Holme Court School Dorset

Personal, Social, Health and Economic (PSHE) Education Policy

Policy Lead	Head of Centre
Governor Oversight	Proprietor/Advisory Board
Review Cycle	Annual
Next Review	July 2027

1. Statement of Intent

Holme Court School is committed to providing a high-quality Personal, Social, Health and Economic (PSHE) education that enables every pupil to develop the knowledge, understanding, confidence and personal skills required to lead safe, healthy, fulfilling and successful lives.

As a specialist independent school for pupils aged 7–16 with Autism, ADHD, Social, Emotional and Mental Health (SEMH) needs, anxiety and associated Special Educational Needs and Disabilities (SEND), our curriculum recognises that pupils often require explicit teaching of emotional literacy, social communication, resilience, self-regulation and healthy relationships.

Our therapeutic approach means that PSHE is not simply a discrete curriculum subject but is embedded throughout daily school life. Pupils are supported to develop emotionally alongside their academic learning within a nurturing, structured and predictable environment.

The curriculum aims to ensure pupils:

- understand themselves and others;
- develop positive mental health and emotional wellbeing;

- build resilience and coping strategies;
- learn how to establish healthy and respectful relationships;
- understand how to stay physically and emotionally safe;
- recognise and manage risk appropriately;
- develop independence and preparation for adulthood;
- become respectful, responsible and active members of society.

Teaching reflects pupils' developmental stages rather than solely chronological age and is carefully adapted to meet individual learning profiles, communication needs and emotional readiness.

2. Vision

At Holme Court School we believe that effective PSHE education enables pupils to flourish academically, socially and emotionally.

Through a carefully planned curriculum, pupils will:

- feel safe, valued and respected;
- understand their emotions;
- regulate behaviour appropriately;
- develop confidence and self-esteem;
- respect diversity;
- recognise healthy and unhealthy relationships;
- become increasingly independent;
- understand personal responsibility;
- prepare for adult life and employment;
- contribute positively to their communities.

Our curriculum supports pupils to become compassionate, resilient young people who can make informed decisions and participate confidently in modern Britain.

3. Legal Framework

This policy has been developed with reference to current legislation and statutory guidance including:

- Education Act 2002

- Children Act 1989
- Children Act 2004
- Children and Families Act 2014
- Equality Act 2010
- Human Rights Act 1998
- The Education (Independent School Standards) Regulations 2014
- SEND Code of Practice (2015)
- Keeping Children Safe in Education (2026)
- Working Together to Safeguard Children (2026)
- Relationships, Sex and Health Education Statutory Guidance (2026)
- Prevent Duty Guidance
- Promoting Fundamental British Values guidance
- Teaching Online Safety in Schools guidance
- RSHE statutory guidance for independent schools
- PSHE Association Programme of Study
- UK General Data Protection Regulation (UK GDPR)

This policy should be read alongside the school's:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Online Safety Policy
- Anti-Bullying Policy
- Equality Policy
- SEND Policy
- Attendance Policy
- Mental Health and Wellbeing Policy
- Positive Behaviour Support procedures
- Complaints Policy

4. Policy Aims

The aims of PSHE education at Holme Court School are to enable pupils to:

Personal Development

- develop self-awareness;
- build confidence;
- increase resilience;
- regulate emotions;
- recognise strengths and aspirations;
- develop self-esteem.

Social Development

Pupils will:

- communicate effectively;
- develop empathy;
- understand friendship;
- resolve conflict peacefully;
- appreciate diversity;
- respect differences;
- develop positive relationships.

Health and Wellbeing

Pupils will:

- understand physical health;
- understand emotional wellbeing;
- develop healthy lifestyles;
- recognise signs of poor mental health;
- know where to seek help;
- understand sleep, exercise and nutrition;
- develop healthy coping strategies.

Keeping Safe

Pupils will learn to:

- recognise abuse;
- understand consent and personal boundaries;
- identify trusted adults;
- stay safe online;
- recognise exploitation;
- understand grooming;
- understand county lines risks;
- recognise radicalisation;
- report concerns confidently.

Preparation for Adulthood

Older pupils will:

- develop financial capability;
- understand employment;
- prepare for interviews;
- understand further education;
- develop independent living skills;
- understand housing, budgeting and responsibilities.

5. The Holme Court Approach

Our pupils frequently present with:

- anxiety disorders;
- attachment difficulties;
- emotional dysregulation;
- trauma experiences;
- SEMH;
- Autism;
- ADHD;
- speech and language difficulties;
- learning differences.

Consequently, PSHE teaching adopts a therapeutic, relational approach.

Learning is characterised by:

- high levels of emotional safety;
- predictable routines;
- visual supports;
- differentiated teaching;
- restorative conversations;
- regulation before learning;
- explicit modelling;
- small class teaching;
- flexible pacing;
- sensory-aware environments.

Staff understand that pupils cannot engage effectively with sensitive learning until they feel emotionally safe and regulated.

6. Curriculum Principles

The curriculum is:

Developmentally Appropriate

Content reflects emotional maturity rather than age alone.

Inclusive

Learning is accessible regardless of:

- disability;
- SEND;
- gender;
- ethnicity;
- religion;
- sexual orientation;
- family background.

Trauma-Informed

Teaching recognises that adverse childhood experiences may affect learning, behaviour and relationships.

Lessons avoid unnecessary triggering content and provide appropriate emotional support.

Evidence-Based

The curriculum reflects current research into:

- child development;
- emotional wellbeing;
- safeguarding;
- mental health;
- healthy relationships.

Preventative

Rather than responding only to issues as they arise, the curriculum proactively develops protective factors including resilience, confidence, emotional literacy and safe decision-making.

7. Curriculum Delivery

PSHE is delivered through:

- weekly timetabled PSHE lessons;
- tutor sessions;
- therapeutic interventions;
- assemblies;
- enrichment activities;
- educational visits;
- restorative conversations;
- social skills groups;
- pastoral mentoring;
- careers education;

- wellbeing sessions;
- outdoor learning;
- cross-curricular opportunities.

Learning is reinforced consistently across school life.

8. Curriculum Themes

The curriculum is organised around three overarching themes:

Health and Wellbeing

Including:

- emotional wellbeing;
- physical health;
- puberty;
- mental health;
- healthy lifestyles;
- self-care;
- resilience;
- sleep;
- exercise;
- nutrition;
- medicines;
- substance misuse awareness.

Relationships

Including:

- friendships;
- family relationships;
- respectful behaviour;
- online relationships;
- bullying;

- consent;
- boundaries;
- communication;
- diversity;
- equality;
- intimate relationships;
- recognising abuse.

Living in the Wider World

Including:

- British Values;
- democracy;
- careers;
- enterprise;
- financial education;
- citizenship;
- digital literacy;
- media awareness;
- online safety;
- sustainability;
- volunteering;
- preparation for adulthood.

9. Relationships and Sex Education (RSE)

RSE runs alongside the PSHE curriculum.

Teaching enables pupils to understand:

- respectful relationships;
- consent;
- healthy intimacy;

- body changes;
- puberty;
- reproduction;
- contraception (age appropriate);
- sexually transmitted infections (secondary);
- online pornography and unrealistic expectations;
- coercive behaviour;
- exploitation;
- gender stereotypes;
- sexual harassment;
- healthy decision making.

Content is delivered sensitively and always reflects pupils' SEND needs and emotional readiness.

Teaching remains factual, balanced and inclusive whilst recognising the diverse beliefs and values represented within our school community.

Parents are consulted regarding RSE provision (see RSE Policy)

10. Safeguarding Through PSHE

PSHE makes a significant contribution to safeguarding.

Pupils learn:

- how to recognise unsafe situations;
- how to seek help;
- how to report concerns;
- how to identify trusted adults;
- how to recognise abuse;
- how to stay safe online;
- how to maintain appropriate boundaries.

Staff recognise that discussions during PSHE may lead to safeguarding disclosures.

All safeguarding concerns arising from lessons will be managed in accordance with the school's Child Protection and Safeguarding Policy.

Confidentiality cannot be guaranteed where there is concern that a pupil is at risk of harm.

11. Roles and Responsibilities

Proprietor

The Proprietor is responsible for ensuring that:

- statutory requirements are met;
- sufficient resources are available;
- the curriculum complies with independent school standards;
- safeguarding responsibilities are fulfilled.

Head of Centre

The Head of Centre will:

- oversee curriculum implementation;
- monitor quality of teaching;
- ensure statutory compliance;
- support staff training;
- engage with parents;
- evaluate curriculum effectiveness.

PSHE Lead

The subject lead will:

- develop curriculum planning;
- monitor teaching standards;
- review resources;
- provide staff guidance;
- monitor pupil outcomes;
- ensure curriculum progression;
- coordinate policy review.

Teachers

Teachers are expected to:

- create emotionally safe classrooms;
- establish clear ground rules;
- deliver accurate information;
- adapt teaching appropriately;
- promote inclusion;
- identify safeguarding concerns;
- work collaboratively with pastoral staff.

Pupils

Pupils are expected to:

- participate respectfully;
- listen to others;
- respect differing views;
- ask appropriate questions;
- contribute positively;
- seek help when required.

12. Curriculum Organisation

At Holme Court School, PSHE education is carefully planned to ensure progression across the age range of 7–16 years whilst remaining responsive to the individual needs of pupils with Autism, ADHD, Social, Emotional and Mental Health (SEMH) needs and associated Special Educational Needs and Disabilities (SEND).

The curriculum is structured around three core themes:

- **Health and Wellbeing**
- **Relationships**
- **Living in the Wider World**

These themes are revisited throughout a pupil's time at the school, allowing knowledge and skills to be developed progressively through a spiral curriculum. Learning builds on prior understanding, enabling pupils to revisit key concepts with increasing depth and complexity as they mature emotionally and cognitively.

PSHE education is delivered through:

- discrete weekly PSHE lessons;
- tutor and pastoral sessions;
- therapeutic interventions;
- restorative conversations;
- assemblies;
- enrichment activities;
- educational visits;
- careers education;
- cross-curricular learning opportunities;
- pupil leadership activities;
- whole-school events;
- community engagement projects.

The curriculum remains flexible to respond to emerging safeguarding issues, national developments and the needs of individual pupils.

13. Curriculum Content

Health and Wellbeing

Pupils are supported to develop an understanding of:

Emotional Wellbeing

- recognising emotions;
- identifying triggers;
- self-awareness;
- emotional literacy;
- resilience;
- self-esteem;

- confidence;
- stress management;
- coping strategies;
- growth mindset;
- self-reflection.

Mental Health

Learning includes:

- understanding mental health;
- recognising signs of emotional distress;
- reducing stigma;
- accessing support;
- mindfulness and relaxation strategies;
- healthy routines;
- sleep hygiene;
- emotional regulation;
- recognising anxiety;
- understanding trauma responses.

Teaching reflects the experiences of pupils with SEMH needs and encourages positive help-seeking behaviours.

Physical Health

Pupils learn about:

- healthy eating;
- nutrition;
- hydration;
- exercise;
- personal hygiene;
- oral health;
- sleep;

- puberty (within the separate RSHE curriculum);
- vaccinations;
- medicines;
- managing minor illness;
- healthy lifestyles.

Safety

Teaching covers:

- personal safety;
- recognising unsafe situations;
- road safety;
- water safety;
- fire safety;
- first aid awareness;
- emergency procedures;
- seeking help;
- recognising hazards;
- managing personal risk.

Relationships

Relationship education is delivered in accordance with the school's separate Relationships and Sex Education Policy.

Within PSHE, pupils additionally develop skills in:

- friendship;
- communication;
- empathy;
- conflict resolution;
- teamwork;
- respect;

- kindness;
- inclusion;
- cooperation;
- restorative practice;
- recognising healthy and unhealthy behaviours;
- respecting personal boundaries.

Living in the Wider World

Learning includes:

Citizenship

Pupils develop understanding of:

- rights and responsibilities;
- democracy;
- the rule of law;
- individual liberty;
- mutual respect;
- tolerance;
- equality;
- diversity;
- community participation.

Financial Education

Age-appropriate learning includes:

- managing money;
- budgeting;
- saving;
- banking;
- employment;
- taxation;

- consumer awareness;
- value for money;
- avoiding scams;
- responsible spending.

Careers Education

Older pupils are supported to develop:

- aspirations;
- employability skills;
- interview techniques;
- workplace expectations;
- CV writing;
- transition planning;
- further education awareness;
- apprenticeships;
- independence skills.

Digital Citizenship

Pupils learn:

- responsible online behaviour;
- digital footprints;
- misinformation;
- media literacy;
- online reputation;
- cyberbullying;
- privacy;
- responsible use of artificial intelligence;
- recognising manipulated images and information;
- maintaining healthy screen habits.

14. Teaching and Learning

Teaching within Holme Court School reflects the needs of pupils with Autism, ADHD, SEMH and associated needs including learning disabilities.

Lessons are characterised by:

- predictable routines;
- visual structure;
- high levels of consistency;
- positive relationships;
- low-arousal environments;
- adaptive teaching;
- flexible pacing;
- scaffolded learning;
- clear expectations;
- emotionally safe classrooms.

Teachers use a range of approaches including:

- discussion;
- role play;
- modelling;
- stories;
- problem solving;
- collaborative learning;
- practical activities;
- reflection;
- therapeutic conversations;
- restorative approaches.

Staff remain sensitive to pupils who may have experienced trauma and adapt learning appropriately where required.

15. Therapeutic Practice

The therapeutic ethos of Holme Court underpins all PSHE provision.

Staff recognise that emotional regulation is a prerequisite for effective learning.

Strategies include:

- emotionally available adults;
- restorative language;
- co-regulation;
- emotional coaching;
- predictable routines;
- sensory regulation;
- individual regulation plans;
- safe spaces;
- positive reinforcement;
- strengths-based approaches.

Teaching promotes psychological safety, allowing pupils to participate without fear of embarrassment or judgement.

16. Adaptive Teaching and SEND

As a specialist setting, all PSHE teaching is adapted to meet individual needs.

Adaptations may include:

- simplified language;
- visual timetables;
- symbol-supported resources;
- social stories;
- pre-teaching vocabulary;
- smaller learning groups;
- additional processing time;
- sensory breaks;
- movement opportunities;
- alternative recording methods;

- individual support where appropriate.

Learning objectives remain ambitious whilst recognising pupils' differing developmental profiles.

17. Creating a Safe Learning Environment

PSHE lessons are conducted within a respectful and supportive atmosphere.

At the beginning of each unit, teachers establish agreed ground rules which may include:

- listening respectfully;
- valuing differing opinions;
- maintaining privacy;
- asking appropriate questions;
- avoiding personal disclosures;
- respecting confidentiality within safeguarding limits.

Pupils are reminded that no one will be required to share personal experiences.

Questions that require individual safeguarding follow-up are managed outside the lesson.

18. Assessment

Assessment within PSHE is formative rather than solely knowledge-based.

Teachers monitor pupils':

- engagement;
- participation;
- understanding;
- communication;
- confidence;
- emotional development;
- application of learning;
- independence.

Evidence may include:

- discussion;
- observation;
- pupil reflection;
- practical activities;
- portfolios;
- photographs of learning;
- pupil voice;
- teacher assessment.

Assessment is used to inform future planning rather than to generate numerical attainment data.

19. Monitoring Progress

Progress is reviewed through:

- lesson observations;
- learning walks;
- planning scrutiny;
- pupil interviews;
- staff feedback;
- assessment information;
- behaviour analysis;
- attendance patterns;
- safeguarding themes;
- wellbeing indicators.

The PSHE Lead reports regularly to senior leaders regarding curriculum effectiveness.

20. Equality, Diversity and Inclusion

Holme Court School values diversity and actively promotes equality of opportunity.

PSHE education reflects the protected characteristics identified within the Equality Act 2010 and encourages pupils to understand, respect and celebrate difference.

Teaching promotes respect regardless of:

- age;
- disability;
- sex;
- race;
- religion or belief;
- gender reassignment;
- pregnancy and maternity;
- marriage and civil partnership;
- sexual orientation.

Resources are carefully selected to reflect diverse families, cultures, identities and life experiences in an age-appropriate and inclusive manner.

Discriminatory language, prejudice and stereotypes are actively challenged through education and positive role modelling.

21. Fundamental British Values

PSHE makes a significant contribution to promoting Fundamental British Values through opportunities for pupils to understand and experience:

- democracy through pupil voice and participation;
- the rule of law through school expectations and restorative approaches;
- individual liberty through informed choice and personal responsibility;
- mutual respect within relationships;
- tolerance of those with different faiths, beliefs and backgrounds.

These values are embedded throughout school life rather than taught in isolation.

22. Safeguarding Themes

PSHE supports pupils in recognising and responding appropriately to safeguarding concerns, including:

- bullying, including prejudice-based bullying;
- child-on-child abuse;

- online abuse;
- coercive and controlling behaviour;
- criminal exploitation;
- child sexual exploitation;
- county lines;
- grooming;
- domestic abuse;
- honour-based abuse;
- forced marriage;
- female genital mutilation (where age and developmental stage make this appropriate);
- radicalisation and extremism;
- substance misuse;
- unhealthy relationships.
- Upskirting

Teaching is delivered sensitively and in a manner appropriate to pupils' age, understanding and individual needs.

Any safeguarding disclosures arising from lessons will be managed in accordance with the school's Safeguarding and Child Protection Policy, with appropriate support provided to pupils.

23. Working with Parents and Carers

Holme Court School recognises that parents and carers are the primary educators of their children and that effective PSHE education is strengthened through positive partnerships between home and school.

The school aims to:

- keep parents informed about the aims and content of the PSHE curriculum;
- communicate curriculum themes through newsletters, meetings or the school website where appropriate;
- encourage open dialogue between home and school;
- respond sensitively to questions or concerns regarding curriculum content;

- support parents in reinforcing key learning at home where appropriate.

Whilst PSHE education is compulsory for all pupils, Relationships and Sex Education (RSE) is delivered in accordance with the school's separate **Relationships and Sex Education (RSE) Policy**, which sets out arrangements for consultation with parents and carers and the statutory right to request withdrawal from the non-statutory elements of sex education.

Where concerns arise regarding individual pupils, parents and carers will be engaged, unless doing so would place the child at increased risk of harm or would be contrary to safeguarding guidance.

24. Confidentiality

A climate of trust and respect is essential for effective PSHE education.

Staff will encourage pupils to discuss sensitive issues appropriately whilst making clear that confidentiality cannot be guaranteed where there are safeguarding concerns.

At the start of appropriate lessons, pupils will be reminded that:

- everyone has the right to be treated respectfully;
- personal information should not be shared about themselves or others;
- questions are welcomed and will be answered honestly where appropriate;
- some information must be shared with safeguarding staff if a child is at risk of harm.

Where a disclosure is made that indicates a pupil may be suffering, or be at risk of suffering, significant harm, staff will follow the school's Safeguarding and Child Protection Policy immediately.

25. Staff Training and Professional Development

Holme Court School recognises that high-quality PSHE education depends upon knowledgeable, confident and well-supported staff.

Professional development may include training in:

- safeguarding and child protection;
- Keeping Children Safe in Education;
- trauma-informed practice;
- attachment-aware approaches;

- mental health and emotional wellbeing;
- restorative practice;
- behaviour as communication;
- equality, diversity and inclusion;
- online safety and emerging technologies;
- Prevent Duty;
- adaptive teaching for pupils with SEND;
- therapeutic communication.

Staff responsible for delivering PSHE will receive ongoing opportunities to develop subject knowledge and confidence in responding to sensitive issues appropriately.

Where external professionals contribute to PSHE education, they will be appropriately vetted, briefed on the school's safeguarding procedures and supervised where necessary.

Teaching remains the responsibility of Holme Court School staff.

26. Resources

Resources used to support PSHE education will:

- be accurate, balanced and age-appropriate;
- reflect current legislation and guidance;
- promote equality and inclusion;
- represent diverse families, communities and cultures;
- be suitable for pupils with SEND and SEMH needs;
- avoid reinforcing stereotypes or discriminatory attitudes.

The PSHE Lead is responsible for reviewing resources regularly to ensure they remain current and appropriate.

Digital resources are evaluated carefully to ensure they support learning safely and effectively.

27. Visitors and External Agencies

External speakers and organisations can enrich PSHE education by providing specialist knowledge and experience.

Visitors may include:

- health professionals;
- emergency services;
- mental health practitioners;
- careers advisers;
- community organisations;
- local authority professionals;
- charities with relevant expertise.

All visitors are expected to:

- understand the school's ethos;
- work within safeguarding expectations;
- avoid promoting personal or political opinions;
- deliver balanced and factual information;
- work under the supervision of school staff where appropriate.

Visitors supplement, but do not replace, the planned curriculum.

28. Monitoring, Evaluation and Quality Assurance

The effectiveness of PSHE education is monitored through a range of quality assurance activities.

These include:

- lesson observations;
- learning walks;
- planning scrutiny;
- work scrutiny;
- pupil voice;
- staff feedback;
- behaviour and wellbeing data;
- attendance information;
- safeguarding trends;

- curriculum evaluation;
- parental feedback where appropriate.

The PSHE Lead will review provision annually and identify priorities for further development within the School Development Plan.

Findings may be reported to senior leaders and the Proprietor or Advisory Board as part of the school's quality assurance processes.

29. Measuring Impact

The impact of PSHE education is demonstrated through improvements in pupils':

- confidence and self-esteem;
- emotional literacy;
- emotional regulation;
- resilience;
- attendance and engagement;
- behaviour for learning;
- understanding of healthy relationships;
- ability to manage risk;
- independence;
- preparation for adulthood;
- participation within the wider school community.

Progress is recognised through individual development rather than solely academic attainment.

Success is measured through pupils becoming increasingly confident, safe, respectful and independent young people.

30. Links with Safeguarding

PSHE education plays a significant preventative role within the school's safeguarding arrangements.

The curriculum supports pupils to recognise:

- unsafe situations;
- abusive behaviour;

- inappropriate relationships;
- exploitation;
- online risks;
- grooming;
- coercion;
- discrimination;
- harmful peer behaviours;
- situations requiring trusted adult support.

Where safeguarding concerns arise during lessons, staff will respond in accordance with the school's Safeguarding and Child Protection Policy.

The Designated Safeguarding Lead (DSL) works closely with teaching staff to ensure safeguarding themes remain responsive to emerging local and national risks.

31. Complaints

Any concerns relating to the delivery of PSHE education should initially be discussed with the class teacher or PSHE Lead.

Where concerns remain unresolved, parents and carers should follow the school's Complaints Policy.

Concerns relating specifically to Relationships and Sex Education should also be considered alongside the school's separate RSE Policy.

32. Policy Review

This policy will be reviewed annually or sooner if:

- legislation changes;
- statutory guidance is updated;
- inspection findings require amendment;
- safeguarding developments indicate changes are necessary;
- school provision changes significantly.

The review process will consider:

- national guidance;
- pupil outcomes;

- staff feedback;
- parental feedback where appropriate;
- quality assurance findings;
- safeguarding developments.

Appendix A – Curriculum Overview- examples of Content. Please also refer to Curriculum Maps and Schemes of Work

Theme	Lower School (Ages 7–11)	Upper School (Ages 11–16)
Health and Wellbeing	Emotions, healthy routines, personal hygiene, recognising feelings, healthy lifestyles	Mental health, resilience, healthy choices, independence, managing risk, preparing for adulthood
Relationships	Friendships, communication, respect, teamwork, kindness, recognising trusted adults	Healthy relationships, boundaries, consent, managing conflict, respectful communication, peer influence *(with RSE content delivered through the separate RSE Policy)*
Living in the Wider World	Community, belonging, British Values, simple financial awareness, online safety	Citizenship, careers, budgeting, employment, media literacy, digital responsibility, economic wellbeing

The curriculum is reviewed annually to ensure that it reflects the needs of pupils, emerging safeguarding issues and current statutory guidance.

Appendix B – Teaching Approaches

Teaching will:

- encourage active participation;
- promote respectful discussion;
- support critical thinking;
- recognise pupils' emotional readiness;
- provide appropriate challenge;
- celebrate achievement;
- reinforce positive relationships;
- encourage reflection and personal growth.

Staff will adapt lessons to ensure accessibility for all learners, recognising communication differences, sensory needs and emotional regulation requirements.

Appendix C – Equal Opportunities

PSHE education reflects Holme Court School's commitment to equality, diversity and inclusion.

Teaching promotes:

- respect for all people;
- understanding of protected characteristics under the Equality Act 2010;
- challenging stereotypes;
- inclusive language;
- fairness and dignity;
- appreciation of diversity.

The curriculum reflects a broad range of family structures, cultures, beliefs and life experiences, ensuring pupils feel represented and respected.

Appendix D – Linked Policies

This policy should be read alongside:

- Relationships and Sex Education (RSE) Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Equality Policy
- SEND Policy
- Mental Health and Wellbeing Policy
- Online Safety Policy
- Positive Behaviour Support Policy
- Attendance Policy
- Complaints Policy
- Curriculum Policy
- Staff Code of Conduct

Approval and Review

Approved by	**Headteacher / Proprietor**
Responsible Person	Head of Centre
Policy Owner	PSHE Lead
Date Approved	July 2026
Review Frequency	Annually
Next Review	July 2027

Document Control

This policy applies to all staff employed by or working on behalf of Holme Court School, including agency staff, volunteers, governors and contractors where appropriate.

The policy should be read in conjunction with current statutory guidance and the wider safeguarding framework adopted by the school.