



**CASTLEFORD
PARK JUNIOR ACADEMY**

PSHE, SRE, Drugs Education and Incidents Policy

Castleford Park Junior Academy

February 2019

Review Date: Feb 2021

Policy for Personal, Social and Health Education (PSHE) including Sex and Relationship Education (SRE) and Drug Education Policy

What is PSHE?

‘Personal, social and health education (PSHE) helps to give children and young people the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. It offers learning opportunities across and beyond the curriculum, in specific lessons as well as in assemblies, circle time, whole school projects and other activities that enrich pupils' experiences.’ QCA

Context, including national and local policy and legislation:

The policy supports a whole school approach to PSHE in the curriculum, and throughout the life of the school and its community. It is consistent with current legislative frameworks and non-statutory guidance.

Duty to promote wellbeing:

The Education Act and Inspections Act 2006 place a requirement on schools to promote pupils' wellbeing (as identified in the Children Act 2004) as well as their academic achievement. We are committed to promoting the health and wellbeing of pupils, and of the whole school community, and fully recognise the important cyclical relationship between wellbeing and learning.

National Curriculum:

The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. It must also:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

The National Curriculum Framework (2013) states specifically that ‘all schools should make provision for PSHE, drawing on good practice.’

Health and wellbeing promoting schools/Healthy Schools:

We are committed to providing a ‘health and wellbeing climate and culture’. This means that we place teaching and learning in the wider context of our approach to:

- Leadership, management and managing change
- Policy development
- Curriculum, planning, resourcing and impact
- Teaching and learning

- Assessment, recording and reporting progress and achievement
- Pupil voice (via school council and pupil surveys and questionnaires)
- Pupils' support services
- Staff professional development needs
- Partnerships with parents/carers, the community and external agencies
- School culture and environment

Why should it be taught?

PSHE underpins daily life at Castleford Park Junior Academy. The way in which children perceive themselves must be with a healthy viewpoint if effective personal growth and learning is to take place. We have an emphasis on encouraging individual responsibility, awareness and informed decision making to promote healthy lifestyles. Our renewed school curriculum aims to deliver opportunities for all pupils, regardless of contextual background, ethnicity or ability, to learn and achieve to the best of their ability – encouraging them to aim as highly as possible. It aims to promote spiritual, moral, social and cultural development and prepares children for the opportunities, responsibilities and experiences that they will face during different stages of their lives.

PSHE reinforces the School Aims:

- A thriving, purposeful learning community where adults and children work together in an environment planned for high quality teaching and learning.
- A welcoming and open community where all those involved in the successful development of children, parents and families first, then school staff, governors and other professionals work closely together for school improvement.

Our aims for all children are that:

- They should be safe, secure and happy in school.
- They have equal access to the curriculum, regardless of ability, gender, race or religion.
- They develop an appreciation of the importance of responsible behaviour, courtesy and consideration of others.
- And that children's spiritual, moral, social and cultural development is promoted in order to prepare them to become valued members of an ever-changing, multi-cultural society.

Organisation and Planning

Who is responsible for co-ordinating the subject?

Specific responsibilities	Who – role? <i>E.g. PSHE lead, head teacher, CP designated teacher</i>
Co-ordinating the PSHE provision, ensuring a spiral curriculum	Acting Headteacher and subject lead
Named governor responsible for Wellbeing	Mr Dossey and Mrs Davies
Accessing and co-ordinating training and support for staff	Acting Headteacher & Executive Headteacher
Establishing and maintaining links with external agencies/other health professionals	Acting Headteacher, Learning Mentor, SENCo
Policy development and review, including consultation	Acting Headteacher
Implementation of the policy; monitoring and assessing its effectiveness in practice	Acting Headteacher
Managing child protection/safe guarding issues	Acting Headteacher
Establishing and maintaining links with parents/carers	Acting Headteacher
Liaising with link schools to ensure a smooth transition	Acting Headteacher
Liaising with the media	Acting Headteacher/Executive Head teacher

Sherrilee Duggan (Assistant Headteacher) is responsible for overseeing the Wellbeing Team, which encompasses PSHE, SRE, Drug Education, Healthy Schools, PE and the School Council.

Abby Dixon (Healthy Schools Co-ordinator)

Ellie Nicholson (Healthy Schools Co-ordinator Support)

Helen Nicholls (School Council Lead)

Josh Thorpe (PE Lead)

How it will be organised and covered:

PSHE will be provided through:

- Discreet Curriculum time
- Assemblies, class assemblies, class discussions and circle time.
- As and when issues arise ensure, time is made within the curriculum to meet the needs of the children.
- Extra-curricular activities e.g. Health days, It's Good to Be Me Week (Mental Health Awareness) Charity Days/Events
- Planned learning will be recorded on weekly plans – as most teaching of this is verbal and discussion based, recording will be evident in 'class big books' Must be a holistic view

Provision Made for Children with Particular Needs:

- **Reflect and ELSA** – Nurture Support for children. Children have planned slots in this area of school with our behaviour and learning mentors. Here children access their learning in addition to developing their social skills, understanding their emotions, anger management - with adult support, and peer role modelling.
- Open door policy and regular contact with parents working in partnership with the school.
- Child-led IEPs
- Trusting relationships with the SLT and other members of staff enabling children to have choice and a variety of people to talk to when needed.
- High levels of teaching assistant support enabling ongoing support in PSHE when needed.

Teaching Methods and Approaches

- In both LKS2 and UKS2, teachers will plan in relation to the National Curriculum Framework for PSHE mainly using the Leeds Healthy Schools PSHE Curriculum. Teachers are to use a range of learning styles, in order to suit all abilities and needs, including class discussion, hot seating, stories and role play to deal with issues that are planned in for discussion or arise naturally through this. There will also be chances to deliver this through use of external agencies (drug awareness talks, school nursing, NSPCC) When visitors are used to support the programme, the school's policy on use of visitors will be used. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy, and any other relevant policies, and expected to comply with the guidelines outlined within it.
- Wednesday afternoon sessions are pivotal in the promotion and enjoyment of PSHE in children and this needs to be done on a weekly basis by ALL teachers. This session allows teachers to explore current local, national and global issues, key events dependant on time of year e.g. Black History Month or discuss things that are class relevant if the teacher has noticed any on-going issues that would be useful to discuss such as body image. Cross-curricular links should be made when possible in all other areas of teaching so that the children are exposed to this more than once weekly.
- Provision of role-play opportunities throughout the school offers children the opportunity to develop social, communication and problem solving skills, explore ideas and relationships, cooperate with others and work collaboratively in small groups.
- Play is an important vehicle for learning and appropriate resources are provided both within and outside the classroom.
- Citizenship is addressed through the curriculum in all our PSHE sessions.

Resource Allocation

Resources that are used must be age appropriate, non-discriminatory and in line with the core values of the schools ethos

It is important to remember that some resources chosen will appear discriminatory but these are used to challenge the children's misconceptions, negative images, messages, and stereotypes.

Staff Support & CPD

The school provides regular professional development training in how to deliver PSHE.

Staff, including non-teaching staff, CPD needs are identified and met through the following ways:

- an audit of staff CPD needs will be completed each year or at appropriate times throughout the year
- training and support is organised by Kathryn Law in liaison with members of the Wellbeing Team
- all members of the teaching and non-teaching staff will be offered generic PSHE training which includes sessions on: confidentiality, setting ground rules, handling controversial issues, responding to awkward questions, an introduction to the rationale of why teaching PSHE is so important, learning outcomes and school policy
- teaching and non-teaching staff involved in the delivery of PSHE issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues, and with potentially difficult questions
- the Health and Wellbeing Service will support in meeting staff CPD needs through training from CPD analysis

Assessment and Reporting on Learning

In PSHE and Citizenship there are two broad areas for assessment:

1. Children's knowledge and understanding, for example, information on health and nutrition, understanding codes of conduct, understanding health and safety procedures, and the meaning of ideas including democracy e.g. the nature of co-operation and competition.
2. How well children can use their knowledge and understanding in developing skills and attitudes, for example through discussions, group tasks, and learning challenges, managing conflict, making decisions and promoting positive relationships.

We assess pupils' learning in PSHE in line with approaches used in the rest of the curriculum (including assessment for learning). We report to parents/carers at the end of the school year on pupils' learning and progress related to PSHE themes.

Assessment methods:

- needs assessment is used to identify existing knowledge and skills of pupils
- assessment is built into the PSHE programme to inform planning
- summative assessment takes place at the end of each unit
- pupil self-assessment is used where appropriate
- assessment focuses on knowledge as well as skill development and attitudes
- Where pupils have exceeded, or fallen short of the module objectives this will be noted and individually addressed – either in the form of small group teaching, or to develop skills further
- teachers will keep a note of pupils who have missed some or the entire module due to absence from school
- pupil progress and achievement is reported to parents/carers
- pupil achievement in PSHE is celebrated and shared

Confidentiality

Confidentiality for young people cannot and must not be guaranteed by staff. The boundaries of confidentiality should be made clear to pupils. The nature of PSHE means that pupils may disclose personal information that staff will respond to appropriately. The classroom is never a confidential place to talk, and that remains true in PSHE. Pupils will be reminded that lessons are not a place to discuss their personal experiences and issues, or to ask others to do so, through the establishment of ground rules. Any visitor to the classroom will be bound by the school's policy on confidentiality, regardless of whether they have, or their organisation has, a different policy. We will make sure visitors are aware of this, and make sure there are enough opportunities for pupils to access confidential support after the lesson if they need it.

Any information disclosed to a staff member or other responsible adult, which causes concern about the pupil's safety, will be communicated to the designated person as soon as possible and always within 24 hours, in line with our safeguarding and child protection policy.

If a pupil tells a health professional, such as the school nurse, something personal on a one-to-one basis outside of the classroom, our school's confidentiality policy will help us to decide whether that person can keep that information confidential, or whether they need to seek help, advice, or refer to someone else. We will also signpost pupils and their families, where appropriate, to on and offline community, health and counselling services so pupils know where to go for confidential help and advice.

Techniques used in school to minimise the chance of pupils making a disclosure in class include:

- depersonalising discussion
- puppets
- using role play to 'act out' scenarios
- appropriate DVDs and TV extracts
- case studies with invented characters
- visits to/from outside agencies

Further Support

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

Answering Difficult Questions

Teachers must be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE/Citizenship. To this end ground rules need to have been agreed to provide a common values framework within which to teach. There must also be clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

Who will monitor the implementation of the policy?

The Wellbeing Team

Sex and Relationships Education (SRE)

What is SRE?

SRE Guidance (DfES 2000) provides the following definition:

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

SRE has three main elements:

1. *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.

2. *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.

3. Knowledge and understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and
- the avoidance of unplanned pregnancy.

In addition to this, we also aim to:

- raise pupils' self-esteem and confidence
- develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media
- teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them
- support pupils to lead a healthy and safe lifestyle, teaching them to care for, and respect, their bodies
- provide pupils with the right tools to enable them to seek information or support, should they need it
- teach pupils about consent and their right to say no, in an age appropriate manner
- to teach lessons that are sensitive to a range of views, values and beliefs
- ensure that staff teaching SRE remain neutral in their delivery whilst ensuring that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals

The aim of SRE is NOT to:

- encourage pupils to become sexually active at a young age
- promote a particular sexual orientation
- sexualise children

Context – why SRE is important in our school

Castleford Park Junior Academy takes its responsibility to provide relevant, effective and responsible SRE to all of its pupils as part of the school's personal, social, health education (PSHE) curriculum very seriously. The school wants parents/carers and pupils to feel assured that SRE will be delivered at a level appropriate to both the age and development of pupils, and should feel safe to voice opinions and concerns relating to the SRE provision. We believe, that regardless of political or religious beliefs, that children need to grow up in a home which is based on stable family life, where parents/carers, married or not, provide stability and reassurance to children.

High quality SRE helps create a safe school community in which our pupils can grow, learn and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.
- SRE plays a vital part in meeting the schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing and under the Education Act (1996) to prepare children for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.
- The Department of Health set out its ambition for all children to receive high quality sex and relationships education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper, The Importance of Teaching (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'.

Who is Responsible for Providing SRE?

i) All staff

All staff will:

- ensure that they are up to date with school policy and curriculum requirements regarding SRE
- attend and engage in professional development training around SRE provision, including individual and whole staff training/inset, where appropriate
- report back to the PSHE Coordinator on any areas that they feel are not covered or inadequately provided for in the school's SRE provision

- encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them
- follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone
- ensure that their personal beliefs and attitudes will not prevent them from providing balanced SRE in school
- tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs, culture and sexual orientations, including those pupils with special educational needs
- ask for support in this from the school SEND coordinator or the PSHE Coordinator, should they need it

ii) Lead member/s of staff

The lead member/s of staff is/are entitled to receive training in their role and responsibilities. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to health and wellbeing.

Specific responsibilities	Who – role?
Co-ordinating the SRE provision, ensuring a spiral curriculum	Headteacher
Named governor responsible for Wellbeing	Mr Dossey and Mrs Davies
Accessing and co-ordinating training and support for staff	Headteacher
Establishing and maintaining links with external agencies/other health professionals	Headteacher, Learning Mentor
Policy development and review, including consultation	Headteacher
Implementation of the policy; monitoring and assessing its effectiveness in practice	Headteacher, Governors
Managing child protection/safe guarding issues	Headteacher, Learning Mentor
Establishing and maintaining links with parents/carers	Headteacher
Liaising with link schools to ensure a smooth transition	Headteacher
Liaising with the media	Headteacher

The lead member/s of staff will:

- develop the school policy and review it
- ensure that all staff and relevant Governors are given regular and ongoing training on issues relating to SRE as well as how to deliver lessons on such issues
- ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to SRE
- provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of SRE to pupils
- ensure that SRE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs

- ensure that the knowledge and information regarding SRE to which all pupils are entitled is provided in a comprehensive way
- support parent/carer involvement in the development of the SRE curriculum
- ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced SRE in school
- communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for SRE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as appropriate
- share the school's provision for SRE with parents/carers in order to ensure they can support this at home
- communicate to parents/carers any additional support that is available from the school to support them with SRE at home

iii) Governors

What are the roles and responsibilities of the governors?

The governing body as a whole plays an active role in monitoring, developing and reviewing the policy and its implementation in school. There is a named link governor for SRE who works closely with, and in support of, the lead member/s of staff. When aspects of SRE appear in the School Improvement Plan, a governor will be assigned to reflect on, monitor and review the work as appropriate.

iv) Pupils

What are the roles and responsibilities of pupils?

All pupils:

- are expected to attend the statutory National Curriculum Science elements of the SRE curriculum
- should support one another with issues that arise through SRE
- will listen in class, be considerate of other people's feelings and beliefs and comply with the ground rules that are set in class
- will be made to feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to SRE or otherwise
- will be asked for feedback on the school's SRE provision and be expected to take this responsibility seriously; opinions on provision and comments will be reviewed by the lead member/s of staff for SRE and taken into consideration when the curriculum is prepared for the following year's pupils

v) Parents/carers

How will the school support and engage parents/carers in the school's SRE provision?

How will the school notify parents/carers when particular aspects of SRE are being taught?

How will the school encourage parents/carers to explore sex and relationships topics with their children at home?

The school will:

- keep parents/carers informed about all aspects of the SRE curriculum, including when it is going to be delivered
- gather parent /carers' views on the policy and take these into account when it is being reviewed
- provide access to resources and information being used in class and do everything to ensure that parents/carers are comfortable with the education provided to their children in school through parent information sessions
- expect parents/carers to share the responsibility of SRE and support their children's personal, social and emotional development
- encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through SRE
- provide support and encourage parents/carers to seek additional support in this from the school where they feel it is needed

Parents' Right to Withdraw their Children

What must a parent/carer do if they wish to withdraw their child?

What will the school do if a parent/carer requests that their child be withdrawn from SRE?

What are the possible consequences of children being withdrawn from SRE and how will parent/carers be informed?

What are the school's arrangements for pupils withdrawn from SRE?

Parents/carers cannot withdraw their child from the statutory content included in National Curriculum Science. Parents/carers have a legal right to withdraw their children from the non-statutory elements of SRE. Any parent/carer wishing to withdraw their child from SRE should firstly contact the class teacher to discuss the reasons why.

SRE is a vital part of the school curriculum and supports child development and we strongly advise parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life. It is acknowledged however that the final decision on the issue is for the parents/carers to take and the child and family should not be stigmatised for the decision.

Support materials for home use will also be provided that school have used. Parents/carers who do withdraw their children will be alerted to the possible consequences of doing so during the discussion between the school and the parents/carers. Possible consequences could include, for example, 'If a pupil is withdrawn from the SRE sessions, they will no doubt hear about the content of sessions from other pupils and this may not be in a supportive, controlled or safe environment, like the classroom would be'. They may also seek out their own information via the internet, which may result in them finding out incorrect information and possibly put them in an unsafe situation. Ofsted figures show that about only four children will be withdrawn in every ten thousand (0.04%)]. Parents/carers must stipulate how their child will receive this content. The school's arrangements for pupils withdrawn from SRE are *to ensure that appropriate provision is made for the child to access the curriculum in another class throughout the taught lessons*

Drugs Education and Incidents (Alcohol, and Tobacco and volatile substances)

Castleford Park Junior Academy takes its responsibility to provide relevant, effective and responsible drug education to its pupils as part of the school's personal, social, health

education (PSHE) curriculum very seriously. The school wants parents/carers and pupils to feel assured that drug education will be delivered at a level appropriate to both the age and development of pupils and in a safe, atmosphere where pupils feel able to voice their opinions.

Policy Context

Our school is situated in an area where it is amongst the 40% most deprived neighbourhoods in the country when considering each areas IDACI score and is considered amongst the 20% most deprived neighbourhoods when considering health deprivation and disability and living environment deprivation. Drug use is well known in several communities around the school catchment area – some of which are in the 20% most deprived neighbourhoods of the country when considering IDACI score. Almost all pupils are white-British and our school serves Junior School children from 7-11 in age.

Aims

We recognise that drug use is a fact of life and an issue that all young people may face growing up. Our school is committed to securing the Healthy Schools Award and as such, understand the importance of ensuring our pupils have the necessary knowledge, skills and confidence to make informed and healthy choices regarding their drug use – both now and in the future. Our young people are encouraged to talk to a trusted member of staff about any issue that may worry them, or put them in danger and they would then be signposted to relevant websites through acquisition of support from Wakefield Social Services and the Early Help Hub.

Drug education contributes to:

- A positive ethos and environment for learning
- Safeguarding pupils, promoting their emotional wellbeing and improving their ability to achieve in school
- Helping pupils keep themselves safe from harm, building confidence to resist peer pressure and in being able to access needed services
- Reducing early onset drug use, misuse, or addiction to drugs

How will we do this?

Our curriculum will include opportunities that allow pupils to understand:

- The short and long term effects and risks associated with drug use
- The rules and laws relating to drugs
- The impact of drugs on individuals, families and communities
- Their own and other people's attitudes towards drug taking, drug use and drug users, including stereotypes presented in the media
- Peer pressure that could result in drug use if not managed properly

- How to make informed decisions and keep themselves safe and healthy – including managing, assessing and avoiding risk
- The most appropriate language to use when discussing drug use and the formal vocabulary terms for each drug

In the classroom:

- Staff will set the tone by speaking in a matter of fact way
- Pupils will be encouraged to write questions down – anonymously if desired – so that they can be discussed openly
- This will also allow staff to prepare the most appropriate responses where needed
- If a verbal question is too personal, pupils will be reminded of the ground rules for classroom discussion
- If a question is inappropriate, or feels too old for a particular pupil, staff will acknowledge it and deal with the question on an individual basis later
- Staff will not provide information that is inappropriate for the age of the pupil
- If staff are concerned that a pupil is at risk, a Designated Safeguarding Lead will be informed and normal procedures will be followed

Responsibilities of Lead Members of Staff

The Headteacher has overall responsibility for the drugs education policy and its implementation in school. This includes liaison with the Governing Body, parents/carers and other appropriate outside agencies. This will be shared with the PSHCE coordinator who will manage the following responsibilities:

- Coordinating provision, training and support for staff
- Establishing and maintaining links with external agencies
- Policy development, review and consultation to relevant stakeholders
- Implementation of the policy and monitoring and assessing its impact and effectiveness in practice
- Liaising with the Designated Safeguarding Lead where drug incidents become apparent
- Ensures Governors are well-informed of any drugs related incidents, or specific education given to pupils regarding drug use

The SLT are committed to working with parents to ensure the following:

- Parents are always informed quickly of incidents involving illegal and unauthorised drugs
- Parent involvement is encouraged through our ethos, home school agreement, newsletters, support groups and services
- Parents are kept informed and updated about the areas of learning related to drug education
- School can support parents in helping them to talk with their children regarding drug and alcohol use and can offer services to help with this

- Parents know that they cannot withdraw their children from National Curriculum statutory content but can discuss any areas of content that they are concerned about with the class teacher, or Senior team

Monitoring and Evaluation of our provision

We are committed to the ongoing development of Drugs Education provision in our school. We use the following indicators to monitor and evaluate our progress:

- A coordinated and consistent approach to curriculum delivery has been adopted, using a specific scheme of work for PSHCE teaching and a regular provider of drugs education talks for our oldest children
- The content of the curriculum is flexible and responsive to pupils' differing needs – gleaned from social services referrals and the Wakefield Health Survey undertaken each year
- Children receive an entitlement in line with National and Local Guidance
- There are clearly identified learning objectives and outcomes for all activities undertaken
- Policy, practice and the impact of training is evaluated and revised when needed
- Opportunities are provided for parents and Governors to consider the PSHCE curriculum we offer and to consider the relevance of purpose and nature through consultation regarding policy and procedure and parent information sessions

Management of drugs at school and on school trips

- If drugs are found on the school site that are unauthorised the procedure on page 17 must be followed – seizing temporary possession
- Controlled drugs are stored in the school safe and are administered in accordance with medical guidance (see our policy relating to supporting pupils with medical needs whilst at school)
- Any drugs needed whilst on a school trip are kept safe with an appropriate adult and controlled drugs are kept in a lockable container – only accessed by the teacher leading the trip

Management of Drug-Related Incidents

If a pupil is suspected of being under the influence of drugs or alcohol on school premises, the school will prioritise the safety of the young person and those around them. It may be dealt with as a medical emergency and relevant First Aid would be given. Parents would always be contact and possibly the Police, or Social Services depending on the circumstances.

There is a possibility that a pupil would be searched if it was believed that they had any drugs in their possession and a record would be made explaining: The reason for the search, the time and place, who was present , the outcomes and any follow up action needed.

Any drugs or substances found that a teacher believes could be harmful or detrimental to good order and discipline can be confiscated. This would also include 'legal highs'. Parents would be informed where this had taken place but not always before the search and confiscation has taken place.

Our 'Supporting Pupils With Medical Needs' policy outlines which substances are authorised on school premises and in what circumstances, what the procedure is for ensuring that drugs are safely managed and looked after whilst on the premises.

Staff conduct: Staff responsibilities are outlined in our Code of Conduct, our Safeguarding Policy and within the Teacher Standards.

If a teacher is required to take temporary possession of suspected controlled drugs the following procedure will be followed:

- Ensure that a second adult witness is present throughout
- Seal the sample in a plastic bag and include details of the time and date of the seizure/find and witness present
- Store in a secure location (such as a safe or lockable container) with access for Senior Staff only
- Notify the police without delay – who will collect it and dispose of it safely in line with local protocols.
- The law does not require schools to divulge the name of the pupil involved but school would do so- as well as informing social services
- Record full details of the incident, including the police incident reference number
- Inform parents/carers – unless not in the best interests of the pupil
- Identify any safeguarding concerns and develop a support and disciplinary response in conjunction with parents wherever possible. Exclusion is not an automatic response.

Smoke-Free Environments

Smoking has been prohibited by law in virtually all enclosed and substantially enclosed work and public places since July 2007. In February 2015 it also became illegal to smoke in a private vehicle carrying children.

- The school is a smoke-free site – including the use of E-Cigarettes
- The school provides information and support for smokers to quit

Definition and terminology

A definition of a drug is:

"A substance people take to change the way they feel, think or behave." Taken from Drug education in schools: A report from the Office of HMCI 2005

“any substance which when taken changes the way the body works or how a person behaves, thinks or feels” (Drugscope)

The term ‘drug use’ is drug taking – for example consuming alcohol, taking medication, or using illegal drugs.

The term ‘drugs’ refers to:

- All illegal drugs (those controlled by the Misuse of Drugs Act 1971)
- All legal drugs (including alcohol, tobacco, volatile substances that give off a gas or vapour which can be inhaled)
- All ‘over the counter’ and prescription medicines
- All new psychoactive substances and illegal highs (now classified as legal highs)

Involving the Police

The police will always need to be involved in any incidents involving illegal drugs.

Monitoring and Review:

Written by E Nicholson February 2019

Next Review February 2021

Signed _____

Date:

Miss K. Law Headteacher

Signed _____

Date:

Miss E Nicholson Healthy Schools Support

Signed _____

Date:

Mr J. Dossey Chair of Governors