

"We have flown the air like birds and swum the sea like fishes, but have yet to learn the simple act of walking the earth like brothers."

Dr. Martin Luther King

School focus

Our focus is to enable our children to become healthy, independent and responsible members of society. We strongly believe that it is vital that all staff give consistent messages and have consistent expectations. We encourage our children to play a positive role in contributing to the life of the school and the wider community in our rapidly changing world and in so doing we help develop their sense of self-worth. To this end we are working towards the National Eco schools green flag and National healthy schools Standard.

Aims

To enable our children to

- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues
- Understand what makes for good relationships with others
- Have respect for others
- Be independent and responsible members of the school community
- Be positive and active members of a democratic society
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and the wider community

Planning

Personal and social development is the sum total of all the experiences, planned and unplanned, received by young people in the course of their time in school that promotes their spiritual, moral, social, cultural, mental and physical development, and thus the wellbeing of both the individual and ultimately the wider community. Hence, we teach PSHE and Citizenship as a discrete subject but are aware that we introduce it through other subjects and as part of our day to day interactions in school.

Examples of curricular links

- Local environment links in Geography
- Racism issues in Literacy
- Considering the story of the good Samaritan in RE
- Considering Gypsy Romany culture in art with specific regard to their Vardo and the travelling life.
- Listening to and exploring the music of indigenous Australian people and considering the history of their cultural journey.
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Teaching and learning

We place an emphasis on active learning by including the children in discussions, investigations and problem solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship eg charity fundraising, link with another country, involvement in an activity or event to support individuals or groups less fortunate than themselves.

Principles

- The principles of inclusion and equal opportunities
- The principle of access and entitlement
- The principle of differentiation and achievement of potential
- The principle of preparation for the future

Key skills

- Emotional literacy
- Communication
- Application of number
- ICT
- Working with others
- Improving own learning and performance
- Problem solving
- Thinking skills

Teachers will group their children in a variety of ways according to the nature of the activity involved. Children set their own class rules of behaviour in consultation with their teacher and are encouraged to discuss and resolve conflicts.

Teaching and learning strategies include:

- Drama
- Circle time games and cooperative/parachute games
- Visits
 - a wide variety of 'outside speakers/specialists' are invited into school to work with the children and share their expertise and knowledge e.g. NSPCC assembly, Mrs. Jacqui Sinfield - school nurse (Sex education programme)
 - visits and residential trips (see curricular planning)
- Talk ('careful' use of questioning)
- Story telling
- Assemblies are used to reinforce our expected codes of behaviour and appropriate choices.
- The Eco schools co-ordinator and Headteacher run half termly Eco school meetings. These are attended by a child representative from each year group and the Sustainability governor.
- The school council co-ordinator runs half termly School council meetings. These are attended by a child representative from each year group and the Headteacher.

Specific issues

Sensitive and controversial issues such as sex, drugs, racism, religion and politics are certain to arise in PSHE and citizenship teaching. The exploration of these issues will touch deeply held beliefs and values and may arouse strong feelings. Part of the purpose of these lessons is to enable children to address sensitive and controversial issues directly in a balanced way and in a safe environment. Ground rules are agreed to clarify boundaries before tackling any sensitive or controversial issue.

Assessment and self review

- Children's successes and achievements are reported and recorded in a variety of ways e.g. reward stickers, celebration assembly, certificates, courtesy awards, star of the week awards.
- More formal reporting happens via the annual report to parents.
- Informal discussions with parents regularly take place
- A portfolio of children's work ('photos, etc..') is collated by the subject co-ordinator in order to glean an overview of standards throughout the school.
- The subject leader monitors lessons on a regular basis.
- In order to maintain and develop standards of teaching and learning throughout the school an annual action plan is produced and reviewed by the subject leader in consultation with the Headteacher.

Resources

- Folens Citizenship and PSHE scheme (based on National\curriculum non statutory framework for PSHE education and citizenship)
- 'Just one spoonful' joint advisory service publication (KS1)
- STAR programme
- Parts of BBC schools ' Focus Growing up' video
- BBC Wales Health-E video

Note

Due to the diverse nature of PSHE and Citizenship this policy should be read in conjunction with the policies of Health and Safety, Drugs education (see appendix 2), Sex Education (see appendix 3), Bullying, child protection, RE, behaviour and PE.

Madresfield CE Primary School

Policy for Dealing with Drug Related Incidents

Reviewed by Mrs M Miles (PSHE co-ordinator) and Mrs D Langston (Headteacher) – July 2015

To be reviewed – July 2017 (is part of the PSHE policy)

At Madresfield C.E. Primary School we believe that it is the responsibility of schools to help reduce the harm from drugs, to play a role in drug prevention and to help those who misuse drugs. Schools need a policy which gives a clear view on the use of drugs in school and the importance of drug education.

This policy gives a clear view on handling drug use in the school. In developing the policy the school has considered its legal responsibility, the needs of pupils, teachers, governors, parents and the local community. As a school we will endeavour to keep up to date with current advice/professional development.

A Definition of Drugs

Drugs are substances that alter the mind or the body. This policy is concerned with legal drugs such as alcohol, tobacco and solvents, over the counter and prescribed drugs such as tranquillisers and pain killers and illegal drugs such as ecstasy, cannabis, cocaine, crack and heroin, and other drugs young people may use such as 'poppers'.

Drug Education and Drug Prevention

We provide a drug education curriculum for all pupils, as part of the health education within Personal, Social and Health Education and aim to provide all pupils with the knowledge, attitudes and skills to enable them to make informed decisions about drugs. (See PSHE schemes of work – 'STAR' and 'A spoonful of medicine')

Statement on the use of drugs in school

This school believes that the possession and use of drugs in school during the school day is inappropriate. All the drugs covered by this policy are not permitted to be brought to, sold, passed on or obtained on school premises or during the school day. Any breaking of these rules may result in punishment including permanent exclusion.

Confidentiality

Pupils at this school need to feel able to talk in confidence to a member of staff about a drug related problem without the fear of being judged or told off. The welfare of young people will always be central to our policy and practice. However, teachers will not be able to promise complete confidentiality in order to be able to seek specialist help if needed.

Information about a pupil in relation to drugs will follow the same procedure as for other sensitive information. The Headteacher will be informed and help sought if appropriate.

Parental Involvement

Parents will be informed of the drug education curriculum and have the opportunity to raise concerns. Parents will be contacted if their child is caught breaking the rules

on drugs. Opportunities will be made available for parents to get support and guidance concerning drugs and other health-related issues.

Police Involvement

In most cases any punishment is likely to be a school not a police matter. However the school is aware of the Misuse of Drugs Act 1971 which controls heroin, cocaine, LSD, MDMA (ecstasy), amphetamines and cannabis and other drugs as well.

This Act makes it an offence to possess or supply these drugs and it allows individuals to take possession of an illegal drug in order to prevent someone else committing an offence, providing they either hand it to the local police or destroy it immediately.

This school maintains strong links with local community police through their involvement in the drug education curriculum, which helps pupils to have a greater understanding of the role of police and about drugs and the Law.

It is the policy of this school for the Headteacher/Deputy Headteacher in their absence to contact the local community police/schools involvement officer where an incident has involved illegal substances, and to hand the substance to the police in a sealed container. The seal will be signed and dated.

Indications of Possible Misuse of Drugs

Unfortunately there are no clear, unequivocal signs that a person is misusing drugs. If staff hold a stereotypical view of a drug user, they may miss many signs of drug misuse or conversely misinterpret signs which are similar to normal adolescent behaviour. It is vitally important not to jump to conclusions. It is important however to be aware of the possible signs or symptoms. Where several of them appear together, and more particularly consistently, they are a more reliable indication of possible drug use or misuse.

Possible warning signs

Stealing or borrowing money
Changes in attendance pattern
Decline in academic performance or unwillingness to participate in school activities
Sudden dropping of hobbies or interests
Unusual bursts of temper or mood swings
Lack of appetite and/or weight loss
Craving for sweet foods
Disregard of physical appearance
Wearing sunglasses at inappropriate times
Drowsiness
Lying or furtive behaviour
Soreness or redness around nose, mouth or eyes
Persistent irritable cough
Slurred speech
Involvement in delinquency
Spending an increase amount of time away from home or on the phone
Being the subject of rumours
Associating with older individuals

Pooling money with others

If staff suspicions are aroused then it may be deemed appropriate to engage in discussion with the child in a sympathetic and supportive manner. The child should not be interviewed but the teacher should record what is said in the conversation in a specific, non judgemental factual record. The Headteacher must be informed if the child reveals information that the Headteacher must investigate and possibly act upon.

Responding to Drug-related Incidents

In all situations involving drugs the following principles apply:

All situations will be carefully considered before deciding on the response.

- The needs of the child will always come first.
- The Pastoral system will be the first response if at all possible.
- Parents/carers will be involved at an early stage and throughout any investigation.
- Support agencies, including the police, will be involved if appropriate.
- Support for pupils will be maintained and counselling arranged if appropriate.

Responses may include both a disciplinary and counselling response

Dealing with the Media

Any approaches by the media regarding drug related incidents will be responded to by the Headteacher under the following guidelines:

- A response will not be given immediately, only after there has been an investigation to check the facts.
- Advice will be sought from the press section at County Hall. (01905 766642)
- A brief statement will be written putting the incident into context and emphasising the positive steps the school is taking.

Disciplinary Response

Situations which include breaking of the school rules on drugs will result in punishment. The type of punishment will depend on the exact nature and degree of the offence. Permanent exclusion will be considered and used only in exceptional cases, such as dealing in drugs. In most cases permanent exclusion will be used only as a final resort, after all other approaches have been taken. Parents/carers and pupils will be informed throughout the investigations

Counselling Response

The pupils' welfare is paramount and in all incidents involving drugs, referral for counselling or support within the school will be actively considered. We believe that those pupils who are misusing illegal drugs and volatile substances should be encouraged to seek help at the earliest possible stage so that they can be helped.

Reporting Procedure

The reporting procedure ensures that only a limited number of people will be involved in any incident. All incidents are reported to the Headteacher who will notify the Chairperson of Governors in advance of information being further shared as he/she feels is necessary. If an exclusion is considered then the procedure for this is put into action by the Headteacher involving the governors. All incidents are written down and kept in the Headteacher's office as confidential items.

Managing Drug-related Incidents

See appendix 1 - defining possible drug incidents.

If there is an Emergency situation, where a person becomes unconscious as a result of possible drug use, the Headteacher and Staff with first aid qualifications will be called and the person supervised. The person will be placed in the recovery position and an ambulance called. The parents will be informed and called to the school.

An assessment of the incident will be started, including finding out whether a substance has been taken and evidence gathered. A report of the incident will be written down and given to the Headteacher, who will decide whether disciplinary and /or counselling action will be taken.

In the case of intoxication from drug use, the person will be removed to a quiet room and supervised. The First Aider and Headteacher will be called. The person will be helped to calm down and medical assistance sought if necessary. The parents will be informed and called to the school. A report of the incident will be written down and the Headteacher will decide if disciplinary and/or counselling action will be taken.

When a person is discovered using, supplying or holding a substance that is not permitted on school premises, and which is described in this policy, the person should be approached and the substance confiscated, if possible in the presence of a witness. The Headteacher or Deputy Headteacher / senior member of staff will be called and the person(s) involved questioned. If the substance is illegal or there is doubt about its identity drug services or local community police/school involvement officer will be contacted.

All illegal substances will be handed to the police. Syringes should be handled with extreme care, held by the barrel and stored in a suitable container. Parents will be informed and called to the school. A report of the incident will be written down and the Headteacher will decide whether a disciplinary and/or counselling approach will be taken.

When a pupil discloses to a member of staff that he/she has been using drugs, or is concerned about someone else's drug use, teachers will be non-judgemental and caring and will show concern for the pupil's welfare.

Pupils will know that teachers cannot promise total confidentiality if further support is to be considered such as referral to a drug service or counselling service.

Staff should not assume use of drugs on the basis of rumours or behaviour alone. However, if there is a suspicion, evidence will be collected over a period of time before a decision is made whether to question the pupil(s) involved.

Administering Medicines

In most cases, parents, not teachers, will administer medicines to their children out of school hours. In exceptional cases, medications may need to be administered by fully certified First Aider following instructions from a hospital physician if they are required to be taken during school hours. In the case of this being necessary, any medication will be kept securely in the school office. In the case of asthma, reliever inhalers, are kept by the pupils in their classrooms for easy and immediate access. Diabetics may need to bring additional food supplements and/or insulin into school. These will be kept in a secure named container in the child's classroom. Children who have been prescribed an EpiPen by their G.P. should bring two pens into school which will be kept in a safe place in the child's classroom. It is the responsibility of the parent to ensure that the EpiPen is updated as necessary. Staff are trained in the use of administering an EpiPen should it become necessary. In no circumstances will staff administer medicines such as 'Calpol' or paracetamol based/pain killing medicines to pupils or will pupils be permitted to bring in such medicines for personal administration.

Visits

If an illegal substance is discovered in a visit away from the school the teacher should contact the Headteacher (or Deputy if the Headteacher is unavailable) without delay. They may then contact the police local to the discovery if appropriate.

Madresfield CE Primary School
PSHE/Sex and Relationships Policy

July 2015

To be reviewed – July 2017 as part of the PSHE Policy

“Sex and relationships education is learning about sex, sexuality, emotions, relationships, sexual health and ourselves.”

School focus

Madresfield C.E. School believes that all pupils should be offered the opportunity of receiving a comprehensive, well planned programme of health education. It should be developmental and a foundation for further work in the Secondary School.

It should fulfil the requirements of Section 1 of the Education Reform Act 1988 that the school curriculum should be one which:

- “promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
- Prepares such pupils for the opportunities, responsibilities and experiences of adult life”.

We teach SRE in the context of the school’s aims and values framework. While SRE in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. We teach SRE in the belief that it should be taught in the context of marriage and family life. SRE is part of a wider social, personal, spiritual and moral education process.

Aims

At the primary stage, our aim is to prepare pupils to cope with the physical and emotional challenges of growing up, and to give them an elementary understanding of human reproduction.

We teach children about:

- The physical development of their bodies as they grow into adults.
- The way humans reproduce.
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term and loving relationship.
- The importance of family life.
- Moral questions.
- Relationship issues.
- Respect for the views of others.
- What they should do if they are worried about any sexual matters/personal safety issues.

The National Healthy School Standard

As participants in this scheme we:

- Consult with parents on all matters of health education policy.
- Listen to the views of the children regarding SRE
- Look positively at any local initiatives that support us in providing the best SRE teaching programme that we can devise.

Organisation

We teach SRE through different aspects of the curriculum. While we carry out the main SRE teaching in our PSHE curriculum, we also teach some SRE through other subject areas such as Science where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

Planning/continuity and progression

Year one

People in my life – what they do for me and what I do for them.

My moods – feeling happy, sad.

Friendships.

Loss and mourning – a person, a pet.

Keeping safe – dangers I might come up against and saying no.

My body and other people's bodies - similarities and differences.

The beginning of life – me, animals and plants.

Growth in people, animals and plants.

Ageing – how we know things are alive, dead, young or old.

Year two

Changes as we grow.

Different types of families.

Feelings in the family – love, jealousy.

What helps people to get along with each other – listening, sharing.

What makes me happy?

What I like or don't like about other people.

Keeping safe.

Caring for myself – hygiene, sleep, exercise.

People who help me to care for myself.

Inside my body – the functions of different parts.

Year Three/Four

Feelings – things which make me happy, sad, embarrassed, scared.

Difficult situations – teasing and bullying.

How babies begin, how they are born and how they grow.

Family trees.

Keeping healthy, exercise and diet.

Friendships – who our friends are and how we make and lose friends.

Making decisions – influences on me and peer group pressure.

Keeping safe.

Lifestyles in the class and community – differences in others and how we feel about differences.

Year Five/Six

Decision making and risk taking.

Feelings about the future – changing schools, adolescence.

Families and how they behave – what members expect of each other.

Celebrations of birth, puberty, marriage and death in different cultures.

Expressing feelings and how we do this – being assertive and not bullying.
Differences and similarities in people.
Sexuality – what it is and what words describe it.
Body changes in me and others - why they are happening?
Things that go into my body that help and things that harm.
Messages about health and sexuality from television, films, books and newspapers.

Year Five/Six children will in addition, have a programme of study based on the BBC Sex Education series which shows birth and caring in a family setting.

The programmes are:-

- Growing - physical and emotional changes during puberty.
- Someone new – the development of the womb and the birth of a baby.
- Life begins – the meeting of the sperm and the egg.

Boys and girls will watch the programmes together but can be split up afterwards for separate follow-up discussions with the PSHE teacher and School Nurse. We will attempt to deal with questions in a sensitive, open and frank manner. A question box is used where children post questions they want answers to. The teacher and school nurse have time to consider these and may wish to follow up some questions individually where the information is considered inappropriate for the whole group. Questions concerning homosexuality, sexually transmitted diseases and contraception will be answered if raised.

Before the programmes are seen by the children parents will have the opportunity to view the programmes and comment on the content.

Teaching and learning strategies

The programme fulfils the requirements of sex education as defined in the 1996 Education Act, provides knowledge and information and emphasises the skills and attitudes that young people need to manage their lives in a responsible and healthy way.

A spiral curriculum approach to sex education is followed and content is related to the physical, emotional, and intellectual development of the pupils as they enter and pass through adolescence.

Individual teachers inevitably have the responsibility of handling information in the classroom, but there are clear guidelines set down as to what is felt to be appropriate to introduce at each level.

The precise timing of the delivery of the various elements of sex education will be kept under review.

Organisation

Sex Education is co-ordinated by the PSHE co-ordinator who is responsible for planning, implementation and review of the programme.

Parents

Under the Education act 1996, parents have the right to withdraw their child from any or all parts of sex education outside the National Curriculum. Parents wishing to exercise that right need to contact the Headteacher. Once a child has been withdrawn they cannot take part in later sex education lessons without parental approval. Any complaints about the sex education curriculum should be made to the Headteacher.

Confidentiality and Advice

Pupils will be made aware that some information cannot be held confidential and that if

certain disclosures are made, certain actions will take place. At the same time pupils will be offered sensitive and appropriate support.

Assessment and self review

Sex education will be monitored, reviewed and evaluated by the PSHE co-ordinator and Headteacher.

Regular reports on sex education will be made to the curriculum sub-committee of the Governing Body.

Resources

BBC video 'Growing up'

BBC Wales 'Health-E'