

‘ Every Child, Every Chance, Every Day’

Reviewed By	Ali McQuay	Policy Owner	March 2018
Ratified by	Sarah Horsfall	Governor	March 2018
NEXT REVIEW			March 2020

This policy must be read in conjunction with following relevant policies; Teaching and Learning, Behaviour, SEND, Science, E-Safety, P 4C R.E and Child Protection Procedures.

SMSC

At Shirley Junior School, we recognise that social, moral, spiritual and cultural development is central to the education of all pupils and permeates the whole curriculum and ethos of the school.

Social: relates to the development of knowledge and understanding and the acquisition of skills in relating to others. This begins with family and friends and extends to the wider community. Our PSHE policy has been amalgamated under the SMSC umbrella. Detailed information regarding this is found later on in this policy.

Moral: relates particularly to developing knowledge and understanding of right and wrong. Pupils learn to make choices in their behaviour through developing knowledge of boundaries and understanding consequences. At Shirley Junior School, we are a Rights Respecting School. We believe that children should be educated of their rights as stated in the United Nations Convention on the Rights of the Child (UNCRC). Information relating to this can be seen in the Behaviour Policy and later on in the PSHE section of this paper.

Spiritual: is concerned with the exploration of development of feelings and emotions; personality, individuality and uniqueness. Read the SEAL part of the PSHE policy. Also link this to RE policy/Anti-Bullying/P4C (philosophy for children)

Cultural: is concerned with encountering the defining aspects of different cultures e.g values, beliefs, customs etc. Link this to RE policy.

At school, we aim to deliver an education that will give our children the skills, knowledge and understanding that enables them to work towards their full development in each of the above areas. In order to do this, we strive to ensure:

- That everyone connected with the school is aware of our values and principles.

- That all adults model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families.
- There is a consistent approach to the delivery of S.M.S.C. education through the curriculum and the general life of the school.
- That a child's education is set within a context that is meaningful and appropriate to their age, aptitude and background
- That a range of learning and teaching styles are used.
- That all children have an equal opportunity to access the provision for S.M.S.C. education

The Curriculum

There are key opportunities in our school for S.M.S.C education and these include:

- A planned Religious Education curriculum
- A planned Personal, Social, Health curriculum
- Assemblies following planned themes that explore important values, aspects of our heritage and other cultures e.g. festival days, the patron saints and national celebrations.
- A Reflection of the Week (displayed in each classroom)
- Class Council Elections and Meetings
- Class Charters
- Lunchtime and Playtime Agreements
- A Behaviour Policy
- Themed Educational weeks
- Rights Respecting principles to allow for peers to discuss and help sort out differences with adult intervention and support
- Class monitor systems
- E.L.S.A (Emotional Literacy Support Assistants)
- Sports Leaders
- Eco-Warriors
- School Houses/House Captains/House competitions
- After School Clubs led by staff and outside agencies
- Celebration assemblies for whole school and year groups linked to our JETTS
- Participation in a variety of different educational visits
- Visits from experts to enrich the curriculum
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians
- Participation in activities from pupils from other schools (especially in our Trust/music/sport/Rock challenge)
- Links with the local church
- Residential visits in year 4 and 6
- Moments of Awe and Wonder through Topic Hook days or Outcome Days
- Developments of home-school links e.g. Share my learning days, visits to the library

P4C (read in conjunction with separate P4C policy)

At Shirley Junior School we aim to create an environment where children feel that they have the freedom to explore ideas and ask questions in all areas of school life. Philosophy for children (P4C) is an important vehicle in allowing for children to develop their questioning and critical thinking skills, which are reflected in the National Curriculum.

P4C focuses on thinking skills and communal dialogue ('philosophising'), and aims to build 'communities of enquiry' where participants develop the 4Cs: creative, critical, caring and collaborative thinking skills. Philosophy for children activities can be used in all subjects across the curriculum.

Curriculum

At Shirley Junior School, the complete P4C cycle of about 1 hour's duration will be implemented each half term. This will be from a stimulus that will promote quarrelsome discussion. In addition, P4C elements will may be integrated through topics and guided reading but the whole P4C cycle will not necessary be followed in its entirety.

P4C Cycle

1. Getting started- warm-up activities
2. Presentation of stimulus (a question that contains the big idea using the three C's)
3. Thinking time- time for private reflection- what is the big idea?
4. Question-making- 6-10 questions generated ideally
5. Questions-airing, discussions aired, ambiguities cleared up, links explored
6. Question-choosing- turn backs, thumbs up/thumbs down
7. First thoughts-think/pair/share
8. Building- question/dialogue opened to the class to better understand the issue
9. Last thoughts-Final words on what has been discussed
10. Review- www (what went well) and ebi (even better if)

Pupil Voice

We believe that children need to be active participants in their own education and to feel that their opinions will be heard in the wider school community.

At Shirley Junior School, we therefore seek ways to listen to the views of our pupils and involve them in decision making so that they are engaged as partners in the life of the school. We believe that this will make a positive contribution to the school environment and ethos.

Student voice and pupil participation activities at Shirley Junior School

There is a wide range of approaches that we are developing at Shirley Junior School to support pupil participation and promote student voice:

- Learning Ambassadors (School Council)
- House Captains
- Sports Leaders
- Eco-warriors
- Pupil Jobs
- Fundraising campaigns (both teacher and pupil initiated)
- Consultations on teacher/school led projects e.g. re: drafting policies relating to behaviour or anti bullying; evaluation of learning activities/the creative curriculum
- Pupils with additional learning needs are involved in decisions that affect their learning and well - being through their Learning Logs. Pupils are also consulted when they have Annual Reviews.

School Council

One of the principle means by which pupil voice activity is progressed in school is by the use of the School Council (Learning Ambassadors). We believe that our school council will enhance and influence positive peer leadership and mutual responsibility throughout the school.

The School Council will:

- Be a positive, democratic forum
- Provide an opportunity for all children to be heard
- Provide a forum for the leadership of the school to listen to children's knowledge and opinions
- Aid communication throughout the school
- Build the children's confidence and self-esteem
- Encourage the children to be active citizens
- Share any major issues raised by fellow members of the school community, including pupils, in assemblies and explain any changes that may happen as a result

School Council in Practice

School Council organise the recruitment of their own members, using a voting system that involves all pupils of the school, ensuring representation of all year groups.

Every class elects a School Council Representative. School Council membership will consist of a member of staff, who will generally chair the meeting and the School Council Representatives, and a School Governor Representative

School Council meetings are scheduled on the school calendar and take place periodically throughout the school year. At each meeting, those present and absent are noted, and apologies read out.

Matters arising from the previous meeting are discussed, followed by business for the meeting in accordance with the agenda. A list of main agenda items is set at the beginning of each term.

At some meetings a guest speaker will be invited. This may be another member of staff, or an outside speaker. Minutes are recorded and circulated to staff and school council representatives to share with their peers.

School Council organise their own activities and liaise to accommodate these activities on the school calendar. Members of the School Council may also represent the school at community meetings and at meetings of the Leadership Team and Governing Body where appropriate.

Developing a whole school approach

To encourage a consistent, positive attitude to pupil participation at SJS, the whole staff, including the non-teaching staff, should understand the benefits of pupil participation, be clear in their role in terms of supporting pupil participation and be kept well informed about issues being discussed and proposals put forward by the school council and other pupil representative groups.

Rights and Respecting

Shirley Junior School is a Rights Respecting school. We believe that children should be educated of their rights as stated in the United Nations Convention on the Rights of the Child (UNCRC). A Rights Respecting School puts the CRC (Convention on the Rights of the Child) at the heart of a school's culture and ethos to improve well-being and develop every child's talents and abilities to their fullest potential.

All children have these rights and we have to respect them. There are no conditions attached to them. They cannot be taken away. Children are the "rights holders" and adults are the "duty bearers". By being educated of their rights it is hoped it will allow for the following:

- Improved self-esteem and well-being
- Improved relationships and behaviour (reductions in bullying and exclusions and improved attendance)
- Improved engagement in learning
- Positive attitudes towards diversity in society and the reduction of prejudice
- Children and young people's enhanced moral understanding
- Children and young people's support for global justice
- Children and young people become more involved in decision-making in schools.

British Values

The 'fundamental British values' that the DfE and Ofsted are asking schools to promote are:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

At SJS we promote a set of social attitudes thought to maintain social cohesion and equality.

Aspects of this are developed through the curriculum and infused within the day to day operation of the school. We promote the British values of democracy by:

- Encouraging pupil voice e.g. class charters, Learning ambassadors
- Holding mock elections
- P4C – opportunities to learn how to argue and defend a point of view
- General behaviour, ethos, systems (JETTS) and practices of the school
- Content of assemblies, collective worship and RE sessions (sometimes, visitors are invited to work alongside the teacher in the classroom and will work within the school's policies. These will normally include police schools' liaison officers, nurses and church representatives.)

PSHE

At Shirley Junior School we believe that Personal Social & Health Education (PSHE) is an essential part of a child's education. We recognise that a child's personal and social development begins before he/she comes to school and parents have a key role in this development.

The school builds on those skills and develops attitudes and values with sensitive regard to the relationship which exists between a child and its family. This policy is intended to support the school in developing a coherent whole-school approach to personal, social, health and economic well-being as well as promoting the spiritual, moral, cultural, mental and physical development of pupils at the school in doing so, we are preparing pupils at the school for the opportunities, responsibilities and experiences of later life.

Rationale

P.S.H.E. is planned to provide pupils with the opportunities to:

- Feel positive about themselves
- Make real choices and decisions based on accurate information
- Develop relationships through work and play, enabling honesty, trust and tolerance to be developed
- Take responsibility for themselves, their actions and their behaviour
- Consider social and moral dilemmas they come across in life
- Prepare for change – physical change, emotional change, social change, moving to a new school.
- Know and understand what constitutes a healthy lifestyle.

The basis of P.S.H.E. must be skill development backed up by the exploration of attitudes and values and learning accurate information. Through the opportunities mentioned above, pupils will:-

- Develop their self-esteem
- Gain confidence about themselves and their relationships with others
- Develop good relationships with other members of the school and the wider community
- Be empowered to make the most of their abilities
- Develop increasing responsibility for their actions
- Play an active role as responsible citizens of a democratic society
- Develop a healthy lifestyle
- Keep themselves safe and be aware of safety issues including when using the internet and related technologies
- Respect the differences between people regardless of race, gender and mental and physical disability
- Understand the consequences of racism, teasing, bullying and aggressive behaviour.
- Appreciate and inherit the Shirley Junior core values (JETTS) into their own philosophy

Curriculum

P.S.H.E. is taught mainly by the class teacher and the majority of the PSHE curriculum will be taught through SEAL circle time activities. Sometimes aspects of P.S.H.E. will be integrated into other curriculum areas, in particular science, R.E., P.E., music, D.T., geography, history, Topic, P4C and collective worship.

A wide range of teaching and learning strategies are employed. These include circle time, discussion, topic work and role play in drama.

The resources used might include activities from the SEAL curriculum material, pictures, posters, post cards, videos and quizzes. Pupils may work as mixed ability groups, in pairs, small groups or as a whole class, dependent on the activity and the class's needs. On occasions there are individual activities at differentiated ability levels.

SEAL- Social, emotional aspects of learning.

The PSHE curriculum is based around 6 main topics linked with the SEAL curriculum. These are not stand alone lessons but are taught through parts of our **weekly circle time as a class**. Each half term is based around a different aspect of the SEAL programme. For example:

- Autumn 1- New Beginnings
- Autumn 2- Getting on and falling out
- Spring 1-Going for Goals
- Spring 2-Good to me be
- Summer 1-Relationships
- Summer 2- Changes

Sex and Relationship Education (S.R.E Policy)

(From Sept 2019 name could be changed to Relationship Education – awaiting confirmation)

At Shirley Junior School we believe that children should have the opportunity to develop high self-esteem, with the ability to form secure relationships, and make informal decisions about moral and social issues.

Our teaching will aim to help our children cope with the physical and emotional challenges of growing up, giving them appropriate understanding of human reproduction. Relationships and sex education is a continuing, developmental process, which includes the exploration of attitudes and values and the development of skills, as well as the presentation of factual knowledge. As with all learning it is gradual and matched to the child's maturity and stage of development.

It develops children's awareness of, and respect for themselves and others by adding their development of positive self-esteem, which will help children to cope with the challenges of personal growth. It enables children to be aware of the personal choices they can make and prepares them to make responsible decisions. It allows them to explore feelings and emotions through a variety of different contexts and enjoy the confidence in their own ability.

As part of the sex and relationships education framework, pupils are taught about the nature and importance of family life and bringing up children. Pupils will learn about the significance of loving and caring relationships. Care is taken so that no child is stigmatized because of his/her home circumstances and staff should be aware of these before they begin a lesson/circle time containing such nature. Pupils will also have the opportunity to learn and to understand different types of family including single parent family, foster care and adoption.

The objective of sex and relationship education is to help and support our pupils through their physical, emotional and moral development. This is firmly embedded in to our PSHE SOW where we will help our pupils learn to respect themselves and others so they move with confidence from childhood through adolescence into adulthood.

Rationale

SRE is about the physical, moral and emotional development of the child. It supports their understanding of the importance of family life, built on respect and loving relationships. In Key Stage 2 pupils learn to express their opinions about relationships and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and wellbeing of others. Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them.

Through the Science Curriculum, children will be taught about

- the life processes common to humans and other animals include nutrition, growth and reproduction
- the main stages of the human life cycle

Sex and Relationship Education has three main elements:

Attitudes and Values:

- Learning the importance of values and moral considerations
- Learning the value of family life, marriage and stable relationships
- Learning the value of love, respect and care

Personal and Social Skills:

- Learning to manage emotions and relationships confidently and sensitively.
- Developing empathy and self- respect.
- Learning to make choices with prejudice
- Appreciating the consequences of choices made
- Managing conflict
- Recognizing and avoiding exploitation and abuse
- Developing skills for a healthier safer lifestyle
- Developing and using communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies

Knowledge and understanding:

- To promote positive attitudes to the human body and body functions
- To promote confidence and competence in personal relationships
- To develop a basic understanding and knowledge of reproduction, growth and development
- To promote an understanding of the role of families and the needs of the young
- To develop skills to avoid exploitation and abuse
- To develop understanding, awareness and the ability to cope with the changing emotions, moods and feelings of self and others
- To develop an appropriate vocabulary to discuss all of these

Curriculum

Resources to teach sex and relationship education include SEAL material, reference books and “Teaching SRE with confidence in Primary Schools” a computer based programme (Christopher Winter Project) with lesson plans, games and resources for teachers to use as a guideline.

Teaching will be delivered by the class teacher whose knowledge of individual pupils will enable sensitive handling of this subject. Most teaching will take place in mixed sex class groups, with additional opportunity for single sex or individual discussions if the teacher considers this to be necessary and/or appropriate. Teachers will be supported by appropriate training and support.

It is essential that we help our pupils develop in confidence in talking, listening and thinking about sex and relationships. We are aware teachers and other staff may need to overcome their own anxieties and embarrassment to do this effectively. Partnership between school and parents is the key to success. We aim to use a number of teaching strategies that can help this, including:

- Establishing ground rules with their pupils;
- Using ‘distancing’ techniques; (these depersonalise the situations under discussion. Being in role, empathising with a character or speaking in response to the actions of others allows pupils to explore their feelings about issues safely, because they are not speaking or acting as themselves.)
- Knowing how to deal with unexpected questions or comments from pupils;
- Using discussion, appropriate materials and encouraging reflection.
- Ensuring that all body parts and sex related vocabulary are discussed using the scientific names by both adults and children.

As part of the Science Curriculum at KS2 and linked to SRE we cover the following areas:

- To recognise the main external parts of the bodies of humans
- To understand the functions of the main external body parts and to discuss the differences between the male and female body (e.g. penis, testicles, vagina, ovaries, nipples, breasts, cervix, fallopian tubes)
- That humans and animals can produce offspring and these grow into adults
- To recognise similarities and difference between themselves and others and to respond sensitively to this

At Shirley Junior School we combine SRE, PSHE and Science objectives for each year group which is progressive and age appropriate. Parents will be notified in advance, through the curriculum letter, of any Sex Education their children will be receiving and will be given an opportunity to view the materials if they wish. THESE UNITS OF WORK ARE USUALLY TAUGHT IN THE SUMMER TERM.

The basic focus for each year group is as follows:

- Year 3 – Valuing Difference and Keeping Safe
- Year 4- Growing up - The differences between genders and the stages of the human life from birth to old age.
- Year 5- Puberty - personal hygiene and body image (focusing on self-confidence) – the school will seek the involvement of the school nurse

- Year 6 – Puberty, Relationships and Reproduction - Sexual intercourse, conception, pregnancy and child birth. Responsibilities of family life and body image (focusing on the media).

Whenever, a PSHE session or circle time takes place we as a staff will always ensure a set of ground rules is discussed before each session. This will help create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. New ground rules might be developed as part of the sex and relationship education session or individually with each class or year group. For example, one class worked out this set of ground rules together:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used; and
- meanings of words will be explained in a sensible and factual way.

Issues that may arise within SRE

(i) **Withdrawal** Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

(ii) **Dealing with questions** Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Many teachers are concerned about responding to unexpected questions or comments from pupils in a whole-class situation. Having a set of ground rules should reduce the chances of this happening but teachers may need support and training so that they are prepared for the unexpected. For example:

- If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as parent, school nurse, helpline, or an outside agency or service;
- If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or teacher or both together research the question later;
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information.
- To maintain trust and respect the teacher must remember to talk with the pupil later; and
- If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.

(iii) **Confidentiality** As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection coordinator (Headteacher)

(iv) **Child Protection** The school has a separate Safeguarding incorporating Child Protection Policy. SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns as laid out in the **Child Protection Policy**.

(v) **Controversial and Sensitive** Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

(vi) **Sexual Identity and Sexual Orientation** SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

(vi) **Parents will be notified in advance, through the curriculum letter, of any Sex Education** their children will be receiving and will be given an opportunity to view the materials if they wish.

Monitoring, Assessment and Evaluation

SRE is monitored and evaluated by the Headteacher, SLT and SMSC Subject Manager. As a result of this process changes will be made to the sex and relationship education programmes as appropriate. Elements of the sex education in the science curriculum are assessed formally.

Assessment and evaluation of the SRE programme outside the science order is conducted using a variety of informal activities which have been built into the programme. These could include peer assessment and self- assessment. Teachers delivering SRE should constantly evaluate their lessons to inform future planning.

Drug Education Policy

Shirley Junior School is committed to the health and safety of its pupils and will take action to safeguard their well-being. We believe that the purpose of drug education should be to give pupils and parents / carers the knowledge, skills and attitudes to appreciate the benefits of a healthy life-style. Through this we aim to encourage our pupils to relate these to their own actions, both now and in the future. We will teach our pupils at an age appropriate level that the misuse of substances can have serious negative consequences for them and those around them. This could be of a physical, psychological, social, financial or legal nature. Throughout the policy the term 'Drugs' will refer to tobacco, alcohol, solvents and other substances, which can have a harmful effect whether they be legal or illegal. Substances covered by this policy will be:

- Over-the-counter medicines – e.g. paracetamol, cough medicines
- Prescription medicines – e.g. tranquillisers, amphetamines, anabolic steroids
- Alcohol
- Tobacco
- Legal highs e.g. caffeine should we refer to this as 'legal high'? as the Psychoactive substances act 2016 refers to it as that.
- Illegal drugs e.g. cannabis, heroin, LSD, ecstasy
- Volatile (sniffable) substances – e.g. petrol, alkyl nitrates, butane, aerosols

How should we define 'drugs'?

The definition of a drug given by the United Nations Office on Drugs and Crime and also adopted in the DfES document *Drugs: Guidance for schools 2012* is:

A substance people take to change the way they feel, think or behave.

This includes:

- all illegal drugs (those controlled by the Misuse of Drugs Act 1971)
- all legal drugs, including alcohol, tobacco, volatile substances, ketamine, khat and alkyl nitrites
- all over-the-counter and prescription medicines

Aims and objectives

We aim to equip children with the necessary knowledge, understanding and skills that enable them to make the sort of choices that lead to a healthy lifestyle. Our drugs education programme has the primary objective of helping children to become more confident and responsible young people. We teach children about the dangers to health posed by drug-taking, and we aim to equip them with the social skills that enable them to make informed moral and social decisions in relation to drugs in society.

- To develop an understanding of the role of drugs as a medicine.
- To develop an understanding that household products including medicines, can be harmful if not used properly.
- To promote positive attitudes to healthy lifestyles.
- To develop and reinforce self-esteem in order to promote responsibility and decision-making.
- To say NO to bad persuasion and become aware of peer pressure.
- To provide a safe, healthy environment in which pupils and staff can learn and develop.
- To ensure that all members of the school community know and understand the rules of the school, how they are expected to behave, and the policy regarding drug incidents.
- To ensure that everybody understands how drug incidents will be managed in the school.
- To encourage and enable pupils to appreciate the benefits of a healthy lifestyle now, and in the future.
- To enable pupils to make reasoned, informed choices.
- To address the needs of the school and local community in relation to drugs, including differences and diversity within the school community.
 - To monitor, evaluate and review learning outcomes for pupils.
 - To work with the LA and partner agencies, including the voluntary sector, to secure and support a balanced delivery of a drug education programme.

Teaching

Year 3

- | | |
|----------|-----------------------------------|
| Lesson 1 | How do people keep healthy? |
| Lesson 2 | How does smoking affect the body? |
| Lesson 3 | How can I make healthy choices? |

Year 4

- | | |
|----------|--|
| Lesson 1 | Legal drugs in society |
| Lesson 2 | The safe use of legal substances and medicines |
| Lesson 3 | Friendships, relationships and influences |

Year 5

Lesson 1 Why do people use drugs and solvents

Lesson 2 Resisting peer pressure

Lesson 3 What to do in an emergency

Year 6

Lesson 1 Facts about illegal drugs

Lesson 2 Influences on behaviour and stereotyping

Lesson 3 Resisting peer pressure and accessing sources of support

A range of teaching styles are used to support teachers with their planning. These active approaches are:

- Thought showers/mind mapping
- Circle time
- Creative writing
- Discussions
- Drama
- Group work
- Interactive ICT
- video clips followed by follow –up discussions
- Role play/simulations
- Structured games
- One to one situations

Care is always taken when using an above style that it matches the age appropriateness of the group. All activities are differentiated to meet the individual's needs and styles are chosen to support groups of learners.

OUTSIDE AGENCIES

Outside agencies may be involved through organised visits from the school. **The key partner agencies may include:**

- Police
- the school nurse
- health promotion staff
- youth and community workers
- voluntary drug services

The Coordinator monitors the PSHE curriculum. This will include sampling pupils' work and monitoring curriculum plans. Factual knowledge and understanding about drugs and specific personal and social skills, as identified in the scheme of work, will be assessed within PSHE.

Working in Partnership with Parents

The school is well aware that the primary role in children's Drugs Education lies with parents. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we will:

- ☒ inform parents by newsletters when items related to drugs education are being taught.
- ☒ answer any questions parents may have about the drugs education their child receives in school;
- ☒ take seriously any issue which parents raise with teachers or governors about this policy or the arrangements for drugs education in the school;
- ☒ encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- ☒ inform parents about the best practice known with regard to drugs education so that the parents can support the key messages being given to children at school.

Confidentiality and Child Protection

All lessons will take place in a secure and supportive environment however the children will be made aware that teachers **cannot** offer unconditional confidentiality. All staff involved in delivering and supporting Drugs Education should be alert to the signs of abuse, neglect and exploitation. The school has a separate Safeguarding & Child Protection Policy.

Effective Drugs Education may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Teachers and support staff can not physically search children but can request that items be removed from pockets etc.

DRUG RELATED INCIDENTS

The following procedures are supported by the guidance 'DfE and ACPO drug advice for schools Advice for local authorities, Headteachers, school staff and governing bodies' Sept 2012

The possession, use or supply of illegal and other unauthorised drugs within the school boundaries is unacceptable.

In taking temporary possession and disposing of suspected controlled drugs schools are advised to:

FINDING SUBSTANCES

If a member of staff finds any substance on the school premises which they suspect of being harmful or illegal they should report it to the Executive Head teacher or in her absence the Head of School. The substance should then be removed, in the presence of a witness, and the sample sealed in a plastic bag and include details of the date and time of the seizure/find and witness present; If the substance is known or suspected to be illegal the police will be informed. The police would be informed immediately and the local Police Liaison Officer for support. They would collect it and then store or dispose of it in line with locally agreed protocols.

NOTE: The law does not require a school to divulge to the police the name of the pupil from whom the drugs were taken but it is advisable to do so.

If a substance is removed from a child, this must be done in the presence of a witness. It should be stored in a secure location, such as a safe or other lockable container with access limited to senior members of staff. The child's parents should be informed as soon as possible of the incident. See Health and Safety Policy.

If a child is suspected of being under the influence of drugs or alcohol on school premises, the school would prioritise the safety of the young person and those around them. If necessary it should be dealt with as a medical emergency, administering First Aid and summoning appropriate support. Depending on the circumstances, parents or the police may need to be contacted. If the child is felt

to be at risk the Safeguarding Policy will come into effect and social services may need to be contacted.

In both cases the following will be recorded: full details of the incident, including the police incident reference number, signed by both members of staff and dated.

FINDING PARAPHERNALIA

If any equipment or paraphernalia associated with drug misuse are found on the school premises they should be handled with caution using appropriate protective clothing. The substance should then be removed, in the presence of a witness, and the sample sealed in a plastic bag including details of the date and time of the seizure/find and witness present. The police will then be informed and the disposal of the paraphernalia will be arranged. This is then logged (See Health and Safety Policy for procedures).

THE SUPPLY OF ILLEGAL SUBSTANCES

Should a member of staff have any suspicions regarding the supply of illegal drugs on the school premises these will be immediately reported to the Executive Headteacher or Head of school. The schools Police liaison officer would be contacted.

If a parent/carer is suspected to be under the influence of drugs on the school premises the school staff would attempt to maintain a calm atmosphere. The Executive Headteacher or Head of school would be informed and it would be discussed with the parent that another parent or emergency contact be contacted to come and collect them and accompany them home. If the parent/carer is repeatedly under the influence or violent and safeguarding concerns were raised this would invoke the child protection procedures.

This policy should be read in conjunction with the following policies:

Staff should also be aware of relevant guidance contained in other policies.

- Safeguarding
- Health and safety
- Behaviour
- Confidentiality
- Anti Bullying
- Healthy Schools
- School visits
- Equal Opportunities
- Medicines (Appendix A)

Appendix A

Safe Working Procedures; Medicines in school

Prescribed medicines will only be given out by the office staff, and only when a parental consent form has been completed and signed. The school will not administer non prescribed medicines or allow them to be in school.

A witness should be present when medicines are administered to a child as this is for the child's and school's protection.

Storage of medicines

The Health and Safety Unit's advice is that food and medicines should not be kept in the same refrigerator, because of the possibilities of contamination or error. As a class A drug it is an offence not to store Ritalin in a locked container. The Executive Headteacher and Office staff are responsible for the administration of Ritalin.

SWP No 75 – Medicines in School – the safe working procedure:-

- Provides schools with general information and guidance about medicines in schools.
- Clarifies where responsibility for the medical care of pupils lies.

NOTE: Staff should also be aware of the relevant guidance contained in the Health and Safety Policy.

Useful Organisations

Addaction is one of the UK's largest specialist drug and alcohol treatment charities. As well as adult services, they provide services specifically tailored to the needs of young people and their parents. The Skills for Life project supports young people with drug misusing parents. Website: www.addaction.org.uk

ADFAM offers information to families of drug and alcohol users, and the website has a database of local family support services. Tel: 020 7553 7640 Email: admin@adfam.org.uk Website: www.adfam.org.uk

Alcohol Concern works to reduce the incidence and costs of alcohol-related harm and to increase the range and quality of services available to people with alcohol-related problems Tel: 020 7264 0510. Email: contact@alcoholconcern.org.uk Website: www.alcoholconcern.org.uk

ASH (Action on Smoking and Health) A campaigning public health charity aiming to reduce the health problems caused by tobacco. Tel: 020 7739 5902 Email: enquiries@ash.org.uk Website: www.ash.org.uk

Children's Legal Centre operates a free and confidential legal advice and information service covering all aspects of law and policy affecting children and young people. Tel: 01206 877910 Email: clc@essex.ac.uk Website: www.childrenslegalcentre.com

Children's Rights Alliance for England - A charity working to improve the lives and status of all children in England through the fullest implementation of the UN Convention on the Rights of the Child. Email: info@crae.org.uk Website: www.crae.org.uk

Drinkaware - An independent charity that promotes responsible drinking through innovative ways to challenge the national drinking culture, helping reduce alcohol misuse and minimise alcohol related harm. Tel: 020 7307 7450 Website: www.drinkaware.co.uk/

Drinkline - A free and confidential helpline for anyone who is concerned about their own or someone else's drinking. Tel: 0800 917 8282 (lines are open 24 hours a day)

Drug Education Forum – this website contains a number of useful papers and briefing sheets for use by practitioners: Website: www.drugeducationforum.com/ 14

DrugScope is a centre of expertise on illegal drugs, aiming to inform policy development and reduce drug-related risk. The website includes detailed drug information and access to the Information and Library Service. DrugScope also hosts the Drug Education Practitioners Forum. Tel: 020 7520 7550 Email: info@drugscope.org.uk Website: www.drugscope.org.uk

FRANK is the national drugs awareness campaign aiming to raise awareness amongst young people of the risks of illegal drugs, and to provide information and advice. It also provides support to parents/carers, helping to give them the skills and confidence to communicate with their children about drugs. 24 Hour Helpline: 0800 776600 Email: frank@talktofrank.com Website: www.talktofrank.com

Mentor UK is a non-government organisation with a focus on protecting the health and wellbeing of children and young people to reduce the damage that drugs can do to their lives. Tel: 020 7739 8494. Email admin@mentoruk.org Website: www.mentoruk.org.uk

National Children's Bureau promotes the interests and well-being of all children and young people across every aspect of their lives. Tel: 020 7843 6000 Website: www.ncb.org.uk

Family Lives - A charity offering support and information to anyone parenting a child or teenager. It runs a free-phone helpline and courses for parents, and develops innovative projects. Tel: 0800 800 2222 Website: <http://familylives.org.uk/>

Re-Solv (Society for the Prevention of Solvent and Volatile Substance Abuse) A national charity providing information for teachers, other professionals, parents and young people. Tel: 01785 817885 Information line: 01785 810762 Email: information@re-solv.org Website: www.re-solv.org

Smokefree - NHS Smoking Helpline: 0800 169 0 169 Website: <http://smokefree.nhs.uk>

Stars National Initiative offers support for anyone working with children, young people and families affected by parental drug and alcohol misuse. Website: www.starsnationalinitiative.org.uk

Youth Offending Teams – Local Youth Offending Teams are multi-agency teams and are the responsibility of the local authority, who have a statutory duty to [prevent offending by young people under the age of 18. Website: <https://www.gov.uk/youth-offending-team>