

St James the Great School RC (VA) Primary and Nursery School



PSHE Policy including Sex and Relationship Education and Drug Education/Incidents (including alcohol, tobacco and volatile substances)

September 2010

St. James the Great RC Primary and Nursery School PSHCE Policy (including SRE and Drug Education/incidents)

Introduction

Policy for: St. James the Great RC Primary and Nursery School.

Completed: September 2010

Review date: September 2011

People responsible:

This policy has been developed by a working party with reference to government guidelines. It has taken into account the views of the staff, clergy, parents, governors and relevant outside agencies. Parts of the policy were developed in consultation with pupils. Parents may request a copy of this policy from the school reception or view it on www.stjamesthegreat.org.

This policy is firmly rooted in our identity as a Catholic school. We have a responsibility to ensure that the information our children is given is received in the context of the Catholic community and with Catholic values, based on sound moral principles.

We as a school understand the importance of investing in health to assist in the process of raising the level of pupil achievement and improving standards. We recognise the need to provide a physical, social and emotional environment that is conducive to learning.

Healthy School status

- NHSS achieved December 2007.
- NHSS renewal by December 2010 (including stepping on to the Enhancement Model).

Background information

Description of the school:

The school has 480 pupils on roll, all of whom come from practising Catholic families. The staff members are from Catholic or Christian backgrounds. A high proportion of pupils come from minority ethnic groups, with 23% of pupils from a Black African, Caribbean or other Black background, 13% of pupils from other White background, and 11% of pupils from Mixed backgrounds, reflecting the diversity of the catchment area. The recent rise in the number of Polish people living in Thornton Heath is also mirrored by the school intake. Approximately 8% of children have FSM entitlement, which is below the national average, as is the number of children with special educational needs (8.1%). The number of children learning English as an additional language is above the national average, with almost 37% of children not speaking English as their first language. On entry, pupils' standards are broadly average, and by Years 2 and 6, the attainment is generally above the national average, particularly in the core subjects. The most recent Ofsted report graded the school as 'Good' (2008).

Key issues within the catchment area include obesity, deprivation centred

around income and employment, underage pregnancies, and crimes including violence against a person and drug related offences (Strategic Partnership Croydon, 2009). Alcohol and tobacco abuse are also issues prevalent in the catchment area.

Policy Statement

What is PSHE and Citizenship?

Personal, social and health education (PSHE) is a planned programme of learning opportunities and experiences that help young people grow and develop as individuals and as members of families and communities. It equips them with knowledge and practical skills to live healthy, safe, fulfilled and responsible lives. PSHE also enables young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. PSHE programmes should be appropriate to pupils' abilities and backgrounds. They should provide opportunities to address real life and topical issues and show pupils that they can make a difference to their own and others' lives. (PSHE Association 2007)

Why should it be taught?

The National Curriculum (QCA/DfEE 1999) has two broad aims that provide an essential context within which schools develop their PSHE and Citizenship programme. They are:

Aim 1: The school curriculum should aim to provide opportunities for all pupils to learn and achieve.

Aim 2: The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities and responsibilities of life.

How does the whole-school ethos support PSHE and Citizenship?

At St James the Great we aim to educate our children with the understanding and commitment of parents, priests and teachers as each has a unique part in the preparation of our young people for adult life.

Within our school environment we aim to

- Raise pupils' confidence and self esteem by reminding all members of our school community of the importance of respecting everyone as an individual and appreciating effort
- Offer an especially supportive climate for learning based on trust
- Provide a foundation for acquiring the skills needed to learn and grow up at ease with oneself
- Increase pupils' motivation and deepen their understanding by providing relevant opportunities for 'real life' learning
- Improve pupils' ability to reflect on and become responsible for their own learning

- Reduce the chances that pupils' education will be interrupted or impaired, for example, by fear of bullying or substance misuse.

PSHCE addresses all five Every Child Matters outcomes, through the requirements of the curriculum:

- Being Healthy
 - SRE and DATE lessons, and through curriculum coverage of diet/nutrition/healthy lifestyle choices.
 - Walk to school week
- Staying Safe
 - SRE and DATE lessons, Anti-Bullying Week and associated curriculum coverage, lessons on people who help us, managing risk, resisting peer pressure, SEAL lessons.
- Enjoying and Achieving
 - SEAL lessons and whole school activities
 - PSHCE lessons use active learning and appeal to a variety of learning styles, so are inclusive and enable all children to feel a sense of personal achievement in their work and learning.
- Make a positive contribution
 - Citizenship lessons
 - Fairtrade Fortnight, Anti-Bullying Week, Earth Hour
 - In-school systems, e.g. buddies, squabble busters, play leaders, school colour teams
 - Links with local community and parishes.
- Achieve economic wellbeing
 - Class based lessons on financial capability
 - My Money Week
 - Enterprise initiatives

Organisation, planning, delivery and assessment

Who is responsible for co-ordinating the subject:

- PSHCE/SEAL/Healthy Schools Coordinator

How it will be organised and covered:

PSHCE is delivered throughout the school from N – Y6, and provision for PSHCE includes coverage of:

- Diet/Nutrition/Healthy Lifestyles
- Drug, Alcohol and Tobacco Education (DATE)
- Emotional health and well-being (EHWB)
- Safety education
- Sex and relationships education (SRE)
- Financial Capability/Economic well-being
- Citizenship

Delivery of the PSHCE curriculum is through a variety of learning experiences in PSHE and Citizenship, including:

1. A whole school approach
2. Discrete curriculum time (and learning opportunities in other curriculum subjects)
3. Focused PSHCE activities and days
4. Involving pupils in wider school and community life.

Materials used to deliver PSHCE include SEAL, 'In the beginning' SRE scheme, and the Local Authority DATE scheme.

1. A whole school approach

St. James the Great will undertake a whole school approach to personal and social development. In all areas of the curriculum children will be encouraged to:

- Develop confidence and responsibility and make the most of their abilities
- Play an active role as a citizen
- Develop a healthier, safer life style
- Develop good relationships and respect the differences between people

Opportunities provided for development will include:

- ✓ Collective worship
- ✓ Visits and trips
- ✓ School publications
- ✓ School events
- ✓ Assemblies
- ✓ School council
- ✓ Peer education
- ✓ Literacy and Numeracy hours
- ✓ Core and foundation subjects
- ✓ PSHCE courses
- ✓ Cross curricular projects
- ✓ Whole school events
- ✓ Residential experiences
- ✓ Community links
- ✓ Sport and team activities
- ✓ Theatre and art projects within school
- ✓ School clubs

Our PSHE programme includes learning opportunities across the curriculum. PSHE and Citizenship provision is taught through a combination of:

2a. Discrete curriculum time

In order to cover the non-statutory framework for PSHCE within the National Curriculum it is necessary to provide a separate planned curriculum time. In our school PSHE is given a 30-45 minute lesson a week.

The scheme of work for PSHCE provides a developmental programme that both consolidates and further extends existing knowledge, skills and understanding.

Our PSHCE scheme of work ensures that:

- knowledge, skills and understanding in the non-statutory guidance for PSHE and Citizenship are developed
- SRE and Drug Education are provided throughout
- the issue of bullying is regularly explored

At the Foundation Stage the PSHCE programme follows the Practice Guidance for the knowledge, skills and understanding identified in the Early Learning Goals, especially that related to personal, social and emotional development, including:

- Disposition and attitudes
- Self-confidence and self-esteem
- Making relationships
- Behaviour and self-control
- Self care
- Sense of community

At Key Stage 1 the PSHCE programme will cover the following, based on SEAL (2005) and other appropriate materials:

- Build on 'Early Learning Goals' for personal development in the early years of schooling as a basis for all other learning;
- Emphasise the development of basic rules and skills for keeping safe, help pupils to manage their behaviour and begin to show that they can take some practical responsibility for themselves;
- Help pupils to learn the social skills they will need to become part of the classroom community;
- Adopt structured activities to allow pupils to practise essential skills and develop positive attitudes to being a class member;
- Help pupils begin to develop confidence and independence as learners;
- Help pupils to become less egocentric and more socially competent and motivated by the end of the key stage.

At Key Stage 2 the PSHCE programme will, based on SEAL (2005) and other appropriate materials:

- Provide opportunities for extended projects particularly on local, national or global issues;
- Support pupils as they start to question themselves at the beginning of the process of developing into young adults;
- Provide more frequent contact with adults from outside the school offering new opportunities and challenges;
- Enable pupils to develop increased confidence and independence as learners, able to organise themselves, manage projects and take responsibility;
- Ensure that before they leave St James the Great they are prepared for the impact of puberty before it begins and are confident about the

transition to secondary school.

Opportunities will be provided in each year group for the pupils to develop their skills, knowledge, attitudes and values highlighting the importance of citizenship and community.

2b. Learning opportunities in other curriculum subjects

Provision for some aspects of PSHE and citizenship are made through other subjects. For example:

- *Literacy*: emotional literacy; discussion and debate; enquiry and communication; stories that illustrate aspects of personal and social development; how the media present information;
- *Numeracy*: aspects of financial capability; counting and sharing; data handling;
- *Science*: drugs (including medicines); sex; health; safety and the environment; ethical issues;
- *Design and technology*: health and safety; healthy eating; realising that people have needs as they generate design ideas; use of technology; sustainable development;
- *ICT*: communicating with others via e-mail; finding information on the internet and checking its relevance;
- *History*: use of sources; reasons for and results of historical events, situations and changes; diversity within societies studied; significant people, events, ideas and experiences of people from the past;
- *Geography*: topical issues concerning environment, sustainable development, land use; study of children' own locality and places in different parts of the world, including less economically developed countries;
- *Art and design*: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures;
- *Music*: making the most of abilities in playing or singing; issues of cultural diversity, their value and their expression;
- *PE*: teaching and learning about health and safety; development of personal and social skills through team and individual activities, games and sports; gender issues;
- *RE*: religious and moral beliefs, values and practices that underpin and influence personal and social issues, and relationships.

3. PSHE activities and school events

Occasional off-timetable experiences and activities provide a useful opportunity when a particular aspect of PSHE can be studied intensively. At our school, these include:

- residential experiences
- mini-enterprise schemes
- fund raising schemes

- citizenship days
- workshops (either visits to outside agencies, or workshops held in school.)

These form part of our planned and ongoing PSHE curriculum.

4. Involving pupils in the life of the school and wider community

Our school involves pupils in the life of our school in many ways. These include:

- school councils
- peer mentoring programmes (Squabble Busters, Playleaders, Buddies)
- charity fund raising (e.g. Harvest Lunch to raise money for Cafod)
- environmental schemes
- sports partnerships
- annual events, e.g. Anti-Bullying/Friendship Week, Fairtrade Fortnight
- School newspaper

What extra provision will be made for children with particular needs?

Opportunities for personal and social development will be planned to enable all pupils to develop their knowledge and skills. The class teacher, special needs coordinator or learning support assistant will provide necessary additional support. Pupils may benefit from the creation of sustainable work groups and opportunities to meet friends and interact in a range of social settings, these will be provided as necessary. Additional help will be made available to pupils who are vulnerable to exploitation in order for them to develop skills to reduce the risks of abuse and clarify acceptable behaviour and boundaries.

Teaching methods and approaches

At St. James the Great teachers use a range of active learning methods in PSHE and Citizenship. Active learning methods are effective as they offer automatic differentiation that accommodates different attitudes to learning and different abilities. They work using creative processes to develop skills, acquire knowledge and explore beliefs and values. Active learning works primarily within a group setting where children and young people work together. The group is a forum in which they learn from each other and practice using the knowledge and skills together. The experience of listening to others views and beliefs, practising skills, observing others and developing relationships supports effective learning.

The following are examples of active learning methods. You will need to match the method to the purpose of the lesson and to the pupils you are working with:

- word storming
- small group, paired and whole group discussion
- reporting back
- debates and standpoint-taking
- listening exercises

- questionnaires and quizzes
- myths and folklore
- trigger drawings, storyboards, situation cards, photographs and magazine articles
- case studies
- story telling
- videos and films
- continuums
- role-play
- art work (e.g. posters, booklets)
- written work (e.g. diaries, advice columns, newspaper articles, play scripts)
- Log books

Differentiated Learning

Active learning methods allow for differentiation of learning. Pupils in any one group will have different abilities based on their emotional and physical development, life experiences, literacy levels, first language, culture and learning disabilities. Differentiated learning can be in terms of:

- outcome – a task for all that the group can achieve at their own level
- extension of activity – groups who finish first can be given an extra activity to further develop their understanding
- support on the task – an extra member of staff can work with a group or individual to offer extra support in the classroom, school or community.
- different resources – active learning techniques allow the teacher to manage more than one activity at a time
- grouping by ability – this may be by same or mixed ability.

In some circumstances it is helpful to provide different tasks to pupils within the same group. Active learning methods allow for this flexibility.

PSHE Resources

We have a wide range of resources for PSHE. They incorporate a variety of learning styles and include video/DVDs, posters, leaflets, games, books etc.

Resources present positive images and reflect the Catholic values and ethos of our school.

They:

- provide breadth and balance
- Are factually accurate and up-to-date
- Are free from stereotyping and bias

Our resources support and facilitate an 'active learning' approach to PSHE. Any published schemes of work, that we use have been evaluated before being purchased to ensure that opportunities are provided for children to actively participate in learning.

An important part of PSHE is challenging misconceptions and there will be opportunities to use resources that present negative messages and images. These can be used to challenge stereotyping, misinformation and myths etc

especially those perpetrated through the media.

All new resources must be approved before use by the PSHCE Co-ordinator and Head teacher.

Staff professional development

The PSHCE Coordinator is informed of new developments within the provision, teaching and learning of PSHE Education through regular liaison with Croydon Local Authority Healthy Schools team.

Opportunities for the PSHCE/SEAL/Healthy Schools coordinator (and other members of staff) to undertake the National PSHE CPD Certificate are provided on an annual basis (subject to availability through the Local Authority).

Regular audits of staff skills, knowledge and understanding are undertaken, and training opportunities are provided as required.

New developments in PSHE education are disseminated to staff through briefings, written documents, staff meetings and INSET as required.

The teaching and learning of PSHCE is included in the induction process for new staff members.

How is progress assessed?

Assessment is as central to personal, social, emotional and economic development as it is to any other learning process. Pupils will undertake self assessment reflecting on what they have done, how they feel, what they have learnt and what they will do next.

Formative assessment methods (including AfL), with regular reflection on personal experiences, provides information that can be indicative of pupils' progress and achievement. Pupils' factual knowledge and understanding will be assessed through non-threatening approaches using games, work, quizzes, or in real or simulated experiences. End of key stage statements for PSHE and Citizenship will be referred to as appropriate.

It is inappropriate to assess the pupils' values, however they will be encouraged to reflect on how their personal values relate to the school and society, and on the consequences of these values.

Pupils' progress in personal and social learning will be recorded in their annual report, and end of key stage statements for PSHE and Citizenship will be referred to as appropriate within these documents.

Links to pastoral systems and community services

Pupils' awareness, knowledge and accessibility of pastoral services within the school:

Pastoral services available for pupils include Squabble Busters, Playleaders, Friendship stops and Buddies. Pupils are made aware of these roles and how to access the support through class activities, assemblies and displays in shared areas.

- Squabble Busters (KS2 only) – identified by tabards and/or badges. The system is well established within the school. For pupils new to the school and/or KS2, the role of Squabble Busters is introduced by a Buddy.
- Playleaders (KS1 and KS2) – identified by tabards. Playleaders work in both key stages during lunch times, and have access to play equipment.
- Friendship stops (KS1 and KS2) – all children are introduced to the purpose of friendship stops in class PSHCE lessons, and explore how to use them in role-play/drama activities.
- Buddies (whole school) – on entry to the school each child is assigned a colour team. Within the colour teams, each child is assigned a buddy: Year 5 and Year R; Year 6 and Year 1; Year 3 and Year 2 (summer term only). The role of buddies is to spend lunchtimes together (both eating and playing) on a weekly basis, paired reading sessions, and attending sharing assemblies. Other activities are decided on an individual basis. For Year 3 and Year 2, the older buddies familiarise the younger children with the playground routines and expectations for KS2. Buddies are assigned in through collaboration between class teachers and INCO as required. Where possible, buddies assigned in Year 5 and Year R remain the same into the next academic year.

Pupils' awareness, knowledge and accessibility of community services:

- Age appropriate external pastoral services advertised in school include Childline, Samaritans, and anti-bullying services. Pupils are informed of these services through posters, assemblies and class based activities.
- The local parishes of St. Andrews and St. Bartholomews provide valuable pastoral care for the pupils. This can take the form of individual, small group, class, and year group support. This is delivered through confessions, masses, support with specific incidents e.g. bereavements, discussion groups, and other activities as needed. This is arranged between the relevant teacher and the priests of each parish and approved by the key stage coordinator.

Specific issues

Confidentiality

This is applicable for all staff in our school. Confidentiality for young people cannot and must not be guaranteed by school staff.

The boundaries of confidentiality should be made clear to children and young people. If a pupil discloses information which is sensitive, not generally known, and which the pupil asks not to be passed on, the request should be honoured unless this is unavoidable for teachers to fulfil their professional responsibilities in relation to:

- Child protection
- Co-operating with a police investigation
- Referral to external services

Every effort will be made to secure the pupil's agreement to the way in which the school intends to use any sensitive information.

Answering difficult questions

There must be clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis. Ground rules will be agreed between pupils and teachers in each class to ensure that parameters for teaching and learning are understood and agreed upon.

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teacher should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way, which does not encourage giggling and silliness.
- If a verbal question is too personal the teacher should remind the pupil of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher is concerned that a pupil is at risk of abuse the Head teacher should be informed and the usual child protection procedures followed.

Using distancing techniques provides a valuable tool for discussing sensitive issues, avoiding personal issues.

Ground Rules

Ground rules will be agreed between pupils and teachers in each class to provide a common values framework within which to teach and learn. The development of the ground rules is to be done as a collaborative activity at the start of each school year by individual classes and class teachers.

Suggested Ground Rules:

We know what we will be learning about, and we have time to think about it.
No one has to answer a personal question.
No one has to join in a discussion, but everyone should try to take part as much as they can.

Meanings of words will be explained in a sensible and factual way.

- *Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.*
- *No one (teacher or pupil) should be expected to answer a personal question.*
- *No one will be forced to take part in a discussion.*
- *Meanings of words will be explained in a sensible and factual way.*

Statement on working with outside agencies:

Before involving outside agencies/visitors in any aspect of PSHCE the coordinator will be consulted and will take account of the following:

- Does the visitor share the school values and approach to PSHCE?
- Will the information be impartial?
- Is the contribution from the visitor appropriately planned with preparation and follow up work?
- Is the agency/visitor appropriate for the age and maturity of the target group?

Visitors will be informed of the school policy on PSHCE. Visitors will not be left alone with pupils. The teacher will be a part of the experience so they can provide appropriate follow up work and ensure the safety of the pupils.

Prior to agencies attending the school, relevant staff ensure that:

- checks have been made with the LEA if there are any concerns
- their input is integrated within a planned programme
- school/class background information has been issued
- resources have been checked for suitability.

Dissemination

How will this policy be shared with teachers, parents and pupils?

- Through the school website, hard copies on request from the school office.
- Pupils should also be made aware of relevant sections and this can be done through school and class councils or as part of PSHCE lessons.

Monitoring and evaluation

Who will monitor the implementation of the policy?

Head teacher, Governor with responsibility for PSHCE, PSHCE Coordinator

When it was agreed and when it will be reviewed?

Completed: September 2010

Review date: September 2011

Signature of Head teacher: _____	Date: _____
Signature of Governor: _____	Date: _____

Appendices relating to Sex Relationship Education (SRE)

Policy Statement

The aim of sex and relationship education (SRE) is to help and support pupils through their physical, emotional and moral development. Sex education will be taught within the beliefs of the Catholic faith, teaching will encompass the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex and sexual health. It is not about the promotion of sexual orientation or sexual activity. Staff will be sensitive to individual family circumstances and their personal beliefs and attitudes will not influence the teaching of SRE.

It has three main elements:

- attitudes and values
 - learning the importance of values and individual conscience and moral considerations;
 - learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
 - learning the value of respect, love and care;
 - exploring, considering and understanding moral dilemmas; and
 - developing critical thinking as part of decision-making.
- personal and social skills
 - learning to manage emotions and relationships confidently and sensitively;
 - developing self-respect and empathy for others;
 - learning to make choices based on an understanding of difference and with an absence of prejudice;
 - developing an appreciation of the consequences of choices made;
 - managing conflict; and
 - learning how to recognise and avoid exploitation and abuse.
- knowledge and understanding
 - learning and understanding physical development at appropriate stages;
 - understanding reproduction, sexual health, emotions and relationships.

Organisation, planning and delivery

Who is responsible for co-ordinating the subject?

- PSHCE Coordinator

How it will be organised and covered?

SRE is an integral part of PSHCE. Pupils will receive their sex education in the wider context of relationships and will be prepared for the opportunities, responsibilities and experiences of adult life. The school recognises that parents are the key people in teaching their children about sex and relationships, maintaining the culture and ethos of the family, helping their children to cope with the emotional and physical aspects of growing up and

preparing them for the challenges and responsibilities that sexual maturity brings.

SRE is led at foundation and both key stages by the class teacher with help from learning support assistants, parents and additional outside visitors as deemed appropriate, for example the school nurse.

Questions posed by pupils will be answered honestly; if questions are raised which are inappropriate for the whole class they will be acknowledged and an opportunity will be given for pupil to discuss the question on an individual basis or with their parents.

Disclosure of sexual activity by any pupil will be treated as a child protection issue and the designated teacher informed; the pupil will be kept informed of any action taken.

The school uses the published scheme 'In the beginning...' to deliver SRE in Years 1-4, and a scheme of work based on the Croydon scheme is used in Years 5-6.

There is no set pattern for work on sex education as some classes grasp the concepts quickly and easily as a whole class whilst others need reinforcement in smaller groups. Pupils will be taught in mixed gender groups, opportunities to explore sensitive issues in single gender groups will be available if necessary. Before the children are taught about puberty and sex parents will be informed via the school newsletter so as to enable them to continue discussion within the home.

Parents are given an opportunity to discuss the teaching and learning of SRE and to view the resources used at parents' evenings, prior to the topic being taught.

Parents right to withdraw their children

Parents have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum (Science). If parents wish to withdraw their child from aspects of sex and relationship education, not in the Statutory National Curriculum, parents must make an appointment to speak to either the PSHE coordinator or headteacher. If concerns still exist and are not part of the national curriculum, then alternative arrangements will be made.

Appendix relating to Drugs Education/Incidents (including Alcohol, Tobacco and volatile substances)

The purpose of the policy

The policy covers four broad areas relating to drugs, alcohol, and tobacco and the school:

- The schools values and ethos on drugs
- The content and delivery of the school's drugs education programme
- The school's rules around drugs
- Drug incident management within the school and health and safety issues

The school's stance toward drugs, health, and the needs of pupils

The school is committed to the health and safety of its members and will take action to safeguard their well being.

In response to our shared concerns at local and national level, we wish to state that as part of its care for the welfare of its pupils, the school believes it has a duty to inform and educate young people on the consequences of drug use and misuse. The school takes a pro-active stance on this matter, believing that health education is a vital part of the Personal, Social, Health and Citizenship Education of every pupil. This education should be based on the Christian understanding of the human condition, and Christ's teaching of unconditional love and respect for others should be clear in the approach used and the responses made to occasions of drug misuse.

Fundamental to our school's values and practice is the principal of sharing the responsibility for education of young people with parents, by keeping them informed and involved at all times. Effective communication and co-operation are essential to the successful implementation of the policy.

Whilst we acknowledge that the number of young people who use and misuse drug is rising, it is seen as important to recognise that the majority of young of people are choosing not to use or misuse substances. We will continue to support their differing needs.

The school acknowledges the importance of its pastoral role in the welfare of young people, and through the general ethos of the school, will seek to encourage pupils in need of support to come forward.

The school also needs to be ready and able to deal with the broad range of drug related situations and incidents which may occur in the lives of our pupils and others involved in the life of the school. It is vital that the school sends a clear message to the whole school community that the possession, use, or supply of illegal or unauthorised drugs is unacceptable.

However, if an incident involving drugs should occur the first concern is always for the health and safety of the school community and meeting the pastoral needs of pupils. Therefore administering first aid and summoning

help in the case of medical emergencies will always take priority before dealing with any issues (refer to Croydon Serious Incident Procedure in appendices).

The school condones neither the misuse of drug and alcohol by members of the school, nor the illegal supply of these substances.

To whom the policy applies

This policy applies to staff, pupils, parent and carers, governors and partner agencies working within the school.

Any incident that occurs off school premises while on school business, including school visits, should also be handled with reference to the school's drugs policy and using the Croydon Serious Incident Procedure (included in appendices).

Aim of Drug, Alcohol, and Tobacco Education

We believe and support the following aims and objectives in respect of substance use and misuse.

The aim of drug education is to provide pupils with opportunities to develop their knowledge, skills, attitudes, and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions.

See 'Drugs – Guidance for schools' DfES 2004

The school is committed to the health and safety of its members and will take action to safeguard their well being.

Objectives of Drug, Alcohol, and Tobacco Education

- To help young people resist drug misuse in order to achieve their full potential in society.
- To enable pupils to make healthy, informed choices by increasing knowledge, challenging attitudes and developing and practising skills.
- To encourage pupils to recognise that as individuals made in the image and likeness of God and loved by God, they are responsible for preserving their own dignity and ensuring the dignity of others.
- To provide accurate information about substances.
- To increase understanding about the implications and possible consequences of use and misuse.
- To encourage an understanding that certain people need drugs to sustain a healthy lifestyle.
- To widen understanding about related health and social issues.
- To develop and enhance young people's decision making and assertiveness skills to aid them in resisting drugs.

- To enable young people to identify and access sources of appropriate personal support.

To increase pupils' knowledge and understanding and clarify misconceptions about:

- The short-term and long-term effects and risks of drugs.
- The rules and laws relating to drugs.
- The impact of drugs on individuals, families, and communities.
- The prevalence and acceptability of drug use among peers.
- The complex moral, social, emotional, and political issues surrounding drugs.

To develop pupils' social and emotional skills so they can make informed choices and keep themselves safe and healthy including:

- Assessing, avoiding and managing risk.
- Communicating effectively.
- Resisting pressures.
- Finding information help and advice.
- Devising problem solving and coping strategies.
- Developing self-awareness and self esteem.

To enable pupils' to explore their own and other people's attitudes towards drugs, drug use, and drug users, including challenging stereotypes, and exploring media and social influences. See 'Drugs – Guidance for schools' DfES 2004

Staff with Responsibilities

Who is responsible for co-ordinating the subject?

The Head Teacher takes overall responsibility for the policy and its implementation, for liaison with the Governing Body, Parents, LEA and appropriate outside agencies.

The Head teacher (or a person appointed by them in their absence) has responsibility for the management of drug incidents and any incidents of substance misuse. The process for dealing with drug related incidents should be dealt with according to the agreed substance misuse procedure.

The Head Teacher will ensure that all staff dealing with substance issues are adequately trained and supported.

The PSHCE coordinator has responsibility for overseeing the planning and co-ordination of drug education.

How it will be organised and covered?

It will be delivered in a clear and honest manner that informs without encouraging substance misuse. Active pupil participation in the programme

will be encouraged with adequate teacher supervision. To maximise its effectiveness it should be provided at regular intervals throughout their school career and should draw upon the additional support of outside agencies where appropriate, in consultation with the PSHCE coordinator.

Drug education will be taught using the Croydon/Islington scheme of work, and will broadly cover the following topics:

- EYFS – household products
- KS1 - medicines
- KS2 – legal and illegal drugs; legal illegal medicines
 - Yr 3 and 4 – nicotine/tobacco, alcohol;
 - Yr 5 and 6 – solvents, cannabis.

Management of drugs at school

Drug related incidents in school

Each incident will be considered on its own merits and the following priorities will be considered:

1. The immediate health and safety of all members of the school community.
2. Supportive responses to any individuals or groups within the school who need them, as highlighted by the incident.
3. Consider transgressions of school rules and assess the need for punitive responses.
4. Review drugs policy if current protocols were found to be inadequate.

Tobacco

There are no designated smoking areas on site. The school will offer support to those trying to stop smoking including referral on the Croydon Smoking Cessation Team Tel: 020 8666 0370. Anti-smoking education is at the forefront of the school's drug education programme.

Alcohol

Small amounts of alcohol may at times be provided for adults at after school events. This is at the head's discretion. Any alcohol on school premises will be stored securely.

Volatile Substances

All products containing volatile substances such as cleaning materials, stationery, etc. will be locked away securely out of the way of pupils when not in use.

Pupil Intoxication

In the event of a pupil being intoxicated by drugs, alcohol or volatile substances on the school premises the welfare of the pupil is our principle concern. This means that administering first aid and summoning the emergency services will be the first priority should there be need to do so. In cases of unconsciousness an ambulance should always be called and the pupil moved into the recovery position. Parents should also be notified provided this is in the best interests of the child.

In cases of intoxication that do not pose an immediate danger to the pupil or others (for example minimal intoxication from alcohol or cannabis), and provided that it does not conflict with the best interests of the pupil, parents will be notified and asked to come into school to collect their child. If parents are unable or unwilling to do this the school will not release the pupil in an intoxicated state as this might endanger the pupil's welfare, but will instead manage the situation in the best way possible. This will usually involve separating the pupil from others and giving one to one teaching in a calm environment while the pupil's condition is monitored. Intoxication or possession of drugs or alcohol in school is seen as indicative of a possible substance use issue requiring specialist intervention, and the school will always investigate this and respond accordingly. Repeated instances of intoxication or possession are a very strong indication that referral is appropriate. The pupil's welfare will always be the overriding priority.

Pupils with Drug Related Problems

Should any student be identified as having a drug, alcohol, or volatile substance problem the school will engage and support the pupil and refer the case on to specialist substance misuse services. The school will also consider facilitating the pupil's engagement with the service if this is appropriate. The school considers each case on its own merits and is always primarily concerned with the welfare of the young person in question.

Discovery of drugs or paraphernalia including needles

If illegal drugs are found in school the police must always be informed. They will then arrange for appropriate disposal of any substances and will decide if any legal action is to be taken. As with intoxicated pupils (discussed above) possession of illegal substances by a pupil can be indicative of a drug problem.

For syringes/needles which constitute a hazard to health and safety when found on or around school grounds: the item must not be touched or moved; all children should be removed completely from the vicinity and the syringe/needle should be cordoned off as well as you are able (e.g. placing a bucket over the item). A member of staff should guard the item to prevent anybody coming into contact with it. Staff should not under any circumstances attempt to dispose of the item themselves. It will then be arranged for the caretaker to remove the item and place it in a 'sharps' box. If such drug paraphernalia is repeatedly found on school grounds the police should be informed (Safer Neighbourhood Team 020 8649 0213/07920 233887).

Intoxicated Parents/Carers

When dealing with parents/carers under the influence of drugs on school premises, staff should attempt to maintain a calm atmosphere. On occasion, a teacher may have concerns about discharging a pupil into the care of a parent/carer. In such instances, schools might wish to discuss with the parent/carer if alternative arrangements could be made, for example asking another parent/carer to accompany the child home. The focus for staff will always be the maintenance of the child's welfare, as opposed to the moderation of the parent's/carer's behaviour. Where the behaviour of a

parent/carer under the influence of drugs repeatedly places a child at risk or the parent/carer becomes abusive or violent, staff should consider whether to invoke child protection procedures and/or the involvement of the police.

Involving Parents

If their children are implicated in a drug related incident parents will always be notified provided this is in the best interests of the child.

Involving the police

The police will always need to be involved in any incidents involving illegal drugs. They will take responsibility for disposal of such substances. Refer to Metropolitan Police 'Advice for Critical Incidents in Schools' and the school incident plan.

The police will not normally need to be involved in incidents involving legal drugs such as alcohol, tobacco, and volatile substances but the school may wish to inform Croydon Trading Standards (Tel: 020 8407 1310) or Croydon Police Safer Neighbourhood Team (020 8649 0213/ 07920 233887), about the inappropriate sale or supply of tobacco or alcohol to pupils in the local area.

Suggested Supporting/Useful Documents: (Drugs: Guidance for schools, /Ref: DfES/0092/2004

Appendix 8: Responding to incidents involving drugs

Appendix 9: Drug Situations – medical emergencies

Appendix 11: Record of incident involving unauthorised drug

Appendix 12: Drugs in the workplace

Responding to media enquiries

Media enquiries should be handled by the Head teacher or person appointed by them in their absence.

When an incident has taken place advice can be sought from the LA Press Officer Tel: 0208 760 5644.

Links to pastoral systems and community services

See relevant section in the PSHE policy, above.

Definitions and terminology

DRUG: This document uses the term to refer to any psychotropic substance that has potential to affect how a person thinks, feels, or behaves. This includes all legal drugs such as tobacco and alcohol, all illegal drugs, volatile substances, over-the-counter and prescription medicines.

ILLEGAL DRUGS:

- *Class A: crack, cocaine, ecstasy, heroin, LSD, methamphetamines, amphetamines if prepared for injection, magic mushrooms.*
- *Class B: Amphetamines, Cannabis*
- *Class C: GHB, Steroids, Valium, Ketamine, Temazepam, Diazepam.*

AUTHORISED DRUGS: Principally medicines and any other drugs sanctioned for legitimate use (such as alcohol stored securely for a raffle, safe storage and use of hazardous chemicals). In all other circumstances drugs are unauthorised whether legal or not.

DRUG USE: The consumption of any drug. All drug use, including use of medicines, has the potential to cause harm.

DRUG MISUSE: Drug taking through which harm may occur, whether through intoxication, breach of school rules or the law, or the possibility of future health problems.

DRUG ABUSE: Drug taking which harms health or functioning. It may be part of a wider spectrum of problematic or harmful behaviour.'

Bibliography

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Blake, S, and Frances, G (2004) *Promoting Children and Young People's Participation through the National Healthy School Standard*. London: Health Development Agency.

Butcher, J (2004) *National Healthy School Standard: Drug education (including alcohol and tobacco)*. London: Health Development Agency.

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Department for Education and Employment (2000) *Sex and Relationship Education Guidance*. London: DfEE.

Department for Education and Skills (2002) *Safety Education: Guidance for schools* (0161/2002). London: DfES.

Department for Education and Skills (2003) *Careers Education and Guidance in England: A national framework 11–19*. London: DfES.

Department for Education and Skills (2003) *Working Together: Giving children and young people a say*. Guidance. London: DfES.

Department for Education and Skills (2004) *Drugs: Guidance for schools*. Nottingham: DfES.

Department for Education and Skills and Department of Health (2005) *National Healthy School Status: A guide for schools*. London: DH.

Health Development Agency (2004) *Promoting emotional health and wellbeing through the National Healthy School Standard*. London: Health Development Agency.

Office for Standards in Education (2001) *Inspecting Personal, Social and Health Education 11–16 with guidance on self-evaluation*. London: Ofsted.

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Department for Education and Employment Qualification and Curriculum Authority (1999) *The National Curriculum: Handbook for primary teachers in England: Key Stages 1 and 2*. London: DfEE and QCA.

Qualification and Curriculum Authority (2002) *Citizenship: A scheme of work for Key Stages 1 and 2*. London: QCA.

Qualifications and Curriculum Authority (2002) *Citizenship at Key Stages 1-4*:

Qualifications and Curriculum Authority (2005) *Sex and relationship education, healthy lifestyles and financial capability. Teacher's handbook and units of work*

Useful websites

Advice / Support

ChildLine www.childline.org.uk
Children's Legal Centre www.childrenslegalcentre.com
Child Trust Fund www.childtrustfund.gov.uk
NSPCC www.nspcc.org.uk

Bullying

Anti-Bullying Alliance www.anti-bullyingalliance.org
Anti-Bullying Alliance / Children's Legal Centre: *Bullying: a guide to the law* www.ncb.org.uk/aba/res_detail.asp?id=701
Anti-Bullying Alliance: *Spotlight briefing: making schools safer using effective anti-bullying strategies* www.ncb.org.uk/aba/res_detail.asp?id=704
DfES: *Bullying: a charter for action* www.dfes.gov.uk/bullying/
DfES: *Don't suffer in silence* www.dfes.gov.uk/bullying/
Teachernet: Tackling school bullying
www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/

Citizenship

Association for Citizenship www.teachingcitizenship.org.uk
Teaching Citizenship Education: the global dimension www.citizenship-global.org.uk
The Citizenship Foundation www.citizenshipfoundation.org.uk
Community Service Volunteers www.csv.org.uk
DfES Citizenship www.dfes.gov.uk/citizenship
Personal Finance Education Group (PFEG) www.pfeg.org.uk
Schools Councils UK www.schoolcouncils.org

Cultural / Diversity Sites

JAT (formerly the Jewish Aids Trust) www.jat-uk.org
Lesbian and Gay Christian Movement (LGCM) www.lgcm.org.uk
muslimyouth.net <http://muslimyouth.net/>

Drug education

Action on Smoking and Health www.ash.org.uk
Alcohol Concern www.alcoholconcern.org.uk
Drug Education Forum www.drugeducationforum.com
DrugScope www.drugscope.org.uk
Institute of Alcohol Studies www.ias.org.uk
Frank (Government's drugs information website) www.talktofrank.co.uk
Life Education Centres www.lifeeducation.org.uk

Emotional health and well-being

Antidote www.antidote.org.uk
Getting Connected www.gettingconnected.org.uk

National Emotional Literacy Interest Group www.nelig.com
National Pyramid Trust www.nptrust.org.uk
Social & Emotional Aspects of Learning www.bandapilot.gov.uk
Teachernet: Social and emotional aspects of learning (SEAL)
www.teachernet.gov.uk/teachingandlearning/socialandpastoral/sebs1/seal/
DfES: *Key stage 3 behaviour and attendance strategy*
www.standards.dfes.gov.uk/keystage3/respub/ba_km

Financial Capability

Bank of England www.bankofengland.co.uk
Bank of England: *Pounds and pence*
www.bankofengland.co.uk/education/poundsandpence/
DfES: *Financial capability through personal financial education*
www.dfes.gov.uk/publications/guidanceonthelaw/fcg/
Financial Services Authority (FSA) www.fsa.gov.uk
Jewish Association for Business Ethics: *Money and morals*
www.moneyandmorals.org
The red box www.redbox.gov.uk
Personal Finance Education Group (PFEG) www.pfeg.org
PFEG: *Developing financial capability through mathematics and PSHE*
www.pfeg.org/Curriculum/Maths/
MoneyFacts www.moneyfacts.co.uk

General Child / Young Person Sites

BBC: Kids' health www.bbc.co.uk/health/kids/
Children First www.childrenfirst.nhs.uk
Galaxy-H www.galaxy-h.gov.uk
Lifebytes www.lifebytes.gov.uk
Mind, body and soul www.mindbodysoul.gov.uk
Welltown www.welltown.gov.uk
TheSite.org www.thesite.org

General Sites

Department of Health www.dh.gov.uk
DfES: *Standards site: schemes of work* www.standards.dfes.gov.uk/schemes/
Equal Opportunities Commission www.eoc.org.uk
National Children's Bureau www.ncb.org.uk
National curriculum online www.nc.uk.net
The National Society for Promoting Religious Education www.natsoc.org.uk
Office for National Statistics www.statistics.gov.uk
Ofsted www.ofsted.gov.uk
Schools Health Education Unit www.sheu.org.uk
Teachernet www.teachernet.gov.uk
Teachernet: Healthy living blueprint for schools
www.teachernet.gov.uk/wholeschool/healthyliving/
Croydon Public Health www.croydon.nhs.uk

Healthy eating

British Nutrition Foundation www.nutrition.org.uk

Eating Disorders Association www.edauk.com

Food in Schools www.foodinschools.org

National Heart Forum www.heartforum.org.uk

Department of Health: Food in schools

www.dh.gov.uk/PolicyAndGuidance/HealthAndSocialCareTopics/FoodInSchools/fs/en

Department of Health: School fruit and vegetable scheme

http://www.dh.gov.uk/PolicyAndGuidance/HealthAndSocialCareTopics/FiveADay/FiveADayGeneralInformation/FiveADayGeneralArticle/fs/en?CONTENT_ID=4002149&chk=DeYbs5

Food Standards Agency www.food.gov.uk

Physical activity

British Heart Foundation www.bhf.org.uk

Sport England www.sportengland.org

SUSTRANS www.sustrans.org.uk

Youth Sport www.youthsport.net

PSHE

DfES PSHE www.teachernet.gov.uk/pshe

Healthy Schools www.healthyschools.gov.uk

Make A Connection www.makeaconnection.org

National Children's Bureau www.ncb.org.uk/library/pshecis

NSCoPSE www.nscopse.org.uk <http://www.childrenfirst.nhs.uk/>

Ofsted Publications and Reports -

<http://www.ofsted.gov.uk/portal/site/Internet/menuitem.d3f8c96f499dccee628a0d8308c08a0c/?vgnnextoid=3a6b8587fd24a010VqnVCM1000008192a8c0RCRD>

PSHE Subject Association - <http://www.pshe-association.org.uk/Page.asp>

Teachernet: PSHE www.teachernet.gov.uk/pshe/

Teachernet: Case studies www.teachernet.gov.uk/casestudies/

Safety

Anti-Bullying Alliance www.anti-bullyingalliance.org

Bullyfreeworld www.bullyfreeworld.com

Child Exploitation and Online Safety - <http://www.thinkuknow.co.uk/>

Kidscape www.kidscape.org.uk

Peer Support Works www.peersupportworks.com

Health and Safety Executive www.hse.gov.uk

Home Office: *Keep your child safe on the internet*

www.thinkuknow.co.uk/parents/

Sex and Relationships Education

Brook Advisory Centres - www.brook.org.uk

fpa (Family Planning Association) - www.fpa.org.uk

Sex Education Forum - www.ncb.org.uk/sef

Centre for HIV and Sexual Health - www.sexualhealthsheffield.co.uk
DfES: *Sex and relationship education guidance* www.dfes.gov.uk/sreguidance/
DfES: *Stand up for us* www.wiredforhealth.gov.uk/cat.php?catid=1101
QCA SRE Units of Work - http://www.qca.org.uk/15037_15040.html
SRE and Parents - <http://www.dfes.gov.uk/sreandparents/>
Teenage Pregnancy Unit -
http://www.dfes.gov.uk/teenagepregnancy/dsp_Content.cfm?PageID=85
Think U Know - <http://www.thinkuknow.co.uk/>
LGB - <http://www.lgcm.org.uk/>
Naz project - <http://www.naz.org.uk/>
School Health Education Unit - <http://www.sheu.org.uk/>
The Site: <http://www.thesite.org/>
L8r www.l8r.uk.net
National Children's Bureau: *Faith, values and sex and relationship education*
www.ncb.org.uk/resources/res_detail.asp?id=325
Ofsted: *Sex and relationships education in schools*
<http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=67>