reduces many of the Barriers to learning experienced by our pupils. Specific barriers can impede pupil progress and personal development.

Our teaching and learning approaches focus on a range of strategies to further support all pupils, this can include; Visual, Auditory and Kinesthetic techniques, symbol and AAC use as well as Circle Times, problem solving, discussions and debates, drama/ role play, games and practical activities.

Any specialist equipment and/or approaches to help adapt activities are utilised to ensure access and enable all students to participate and contribute to their learning.

Personalised learning:

PSHCE education at Nancealverne is identified and interweaved through much of our curriculum offer (cross curricula approach) and personalised learning routes designed for our pupils. We recognise PSHCE education should not necessarily be planned in isolation as it is most effective in a 'health promoting school' culture where links are made with other relevant subjects to ensure consistency and continuity for pupils. These include, but are not limited to, science, computing (on-line safety), physical education and design and technology. We take into account existing DfE guidance on Sex and Relationships Education, preventing and tackling any bullying, safeguarding and promoting equality.

The school adopts a Thrive/ TIS approach, where a more personalised approach to self-awareness and learning is linked to and developed for pupils within the school, encompassing aspects of PSHCE/ RSE. (See Special educational needs statement on Subject policy document Appendix 1) It is recognised that some areas of the curriculum will be taught on a 1:1 basis or in smaller groups that are more appropriate for the subject content.

Full consideration of pupils learning needs and the barriers that can impede pupil progress over time are discussed in consultation with parents and carers. Targets are set through the use IEP's to address individual needs to ensure personalised learning remains at the heart of our school offer and further supports individuals. In achieving this, we recognise we can identify/fully differentiate targets for each learner to improve their capacity to learn/ achieve/ make progress over time as evidenced through our assessment system and pupil offer within this vital area.

Curriculum offer and progression through the core themes/programmes of study:

The PSHCE curriculum follows a rolling programme based on the outcomes and objectives from the EQUALS scheme of work, SEAL program (Social and Emotional Aspects of Learning) and the PSHE association schemes of work, with a particular focus for each Key Stage that enables progression and development of knowledge and skills across all of the key stages.

Each key stage is introduced to a concept that is then further developed and interweaved through the next key stage theme.

At Nancealverne we acknowledge the core overarching themes identified by the PHSE Association; through the design of a cross curricula approach we aim to provide our learners with the opportunity to:

- further develop a positive self-image
- make choices and decisions
- develop personal autonomy by having a degree of responsibility and control over their lives by enabling them to explore, express and communicate their needs, feelings and opinions
- develop/further develop the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- find out that there are different viewpoints which can lead to a respect for the opinions of others

- seek help and guidance from others in relation to their personal safety and welfare

Nancealverne recognises that many areas of PSHCE/RSE need to be developed and supported daily for our pupils; as a result of this, some areas of the subjects will be delivered through the use of IEP's, and pupil target setting to further develop understanding.

Each key stage focusses on a range of outcomes linked to their curriculum offer that can be interweaved and assessed by both the SPT, SLT, teachers and subject coordinator.

Foundation Stage (Personal, Social and Emotional Development/ communication and language)

- Develop awareness of and value others' different needs and views.
- Work as part of a group taking turns and sharing fairly.
- To form good relationship with adults and peers.
- Learn to care for our belongings and our environment.

Key Stage 1:

Pupils engage in activities that promote 3 core themes that underpin their knowledge in:

- Core Theme 1: Health and wellbeing
- Core Theme 2: Relationships
- Core Theme 3: Living in the wider world - Economic wellbeing and being a responsible citizen.

Through these themes the pupils learn to;

- Develop self awareness to recognise and communicate their likes and dislikes.
- To join in and contribute to the life of the class through regular routines and shared experiences.
- Developing motivation
- To develop awareness of their bodies and them -selves and identify ways of keeping healthy
- To recognise that there are differences and similarities between people and that each person has a different identity,
- Understanding emotions

Key Stage 2;

Pupils engage in activities that secure previous learning and develop the promotion of 3 core themes that underpin and enhance their knowledge:

- Core Theme 1: Health and wellbeing
- Core Theme 2: Relationships
- Core Theme 3: Living in the wider world - Economic wellbeing and being a responsible citizen.

Through these themes the pupils will also build on previous knowledge and learn to;

- recognise that there are views other than their own which are often based on different beliefs and experiences.
- Promoting social skills, understanding safe touch and identifying rules
- Understanding/ developing empathy, managing transition and loss,
- To further develop awareness of their bodies and them -selves and identify ways of keeping healthy

- recognise that they are growing and changing and to learn about how the body changes in preparation for puberty.
- Understand how to respond to an emergency
- Identify risk and understand safety implications when using ICT and the internet

During Key Stages 1 and 2, it is the expectation that learners will gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years/Foundation Stage accessing the EYFS framework. Pupils are encouraged to develop/further develop the skills to forge effective relationships, assume greater personal responsibility and keep themselves safe as outlined within our RE scheme of work (which starts in KS2).

Through such means we are able for instance, to assist pupils to cope with the changes at puberty through our Science curriculum. Through our SMSC offer we are encouraging our learners to develop the skills, knowledge and understanding to further enable them to make an active contribution to their communities.

Key Stage 3:

Pupils further develop understanding of the 3 themes and develop a greater understanding of the world of work. This is also linked to accredited work through ASDAN and offers skills development through Pegasus.

- Core Theme 1: Health and wellbeing.
- Core Theme 2: Relationships
- Core Theme 3: Living in the wider world - Economic wellbeing, careers and the world of work.

In addition to ADSAN, New Horizons, and Pegasus the program of study also offers pupils knowledge on:

- The nature of friendships and relationships including consent, sexual relationships
- Recognising risks in situations, making safe choices and communicating the need for or refusal of help.
- Appreciate what makes a healthy lifestyle for each individual, identifying risks with drugs and alcohol.
- Risk taking, internet law and safety and consent
- The world of work, employment, WRL and money management
- CPR, emergency care

At Key Stage 3, it is the expectation that pupils build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during the primary phase.

The continuation of PSHCE education delivered through our cross curricula approach acknowledges and addresses the changes that learners are experiencing, the challenges of adolescence and their increasing skills of independence. Pupils are encouraged to develop/further develop the skills to manage relationships, the increasing influence of peers and potential impact of the media on them. Through our curriculum offer PSHCE education encourages our learners to be more confident in making a full and active contribution to society.

Key Stage 4

Pupils continue to further develop understanding through the 3 themes and develop a greater understanding of the world of work. Progression of accreditation is also developed through ASDAN Transition challenge and Pegasus.

- Core Theme 1: Health and wellbeing.
- Core Theme 2: Relationships
- Core Theme 3: Living in the wider world - Economic wellbeing, careers and the world of work

In addition to the ASDAN and Pegasus program of study KS4 also offers pupils knowledge and development on;

- Preparing for adult life by thinking about post 16 choices available
- Awareness of their own personal qualities, skills and achievements
- How to deal with changing relationships

At Key Stage 4,

pupils extend and rehearse their skills aimed at deepening knowledge and understanding acquired during Key Stage 3 generalising such skills accordingly. Our cross curricula approach acknowledges that learners are moving towards adult life and encourages them to develop/further develop the skills, knowledge and understanding of responsibility for themselves and others.

By Key Stage 4 increasing numbers of pupils may be gaining more direct experience of issues taught through PSHCE/ RSE education via their community links. The PSHCE Association acknowledges that schools should not feel constrained by the overarching concepts/themes identified by encouraging schools to adapt their planning to reflect their pupils' needs.

At Post 16,

pupils rehearse and apply their skills in preparation for adulthood, as they gain increasing independence and begin to personally experience the topics or issues they have been taught.

At Post-16, Students will be taught through a dedicated functional skills curriculum that covers PSHE and work- related learning. This enables young individuals to develop/further develop and then apply the knowledge and skills they have learnt, within a wider environment. The topics are set as follows; with clear defined progression for each year through a rolling program of study.

WRL and Careers	Independent Living	Well Being and Relationships
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This key stage represents our final opportunity to ensure that young people have real competence in the skills, language and strategies, and extend the knowledge and understanding they have been developing throughout their PSHE education.

It is fundamental that all our PSHCE / RSE curriculum offer is differentiated and adapted to be accessible and appropriate to meet the individual needs of all our students. Also it is vital to maximise the opportunities for developing PSHCE / RSE outside of the classroom, especially: involvement with School Parliament, particularly voting and decision making, work related learning opportunities and

college links, Ten-Tors, fundraising opportunities, our Collective Worship and Assembly times which include learning experiences from visitors from our local community, after school clubs, lunchtimes, recycling, job rotas and our inclusion visits to other schools and places of business in the local area.

Links with other policies

Science, RSE (Relationships, Sex Education secondary pupils.) ,RE (Relationships education, primary pupils) , Accreditation, Equal Opportunities, Racial equality, British Values, Inclusion, Child Protection.

Resources and resource Audit

The coordinator conducts an annual audit of resources, which includes consulting colleagues about the effectiveness of the available materials, and resource requirements for the forthcoming school year, to ensure effective delivery of the subject. These resources include materials which reflect a diverse range of interests and experiences' including culturally diverse materials. The coordinator is responsible for submitting a bid for resources, taking into account 'best value' each year.

Most resources are stored in the humanities resource base within the secondary corridor in labeled boxes; the main being Personal Care, Growing Up, Friendship, Emotions, Citizenship, Medicines, drugs and Alcohol and Looking after animals.

Additional resources may need to be obtained by the subject leaders responsible for SMSC, Science, to support the delivery of PSHCE/ RSE identified through our cross curricula approach

The coordinator places current up to date PSHCE/ RSE learning outcomes and programmes of study into KS files, for staff to access, on the school intranet, where necessary and provides information on forthcoming training and inset opportunities to the CPD lead.

Key Processes

- Across the curriculum there should be opportunities for pupils to develop their thinking skills - reasoning, enquiry, creative, evaluation skills
- ICT across the curriculum
- Spiritual, moral, social and cultural development
- Financial and enterprise education
- Sustainable development
- Inclusion
- Cross curriculum dimensions e.g. The cross -curriculum dimensions included:
 - identity and cultural diversity
 - healthy lifestyles
 - SRE
 - community participation
 - enterprise
 - global dimension and sustainable development
 - technology and the media
 - creativity and critical thinking

Relationship and Sex Education

The aim of Relationships Education is to put in place the building blocks needed for positive and safe relationships of all kinds, starting with family and friends, and moving out to other kinds of relationships, including online. We are clear that parents are the primary teachers of their children and that this subject should complement what pupils are taught at home, with the active involvement of parents in the subject to ensure it is effective.

Taken from:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/780768/Government_Response_to_RSE_Consultation.pdf

What is Relationship and sex education?

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity - this would be inappropriate teaching.

It has three main elements:

- **attitudes and values** - learning the importance of values and individual conscience and moral considerations;
 - learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
 - learning the value of respect, love and care;
 - exploring, considering and understanding moral dilemmas; and
 - developing critical thinking as part of decision-making.
- **personal and social skills** - learning to manage emotions and relationships confidently and sensitively; - developing self-respect and empathy for others; - learning to make choices based on an understanding of difference and with an absence of prejudice; - developing an appreciation of the consequences of choices made; - managing conflict; and - learning how to recognise and avoid exploitation and abuse.
- **knowledge and understanding** - learning and understanding physical development at appropriate stages; - understanding human sexuality, reproduction, sexual health, emotions and relationships;
 - learning about contraception and the range of local and national sexual health advice, contraception and support services;
 - learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and the avoidance of unplanned pregnancy.

Nancealverne School teaches RSE/ RE through regular cross curricular opportunities with greater focus being supported through the Science and PSHE curriculum. Objectives are differentiated to support pupils and their learning needs.

Requirement of Relationships and sex education (RSE) states that all secondary schools must provide RSE as part of the basic curriculum and must meet the requirements of National Curriculum Science. From 2020 primary pupils will be taught relationship education, this will be taught alongside the Science curriculum and will be interweaved into the curriculum offer following further Government guidance

Governing bodies and head teachers of maintained primary schools must decide whether RSE, beyond that set out in National Curriculum Science should be included in the school's curriculum, and if so what it should consist of and how it should be organised.

RSE is compulsory from age 11 onwards; it involves teaching children about reproduction, sexuality and sexual health.

Some parts of RSE are compulsory; these are part of the National curriculum for Science. Parents can withdraw their children from all other parts of RSE if they want. In delivering RSE schools are currently required to have the *Sex and Relationship Guidance*, published in 2000.

Parents' rights to withdraw a child from RSE

Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education other than sex education that is in the National Curriculum (such as biological aspects of human growth and reproduction that are essential elements of National Curriculum Science). Schools therefore, should make alternative arrangements in such cases. The DfE will offer schools a standard pack of information for parents who withdraw their children from sex and relationships education.

(*Sex and Relationships in schools - Robert Long October 2014*).

The school should respect the parents' request to withdraw the child, except in exceptional circumstances, up to and until three terms before the child turns 16. (DfE, February 2019)

Special schools have a duty to ensure that children with special educational needs and learning disabilities are properly included in sex and relationship education. Sex and relationships education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives.'

We acknowledge Relationships Education plays a vital part in helping our pupils to achieve adult status and take on the roles associated with adulthood. It will help to promote self-esteem, assertiveness, self-awareness and safety from exploitation. This is especially important in countering the vulnerability of our pupils.

Pupils with learning difficulties will experience all the normal biological and psychological changes associated with sexual development, and in this respect experience the same needs and desire as any other member of the population.

Our highly structured Relationships Education scheme of work will therefore provide a context and vocabulary for exploring relationships and decision making.

We strongly believe this will become the platform which encourages our pupils to begin to communicate any worries and concerns and begin to consider their personal safety and well-being. It will additionally offer opportunities to enable the pupils to find appropriate ways to form positive relationships through childhood and into adult life, practicing and rehearsing their skills, thinking through consequences and possible alternatives and to practice interpersonal skills in a safe environment in an informed way.

Further Government Guidance.

Nancealverne School will respond to any national advice and guidance in relation to the teaching of Relationships, Sex Education (RSE) and will work under any new guidance published by the DfE in 2020.

Triangulation of planning, progress and assessment for PSHCE and RSE.

Learning objectives/ planning is currently developed from the National PSHE Association guidelines, (this will have links to the new National curriculum statutory guidance 2020 and will be reviewed prior to the new statutory curriculum).

Teachers plan from the long term PSHCE/ RSE rolling program and identify objectives for pupils linked to the medium -term planning, this is differentiated to support yet challenge pupil's knowledge and understanding and is then placed into focused weekly planning.

Dated and annotated pieces of work demonstrating learning objectives, through the PSHCE/ RSE scheme of work are kept in the pupil's books.

Assessment:

Pupil progress is assessed against, the B Squared assessment tracking system, which links to National Curriculum objectives, this covers assessment from primary to post 16, the EYFS learning profile outcomes and is assessed termly by teachers. Pupils progress is reviewed termly, and the coordinator will discuss the progression evidence and any short-term support strategies with class teachers and SLT when required, to ensure pupils continue to make expected progression, based on the SPT progression benchmarks.

Monitoring and review

It is the responsibility of all the teachers in the school to ensure the area of PSHCE/RSE is taught, monitored and reviewed to make sure the delivery of this subject is evident in the curriculum offer and is fully accessible for all pupils.

Learning walks, pupil conferencing and internal moderation of pupils work, and progress discussion will be held with class teachers, middle/senior leadership teams and will provide evidence based data for reports to governors and SPT trustees.

The Head Teacher will monitor this policy on a biennial basis as part of the School Self Evaluation Policy and Guidelines alongside the subject coordinator.

Guidelines

There are different responsibilities for staff members in the delivery of PSHCE/ RSE.

Responsibility of Teachers

- Plan for progression - subject specific/IEPs
- Use the schemes of work identified to ensure the area of PSHCE is addressed in an informed way

- Plan for individual needs and differentiate targets, work and materials in accordance to personal learning plans/pathways
- Provide appropriate information to the Subject Leader
- To carry out any appropriate risk assessment associated with PSHCE/RSE

Responsibility of Subject Leader/ coordinator

- Monitor the teaching of the subject(s) in accordance to the roles/responsibilities job descriptor across the school as part of the School Self Evaluation Policy and Guidelines.
- Monitoring of planning and work evidence alongside assessment data.
- Support colleagues in planning, teaching styles, obtaining and use of resources
- Purchase resources and organise them in a way that ensures effective and efficient use
- Ensure curriculum coverage across the whole school in accordance to themes identified
- Monitor pupil's progress within the formative and summative assessment data held by teachers in accordance to pupils' curriculum offers.
- Provide appropriate information on PSHCE to the Local Governing body
- Monitor the policy which supports this subject area responding to any national changes/recommendations (e.g. - from the DfE)

Close liaison with the Cornwall Healthy School's team and full access to the National PSHE association. Brooks information will enable the subject coordinator to keep curriculum planning and content relevant, up to date and suitable for our learners.

Responsibility of the Senior Leadership Team

- Ensure adequate resources
- Ensure access to training to PSHCE Subject Leader
- Ensure access to CPD/training for teachers and support staff
- Have an overview of the subject area

Responsibility of the Local Governing

- To monitor the delivery of PSHCE/RSE through reports from the Head Teacher
- To approve the PSHCE/RSE policy and any subsequent updates

Accreditation

The Pegasus Award scheme is used within Key Stage 3,4 and Post 16. ASDAN new Horizons is taught in upper KS3, with transition challenge being taught in KS 4. ASDAN accreditation is carried forward into post 16 alongside other accreditation routes. Any selected accreditation and associated modules of work will ensure they provide relevance and challenge for each learner. Each theme area identifies the accreditation that can be pursued; all accreditation will hold value and provide meaning for the students - e.g. - will reinforce/extend learning outcomes.

Health and Safety

- All staff should ensure the health and safety of all pupils and staff at all times. Staff should undertake any risk assessments/additional control measures to ensure the safe delivery of PSHCE across the school

Additional policies linked to PSHCE

Please see Subject Policy Document for the following statements, which should be read in conjunction with this policy document:

- **Equality and diversity statement**
- **Safeguarding statement**
- **Special educational needs statement**
- **British Values**

PSHE Co-ordinator: *Caroline Williams.*

Policy Dated: February 2019

Review date: February 2020, with a review of policy against new *Government* guidance when published.