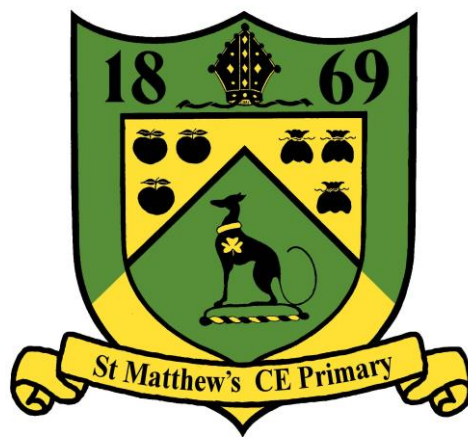


St Matthew's C.E. Primary School



Policy and Procedures for

PSHE including
reference to RSHE and
DRUGS EDUCATION

Review date September 2024

PSHE and Drugs Education: Aims and Objectives

Drugs education is an important part of the PSHE curriculum. Substance and drugs misuse extends across socio-economic and ethnic boundaries and pupils of all abilities are at risk. The National Curriculum (Science programme of study and the guidance for PSHE and Citizenship states that by the end of KS 2, pupils should:

- Be made aware of the risks of drugs and substance abuse
- have the knowledge, skills and attitudes to resist drugs and substance misuse

Our aim and approach therefore is in line with the National Curriculum, the Government's 10 year Strategy for Tackling Drug Misuse and recent advice from the Department for Education and Skills.

We value substance education as part of our holistic view of health education and it is thus a vital part of our whole approach and commitment to being a healthy school. Our substance education will therefore:

- Ensure that all children understand that illegal and other unauthorised drugs are not acceptable within the school community
- By 'Drugs' we mean all legal drugs including over-the-counter and prescribed medicines, tobacco, alcohol, cleaning solvents and substances: all illegal drugs as mentioned in the Misuse of Drugs 1971.
- Take a protective stance in partnership with parents, outside agencies and the whole alcohol community on these issues.
- Manage drugs on the school premises and off-site activities effectively
- Know how to deal effectively with drug related incidents

Personal, social and health education (PSHE) is concerned with the social and emotional health and development, well being and welfare of our pupils. We intend to give children the knowledge and skills they need to lead confident, healthy and independent lives. Our aim is to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We are using Heart Smart a whole school scheme to promote PSHE. This has a clear structure.

- **PSHE helps pupils to:** acquire knowledge and understanding of themselves, of others and of the world they live in
- develop skills for living
- understand and manage their emotions

- become morally and socially responsible
- take on a range of roles and relationships
- value themselves and respect others
- contribute to their community
- appreciate difference and diversity
- participate actively in our democracy
- safeguard the environment
- act in the wider world in a way that makes the most of their own and others' human potential

The school aims to:

- promote a positive sense of the self
- promote good relationships with others
- promote good attitudes towards others and an understanding of differences between people and their viewpoints
- provide opportunities to share and explore life experiences/emotions/difficulties in groupings beyond the family
- equip pupils with knowledge about the world in which we live
- equip pupils with the skills and attitudes to engage successfully in the task of learning
- encourage reflection about beliefs, choices and values
- promote a healthy and safe lifestyle
- provide opportunities, responsibilities and experiences that will prepare pupils for the adult world

Where and to whom the policy applies:

This policy applies to all staff, teaching and non teaching; parents/carers; governors and all agencies involved in working with the school.

The teaching of PSHE is through interactive learning. The Heart Smart programme includes class lessons, Worship times and whole school themes. Discussion, debate and circle time are used to develop interactive learning and, therefore, implement effective personal, social and health education.

The interactive method is used to encourage:

- the participation of individuals as part of a large group
- respect for everyone's views
- talking and listening for all
- the inclusion of all adults and pupils, and the sharing of ideas with the whole group
- the opportunity for teachers to reflect on the effectiveness of

their teaching approaches.

Lessons include time for:

- individual reflection on the subject in hand
- small group decisions and decision-making
- the sharing of ideas by the whole class
- opportunities for reporting back
- planning for implementation of what has been learned/decided, where appropriate.

Resources available: Heart Smart materials are on school system.

Six strands- behaviour, brick walls.

A programme for drugs education across the whole school is in place as part of the HeartSmart programme

Drug Education:

In teaching drugs education, a range of strategies should be employed including role-play, outside speakers, discussion group work and circle time. The use of circle time can be a key strategy for developing life skills. In the circle, the teacher acts as the facilitator, giving information and guiding children. Pupils who are regarded 'most at risk' can often be helped using this strategy.

A programme for drugs education across the whole school is in place as part of the PSHE curriculum scheme of work.

Staff Support and Development:

All staff are aware of the potential sensitivity of issues raised in PSHE:

Staff are informally supported through discussion

- The Head teacher has overall responsibility for drug issues within school
- All staff in school, including newly qualified and support staff should have a general drug awareness and an understanding of the drugs and other related policies.
- Any CPD on drug related issues undertaken should be disseminated to all staff. Staff should then be encouraged to evaluate its impact on teaching and learning.

To develop staff confidence and competence:

- Annually the subject leader will attend appropriate conferences/courses
- Training needs are identified through induction programmes and performance management
- The subject leader will arrange for relevant advice and information from courses to be disseminated and, where appropriate, to be included in improvement planning and turned into practice

- Where necessary, the subject leader will lead or arrange school-based training.

Assessment, monitoring, evaluation and reviewing:

Each class maintains a record of activities and developments in PSHE:

Assessment is set against end of key stage statements.

Teachers assess the pupil response to the tasks set in planned activities as well as their response in other lessons and across the school day.

All teachers, teaching assistants, midday staff and administrative staff are responsible for informing teachers about notable points of personal and social development in individual pupils. It is the responsibility of individual teachers and the SEN co-ordinator to identify pupil progress which is well above or below that which is expected.

Consultation with parents/carers and the involvement of pupils in the planning and monitoring of PSHE is actively encouraged.

Pastoral Care:

Children are aware, through PSHE, discussion, circle time and worship that all adults in the school are there to support them, academically, personally and emotionally. They feel confident in their relationships with staff and are assured of a safe and supportive environment. Children are encouraged to seek help to resolve situations that concern them and that all incidents will be dealt with sympathetically. Persistent incidents will be brought to the attention of the deputy head teacher or head teacher who will consider an appropriate course of action.

Every opportunity will be provided for each child to develop his or her full potential in all aspects. Our aim is for a well balanced, self-disciplined pupil. In order to achieve this, a measure of imposed discipline is necessary. Rules are kept to a minimum and concern acceptable behaviour in our day-to day running of the school. Fighting and bullying are not permitted under any circumstances: children are encouraged to ignore provocation rather than retaliate.

Referral and external support:

Child protection offices

Family therapy

Behaviour support team - referrals

Involvement of parents/carers:

Our parent governors on the Full Governing Body are involved in the agreement of policies. On our website parents are made aware of policies available for their information and comments.

Management of drugs at school: SEE Medicine policy/supporting children with medical needs

Staff Medication

Staff will be responsible for their own medication and are requested to leave it in their locker until it is required or locked in Medical Room cupboard.

Alcohol

If alcohol is at school due to a celebration or for a parent-teacher meeting it will be locked in a cupboard.

Alcohol will not be sold without a licence (Licensing Act 1964), though no license is required if alcohol is offered and no sale takes place.

Hazardous substances

Such substances are clearly labelled and stored in locked cupboards, which are not accessible to children.

Protective clothing is to be worn when such substances are used.

(See Health and Safety Policy)

Responding to Drug-related Incidents:

Some schools in the past have found a substance or drugs on the premises, and in a few cases, a pupil has been found in possession of a drug. Such an incident may have implications for the school, the pupil, parents, teachers, head teacher and the governing body.

Drug related incidents are likely to involve suspicions, observations, disclosures or discoveries of situations involving illegal and other authorised drugs. e.g.

- Drugs or associated paraphernalia found on school premises
- A pupil demonstrates, perhaps through actions or play, an inappropriate level of knowledge of drugs for their age
- A pupil is found in possession of drugs or associated paraphernalia.
- A pupil is found to be supplying drugs on school premises
- A pupil, parent/carer or staff member is thought to be under the influence of drugs

- A staff member has information that the illegitimate sale or supply of drugs is taking place in the local area.
- A pupil discloses that they or a family member/friend are misusing drugs.

If a pupil is found with a substance or drug thought to be illegal, these procedures should be followed

Procedure for handling a drug related incident -

- All unknown tablets, powders and substance should be regarded as possibly illegal
- The substance or drug should then be handed to the Headteacher who is responsible for sealing it in a bag and giving it to the Police
- Where possible the drug should be removed from the child in the presence of a witness.
- If there is reasonable evidence that a child has taken a drug, a trained first-aider should be called immediately, and professional medical help sought.
- The member of staff should then write a brief statement indicating the date, time, place and circumstances in which the incident took place. The witness should counter-sign the statement.
- The substance should be sealed in a clear plastic bag and locked away until the police arrive
- Where it is considered that the pupil has been at risk, or it is thought that the drug or substance is illegal, the pupil's parent or caring adult should immediately, be asked to attend the school
- The Chair of Governors should be involved if the incident is drugs related.
- Contact should also be made to the County Press Office for guidance if it looks as if the media may become involved.
- If necessary a search of trays, lockers and personal property can be undertaken.
- If a further search is required, **pupils' privacy should be respected**. Pupils about which there is concern can be asked to empty their pockets and bags; most pupils will comply with such a request.
- Where a pupil is uncooperative, a search will need to be carried out in the presence of a parent, caring adult or youth crime reduction officer.
- It should be stressed that **teachers are not able to guarantee confidentiality** and that any information received will be passed on immediately to the appropriate person. Therefore it is preferable that **before any disclosure takes place, a teacher should sensitively indicate that confidentiality cannot be maintained**.
- The school should then make a full record of the incident. This

record, including notes of any discussions with pupils, may be used in subsequent court proceedings.

- Any response should balance the needs of the individual against those of the wider community and should be determined after a full and careful investigation.

Confidentiality:

All members of staff have read Keeping Children in Education Sept 2020. PSHE lessons are conducted in a sensitive manner and in confidence. Children's questions are answered as honestly and fully as appropriate. However, if a child makes reference to anything which gives cause for concern (e.g. sexual abuse, illegal substance use) then clearly such matters cannot remain confidential. Staff will report such incidents to the DSL or Deputy DSL who will decide whether the matter should be dealt with as a child protection issue. (See Child Protection Policy).

Organisation of the PSHE programme:

The PSHE programme is organised into year groups and is monitored by the manager.

Related policies:

Anti bullying

Behaviour

Child Protection

Confidentiality

Health and Safety

Safeguarding

RSHE Policy

SRE Policy