

 Lowca Community School

 Relationships, Sex and

Health Education Policy

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| **NB.** This policy has been created in line with the DfE Guidance on ‘Relationships Education, Relationships and Sex Education, and Health Education’.  |

# Statement of intent

At Lowca Community School, we understand that students must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged student. Primary schools also have the option to decide whether students are taught sex education.

Relationships education focusses on giving students the knowledge they need to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Health education focusses on equipping students with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and health curriculum for all our students. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our students. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

Signed by:

  28.2.22

Headteacher Date:

 Chair of GovernorsDate: 29.2.22

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#  1. Legal framework

 This policy has due regard to legislation and statutory guidance including but not limited to, the following:

* Section 80A of the Education Act 2002
* Children and Social Work Act 2017
* The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
* Equality Act 2010
* TheDfE (2019) ‘Relationships, Education, Relationships and Sex Education (RSE) and Health Education’
* DfE (2013) ‘Science programmes of study: key stages 1 and 2’

 This policy operates in conjunction with the following school policies:

* Safeguarding & the Protection of Children Policy
* Behaviour Policy
* SEND Policy
* Equal Opportunities Policy
* Privacy & Confidentiality Policy
* Anti-Bullying Policy: Students
* Social, Emotional and Mental Health (SEMH) Policy
* E-safety Policy
* Visitor Policy

#  2. Roles and responsibilities

 The Governing Body is responsible for:

* ensuring all students make progress in achieving the expected educational outcomes
* ensuring the curriculum is well led, effectively managed and well planned
* evaluating the quality of provision through regular and effective self-evaluation
* ensuring teaching is delivered in ways that are accessible to all students with SEND
* providing clear information for parents/carers on subject content and their right to ask for their child to be excused from subjects
* making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

The Headteacher is responsible for:

* the overall implementation of this policy

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|     | * ensuring staff are suitably trained to deliver the subjects
* ensuring that parents/carers are fully informed of this policy
* reviewing requests from parents/carers to withdraw their children from the subjects
* discussing requests for withdrawal with parents/carers
* organising alternative education for students, where necessary, that is appropriate and purposeful
* reporting to the Governing Body on the effectiveness of this policy
* reviewing this policy on a regular basis.

The RSHE Lead Teacher, Joanne Crawford, is responsible for: * overseeing the delivery of the subjects
* ensuring the subjects are age-appropriate and high-quality
* ensuring teaching staff are provided with adequate resources to support teaching of the subjects
* ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum
* ensuring the relationships, sex and health education curriculum is inclusive and accessible for all students
* working with other subject leaders to ensure the relationships, sex and health education curriculum complements but does not duplicate, the content covered in the National Curriculum
* monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher.

The RSHE Lead Teacher, Teachers and the class TAs are responsible for: * delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements
* using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all students
* ensuring they do not express personal views or beliefs when delivering the programme
* modelling positive attitudes to relationships, sex and health education
* responding to any safeguarding concerns in line with the Safeguarding & the Protection of Children Policy
* acting in accordance with planning, monitoring and assessment requirements for the subjects
* liaising with the SENCO to identify and respond to individual needs of students with SEND.
* ensure that there is the opportunity to evaluate the quality of provision with the Headteacher.

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* advising teaching staff how best to identify and support students’ individual needs
* advising staff on the use of TAs in order to meet students’ individual needs.

#  3. Organisation of the curriculum

 Every primary school is required to deliver statutory relationships education and health education.

For the purpose of this policy, **“relationships and sex education”** is defined as teaching students about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an age appropriate understanding of human sexuality.

For the purpose of this policy, **“health education”** is defined as teaching students about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school’s RSHE curriculum.

The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) ‘Relationships, Education, Relationships and Sex Education (RSE) and Health Education’ guidance.

The relationships and health curriculum takes into account the views of teachers, students and parents/carers. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

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| We consult with parents/carers, students and staff in the following ways: * questionnaires
* meetings
* letters

 Any parent/carer, teacher or student wishing to provide feedback about the curriculum can do so at any time during the academic year by: * organising a meeting with the Headteacher or Lead Teacher
* e-mailing the school
* submitting written feedback via the student’s Academic Tutor or Mentor

When organising the curriculum, the religious backgrounds of all students will be considered, so that the topics that are covered are taught appropriately. 1. **Consultation with parents/carers**

The school understands the important role parents/carers play in enhancing their children’s understanding of relationships, sex and health. Similarly, we also understand how important parents/carers’ views are in shaping the curriculum The school works closely with parents/carers by establishing open communication – parents/carers are consulted about the content and delivery of the year 5/6 curriculum which covers;* puberty changes,
* conception and how the baby develops and is born,
* intercourse,
* respect in romantic relationships
* question and answer session to reassure any fears/questions.

Parents/carers are provided with the following information in year 5/6: * + - the content of the relationships, sex and health curriculum
		- the delivery of the relationships, sex and health curriculum, including what is taught in each year group
		- the legalities surrounding the parental right to ask for their child to be excused from the subjects
		- the resources that will be used to support the curriculum

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The school aims to build positive relationships with parents/carers by contacting them to discuss what will be taught, addressing any concerns and help parents/carers in managing conversations with their children on the issues covered by the curriculum.

Parents/carers are consulted in the review of the curriculum and this policy and are encouraged to provide their views at any time.

**Year groups or stage?**

Lowca Community School will determine, within the statutory curriculum content outlined what students are taught during each group with an emphasis on stage not year group and in response to questions in an age appropriate way. The school always considers the age and development of students when deciding what will be taught in each group

The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

Reference to year groups is to indicate a suggested progression but where appropriate; skills, concepts and knowledge may be taught earlier, and always in an age appropriate way.

#  5. Relationships education overview

By the end of primary school, students will know:

  **Families**

Reception

That families are important for them growing up because they can give love, security and stability. This should include blended families and extended family members, who could be the main carers.

Year 1

The characteristics of a 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 .

Year 2

That others’ families, either in school or in the wider world, sometimes might be 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.

Year 3

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. These could include single parents, LGBT parents, grandparents, adoptive parents as well as foster carers.

Year 4

That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

Year 5/6

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

.By the end of primary school, students will know and explore:

Rec

Think about the perspective of others,how important friendships are in making us feel happy and secure and how people choose and make friends.

Year1

The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

Year 2

That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded .

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|     | Year 3That most friendships have ups and downs but that these can often be worked through so that the friendship is repaired or even strengthened and that resorting to violence is never right. Year 4How to recognise who to trust and who not to trust. Year 5How to judge when a friendship is making them feel unhappy or uncomfortable. How to manage conflict .Year 6How to manage different situations and how to seek help from others if needed .The importance of honesty & truthfulness, permission seeking and giving the concept of personal space.  **Respectful relationships** By the end of primary school, students will : ReceptionSee themselves as valuable individuals, Build constructive and respectful relationships.Year 1The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices or have different preferences or beliefs. Year 2Which practical steps they can take in a range of different contexts to improve or support respectful relationships. Year 3The conventions of courtesy and manners and the importance of self-respect and how this links to their own happiness. Year 4That in school and 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.Year 5 About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult and how to seek help. Year 6What a stereotype is and how they can be unfair, negative or destructive, the importance of permission-seeking and giving in relationships with friends, peers and adults.  **Online relationships** By the end of primary school, students will know: ReceptionYear 1That there are many ways to communicate using electronic devices but that this should be overseen by our grown ups to keep us safe.That we should only communicate on line with people that we already know and trust in the real world.Year 2We should never give our full names and addresses or personal details to people on line.Know how to search for information by only viewing the first page.Year 3 and 4Know how to report anything they see that is upsetting or any one unknown that contacts them.That people sometimes behave differently online, including 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, even when we are anonymous . The rules and principles for keeping safe online.  |

Year 5 and 6

How to recognise harmful content and contact online and how to report these including the sharing of pictures.

How to critically consider their online friendships and sources of information

the risks associated with people they have never met .

How information and data is shared and used online.

## Being safe

By the end of primary school, students will know the content below and it will be taught in an age appropriate way.

* 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
* 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) who 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 and others and to keep trying until they are heard, and who are trusted adults within the school community
* how to report concerns or abuse and the vocabulary and confidence needed to do so
* where to seek advice, for example, from their family, their school and other sources.

#  6. Relationships education per year group

 The school always considers the stage and development of students when deciding what will be taught in each class group. The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

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|    | Students will develop their turn taking and listening skills, to tie in with respecting others; will explore how actions affects selves and others; will understand assertiveness and how to say ‘no’ appropriately and will learn about different types of romantic and non-romantic relationships. **Health education overview** The focus at primary level is teaching the characteristics of good physical health and mental wellbeing. **Mental wellbeing** By the end of primary school students will know the content below and it will be taught as a ladder of progression but may be covered earlier where appropriate:* that mental wellbeing is a normal part of daily life, in the same way as physical health
* that there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness
* the scale of emotions that humans experience in response to different experiences and situations
* how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings
* how to judge whether what they are feeling and how they are behaving, is appropriate and proportionate
* the benefits of physical exercise, time outdoors, community participation and voluntary and service-based activity on mental wellbeing and happiness
* simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
* how isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support
* that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
* where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others
* that it is common to experience mental ill health and for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

**Internet safety and harms** By the end of primary school, students will know:  |

**Internet safety and harms**

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

## Physical health and fitness

 By the end of primary school, students will know:

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

## Healthy eating

 By the end of primary school, students will know:

* + - * That some foods are not everyday foods because they are not giving your body goodness even though they taste nice and that they will make us feel full so we don’t want to eat the healthy food.
			* That healthy main course comes first before pudding and that puddings can be healthy eg fruit, low sugar yoghurts
			* That some people are allergic to some foods and that it is important to give alternatives so they can be included eg soya milk pancakes on shrove Tuesday if a child has milk allergy.
* what constitutes a healthy diet, including an understanding of calories and other nutritional content
* the principles of planning and preparing a range of healthy meals
* the characteristics of a poor diet and risks associated with unhealthy eating, including obesity and other behaviours, e.g. the impact of alcohol on diet or health.

## Drugs alcohol and tobacco

 By the end of primary school, students will know:

That tobacco is a drug that people who are addictive crave and it is harmful in cigarette or vape form.

That adults should not smoke near children or in the home as this exposes pupils to passive smoking and models dangerous behaviour.

That even when adults know that smoking is very expensive and harmful, they may want to stop smoking but may find it difficult to stop because they are addicted. This means that they crave tobacco like when someone is hungry and they long for food.

The children will learn that it is possible to get help from G.P.s to stop smoking. They will learn that to avoid ill health, expense and discomfort the best thing is to NEVER start smoking in the first place.

The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drugtaking.

The importance of no smoking areas and bans.

The pressure they may encounter to use harmful drugs from media, friends, heroes( such as rock stars, actors etc) and how to be assertive.

How to call for an adult if they encounter a used syringe in an area and to never touch it.

## Health and prevention

 By the end of primary school, students will know:

* how to recognise early signs of physical illness, such as high temperature but feeling cold, weight loss, tiredness, aches and pains or unexplained changes to the body
* about safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer
* the importance of sufficient good-quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
* about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
* about personal hygiene and germs including bacteria and viruses, how they are spread and treated and the importance of hand washing.
* the facts and science relating to immunisation and vaccination.

## Basic first aid

By the end of primary school, students will know:

* how to make a clear and efficient call to emergency services, if necessary
* concepts of basic first-aid, for example dealing with common injuries, including head injuries. First aid training with “flat Stanley” first aid mannequin for resuscitation techniques

## Changing adolescent body and menopause year 5 and 6

By the end of primary school, students will know:

* key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
* key facts about menopause including physical and emotional changes
* about menstrual wellbeing and key facts relating to the menstrual cycle and the male “wet dream” .

# 7. Health education per group

Year 6 Students will learn;

* the difference between physical and mental wellbeing;
* understand some effects of drugs and alcohol, identify where people can get help with health and illness,
* describe common types of mental ill health.

# 8. Sex Education

Lowca Community School acknowledges that there is not a statutoryrequirement to deliver sex education outside of the science curriculum at primary level but will follow the DfE recommendation that it has a sex education programme in place.The curriculum across the school is tailored to the stage not age of the students and therefore their physical and emotional maturity will be taken into consideration in respect of sex education. However, the educational programme will ensure that students are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle

 All students must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty and the reproductive process in some plants and animals.

Lowca Community School aims to teach students sex education beyond what is required of the science curriculum because the district has a high number of teenage pregnancies.

Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with section 3 and section 4 of this policy.

Parents are given the opportunity to contribute to what should be taught through sex education.

The age and development of students is always considered when delivering sex education. This consideration will continue with teaching staff supporting the students during the transition phase to secondary school where the teaching of sex education is statutory.

##  Year 6

Students will learn to understand how their actions affect themselves and others, relating to respectful relationships, which will lead later in their schooling onto learning about consent for sex between couples; students will learn to be respectful of and recognise different types of relationships and sexualities; students will develop ways of saying ‘no’ assertively.

# 9. Delivery of the curriculum

 The relationships, sex and health curriculum will be delivered as part of our curriculum

 Using a cross curricular approach and some designated lessons , we will ensure that:

* core knowledge is sectioned into units of a manageable size
* the required content is communicated to students clearly, in a carefully sequenced way, within the list of content described previously in this document.
* teaching includes sufficient and well-chosen opportunities and contexts for students to embed new knowledge so that it can be used confidently in real-life situations

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children’s physical, emotional and sexual development.

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that students understand what the law does and does not allow and the wider legal implications of the decisions they make.

From reception age we will ensure that LGBT content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson.

The school ensures that all teaching and materials are appropriate for the ages of the students, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Throughout every year group, appropriate diagrams, film media, books, games, discussion and practical activities will be used to assist learning.

Inappropriate images, film media, etc., will not be used and resources will be selected with sensitivity given to the age, developmental stage and cultural background of students.

Students will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures follow the subscribed fire wall recommended for Cumbrian schools.

Teaching staff will ensure that students’ views are listened to and will encourage them to ask questions and engage in discussion. Teaching staff will answer questions sensitively, honestly and appropriate to the student’s age.

Teaching staff will focus heavily on the importance of stable & healthy relationships , though sensitivity will always be given so as not to stigmatise students based on their home circumstances.

Teaching staff will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing and encouraging openness through discussion, activities and group work.

Teaching staff will ensure lesson plans focus on challenging perceived views of students based on protected characteristics, through exploration of and developing mutual respect for those different to themselves.

Teaching staff will help students understand the importance of selfrespect & self-worth so that students develop positive attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

Any resources or materials used to support learning will be formally assessed by the RSHE Lead Teacher before use to ensure they are appropriate for the age and maturity of the students; that they have regard to the student’s religious background and recognise the significance of other factors such as SEND.

In teaching the curriculum, teaching staff will be aware that students may raise topics such as self-harm and suicide. When talking about these topics in lessons, teaching staff will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

Teaching staff to be open to the fact that students’ questions pertaining to sex and sexuality may go beyond what is set out in the guidance. Staff should be mindful that given the ease of access to the Internet and unanswered questions, students may turn to inappropriate sources of information.

At all points of delivery of this programme, parents/carers will be consulted and their views will be valued. What will be taught and how, will be planned in conjunction with parents/carers.

Whilst there are no formal examinations for the relationships, sex and health curriculum, the school will undertake informal assessments to determine student progress – these include the following:

* written or verbal assignments and role play
* self evaluation and teacher evaluations

Children develop relationships , and mature at their own rates the purpose of these assessments is to highlight children with difficulties, so that extra support can be given.

# 10 Equality and accessibility

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

* Age
* Sex or sexual orientation
* Race
* Disability
* Religion or belief
* Gender reassignment
* Pregnancy or maternity
* Marriage or civil partnership

**11 Curriculum links**

 Relationships, sex and health education will be linked to the following subjects in particular:

* **Science** – students learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty
* **Computing**  – students learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support
* **PE** – students explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles
* **Citizenship and British values** – students learn about the requirements of the law, their responsibilities and the possible consequences of their actions
* **RSHE** – students learn about respect and difference, values and characteristics of individuals.
* **PSHE-**Children learn about personal, social, health .
* **SMSC-** Children learn about social, moral spiritual and cultural development

# 12 ‘Right to ask for their child to be excused’

Relationships and health education are statutory at primary level so parents/carers **do not** have the right to ask for their child to be excused from the subjects. As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents/carers have the right to ask for their child to be excused from all or part of the sex education curriculum . The Headteacher will discuss the request with the parent/carer and if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. If the parent still wishes for their child to be excused from sex education, this request will be granted. The Headteacher will discuss with the parent/carer, the benefits of receiving this important education and any adverse effects that exercising their right for their child to be excused may have on the student – this could include, for example, social and emotional effects of being excluded. The Headteacher will grant a parent/carer’s request to exercise their right for their child to be excused from sex education, other than the content that must be taught as part of the science curriculum. Where a student is excused from sex education, the Headteacher will ensure that the student receives appropriate alternative education.

# 13. Behaviour

Lowca Community School has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.

Any bullying incidents caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.

 Any occurrence of these incidents will be reported to the school’s Antibullying Committee who will then decide on the appropriate course of action/sanction.

These incidents will be dealt with following the processes in our Behaviour Policy.

# 14. Confidentiality

 Confidentiality within the classroom is an important component of relationships, sex and health education. Teaching staff are expected to respect the confidentiality of their students as far as is possible.

Teaching staff will, however, alert the DSL about any suspicions of inappropriate behaviour or potential abuse as per the school’s Safeguarding & the Child protection Policy