

<b>Statutory/HCC Recommended:</b>	<b>Developed by:</b>	<b>Approved by:</b>	<b>Date Approved/Reviewed:</b>	<b>Next Review Date:</b>
Statutory	PDL coordinator	HT/ Curriculum Committee	June 2015	June 2018



## Fairfields Primary School

### Policy for PDL including SRE and drugs education

#### Description of the setting:

Fairfields Primary is the oldest school in Basingstoke. It is a two form entry town centre primary school for girls and boys aged 4-11. There are approximately 400 pupils at the school who come from both single and dual parent families. The school has an active PTA, which involves itself mostly in fund raising and supporting the teachers. In each year there are a few children with special needs who are supported by LSAs. We have the Enhanced Healthy Schools Award, and the FA Charter Standard for Schools. We are a rights respecting school with an ethos based on the articles of the United Nations convention on the Rights of the Child. There is a wide social and ethnic mix and very varied family backgrounds. A total of 28 languages are spoken by our pupils. We have a small number of children with social and emotional difficulties who are supported both in and out of class by a team of support staff and our Home- School link worker, Terri Hope. We have a small number of children from the local Women's refuge. We have three children who require Epi-pens. All staff have been trained in their use. Orange alert cards are on display in the classrooms where there is a child who requires an Epi-pen in an emergency.

#### 1. How the policy was formulated:

This policy was developed by reviewing and merging existing policies for PSHE, SMSC, Sex and Relationships and Drugs education. In doing so we aim to produce a coherent overview of these policies and ensure there are clear links between, and consistency of practice across, the PDL and SRE curriculum.

It has been formulated by the subject coordinator for PDL and approved by the curriculum committee of the governing body for the school.

#### National guidance:

The policy was drawn up using a range of national documents including:

- Sex and relationship education guidance (DfES, 2000, 0116/2000)
- Drugs: guidance for schools (DfES, 2004).
- DfE and APCO drug advice for schools (DfES, September 2012) ]
- Sex and Relationships Education (SRE) for the 21st Century (PSHE association 2014)
- Positive Guidance on Aspects of Personal, Social and Health Education (National Children's Bureau)

#### 2. Definitions and terminology:

PDL (Personal Development Learning): We define PDL as the vehicle through which we aim to give all pupils the knowledge, skills and understanding they need to lead

confident, healthy, independent lives and to become informed, active and responsible citizens. This is also sometimes referred to as PSHE within the curriculum.

**SRE (Sex and Relationship Education):** We define SRE as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and health. (definition taken from Sex and Relationship Education for the 21<sup>st</sup> Century by the PSHE association)

**Drugs:** We define the term "drug" as any substance which affects the way in which the body functions physically, emotionally or mentally and includes tobacco, alcohol, solvents, over-the-counter and prescribed medicines as well as illicit substances.

The school operates a 'No smoking' policy, which extends to the whole school grounds.

### **3. Aims and objectives of the policy:**

Everyone connected with the school is aware of our values and principles. We aim to provide PDL, SRE and drugs education that gives pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

With our support children should:

- Develop self-esteem and a respect for others
- Know what is expected of them and why, and be able to can overcome barriers to their learning
- Develop a good understanding of right and wrong
- Be given a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience, use their imagination and creativity, and develop curiosity in their learning.
- Be able to develop an understanding of their individual and group identity.
- Begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- Have the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

### **In SRE we aim to:**

Enable our young people to:

- Respect themselves and others and understand that people are different
- Develop confidence in talking, listening and thinking about feelings and relationships
- Understand their bodies and how they work
- Protect themselves and be able to ask for help and support
- Prepare themselves for puberty

### **In Drugs Education we aim to:**

- To increase understanding about the implications and possible consequences of drug use and misuse.
- To listen to young people's thoughts, feelings and concerns and to ensure that drug education responds to their needs.
- To help young people distinguish between different substances, consider their use, misuse, benefit and harm.
- To counter any inaccurate messages which young people receive about drugs.
- To encourage an understanding for those experiencing or likely to experience drug use (including those dependent on medicinal drugs).
- To widen understanding about related health, social and legal issues.
- To enable children to identify where help and support can be found.

### **4. Where and to whom the policy applies:**

This policy applies to all staff, pupils, parents and carers, governors and partner agencies working with and at Fairfields Primary School. This policy will apply on the school premises and beyond, wherever pupils are within the care of school staff. This includes school trips and educational visits.

### **5. Content of PDL programme including SRE and drugs education:**

The PSHE coordinator is responsible for overseeing the planning and delivery of PSHE (PDL). Class teachers deliver at least one PSHE session fortnightly. This may be through a circle-time or other format. The work carried out in these sessions will be drawn from plans based on the Hampshire programme for PSHE, SEAL (Social and Emotional Aspects of Learning) themes, linked to whole-school themes (for example Anti-bullying week) or in response to a specific identified need within the class (for example: talking through the needs of a new class member who has particular difficulties of some kind).

We have a School Council who meet on a regular basis and help to inform and steer our policy on certain vital themes: for example, changes to lunchtime arrangements.

Partner agencies are welcomed as part of our PSHE, SRE and drugs programme. For example: Fire Safety Crew and our local PCSOs. We also organise visits from the school nurse and other professionals on an occasional basis to help support our work.

### **6. Staff support and training:**

All staff are expected to work within the agreed policy and their own professional and employment terms and conditions.

Training will be available to all staff on: basic awareness of drugs (including alcohol), emergency procedures, procedures in the event of an incident, confidentiality and disclosure, and awareness of the drug education teaching programme within PDL(PSHE) and its consistency with the school's values. In addition, the specific professional development needs of teachers delivering aspects of drug education within PDL(PSHE), will be incorporated into individual and team professional development plans.

## **7. Assessment, monitoring, evaluation and reviewing:**

As with any learning process, assessment of pupils' personal, social and emotional development is important. It provides information which indicates pupils' progress and achievement and informs the development of the programme.

Pupils have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. This process of assessment has a positive impact on pupil's self-awareness and self-esteem.

Assessment in PSHE and Citizenship is not a judgement on the worth, personality or value of an individual child or their family. It does not imply that children are failing as people or citizens. Some aspects of personal and social development are not linear, for example, self-esteem can rise and fall through the influence of events at any stage of life.

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

- Children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Evidence of personal and social learning and development can come from teacher and pupil assessment e.g.:

- Self-assessment in form of diary, reflection
- Peer assessment e.g. peers observation of role-play
- Reflection in pairs or small groups on an activity, group 'graffiti' sheets
- Teacher assessment: observation of role-play, written records

## **8. The needs of pupils:**

At Fairfields, we aim to develop all abilities of pupils, including their personal and social skills, especially if these are not strengths. We aim to create an environment in which children are taught to relate well to each other and where differences of all kinds, including ability, are accepted. This also links closely to our role as an RR (rights respecting) school. We recognise that some able children may also have Special Educational Needs or Disabilities and need additional support. Children may require additional arrangements for emotional and social development or support; for example Emotional Literacy Support Assistant (ELSA) work, or specific types of behaviour approaches.

### **Socially Speaking**

The school runs a variety of small groups aimed at developing social skills, life skills and emotional resilience. These last for a half term at a time and take place on a weekly

basis for half an hour. Class teachers refer children who they feel may benefit from this support.

### ELSA

If a pupil's needs are considered more suited to 1-1 sessions, the child works with one of our designated ELSAs. This may be for regular or occasional support with school or home issues.

### Home-School Link Worker

The school employs a designated home school link worker (Terri Hope). She is a point of contact for parents and is able to support families with a wide variety of issues; both school and home linked. She offers a variety of parenting sessions.

The Headteacher is also the Designated Safeguarding Lead and works with children, families and partner agencies on an individual basis when the need arises. In her absence, the Deputy Headteachers will act in this role.

All children have opportunities, through PSHE (PDL) sessions, to identify how to get help when they need it.

### **9. Referral and external support:**

Referrals are made to external support agencies where necessary and follow the protocols specified by those agencies.

### **10. Involvement of parents/carers:**

#### Drugs education

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

- Inform parents about the school drugs education policy and practice;
- Invite parents to view the materials used to teach drugs education in our school;
- Invite parents to be involved in reviewing the school policy and making modifications to it as necessary;

#### Sex education

The school will consult parents of year 6 on the Sex Education programme to establish

- Their permission and agreement for their child to take part
- Any special provision that may need to be made due to cultural, physical or emotional differences

Parents have a right to withdraw their child from some aspects of Sex and Relationship Education. If such a situation arises they should first of all share their concerns with the Headteacher before making such a request.

## **11. Management of drugs at school:**

If prescribed medicines are required to be administered during school hours, parents/carers must fill in and sign a consent form clearly stating the name of the child, the dosage and the time of administration. The medicine should be clearly labelled with the child's name and any relevant information. The medicine, together with the form, should be handed to staff in the school office by the parent/carer. The administration of medicine will be supervised by office staff.

Inhalers for the children in each class are stored in a labelled bag which is kept in the class. This bag, along with the class First Aid kit, is to be taken with the class on school trips or to activities on the school field. Epi-pens are stored in the school office.

During activities on the school field these medicines should be in the charge of the teacher or adult responsible. During school trips children will bring their own labelled pen from home. These medicines will be in the charge of the teacher.

All non-medical drugs on school premises are unacceptable.

We will consider each situation individually and recognise that a variety of actions in response may be necessary to drug related incidents as recommended by LEA and national guidance.

If the situation leads to a medical emergency the school emergency aid procedures will be followed immediately.

In the absence of a medical emergency the drug co-ordinator will be informed and an appropriate response considered. We will refer to the Children, Schools and Families guidelines on responding to drug related incidents and in determining the response the implications of any action we take will be carefully considered. The focus of any response will be the pupil not the substance and we will seek to balance the interests of the individual, other members of the school community and the wider community.

Responses will be cross-referenced with related school policies such as:

- Behaviour
- Health and Safety
- Child Protection
- School Visits

Unless there are exceptional circumstances we will inform parents or guardians at the earliest opportunity so that we can work together to support the pupil and to resolve difficulties.

Should a substance suspected of being illicit be found on the school premises it will be handed to the Headteacher and, in the presence of another member of staff placed in

a sealed container in the school safe until it can be delivered to or collected by a police officer. S/he will also be involved in advising the school on the most appropriate response to the situation. The County Adviser for PSHE and Chairperson of the Drug Education Forum are also able to provide guidance and advice.

All staff will be made aware of the legal constraints on gathering evidence and questioning those involved. They will not take action without involving the co-ordinator.

### **12. Confidentiality:**

All members of staff should ensure that they are familiar with procedures set out in the Department for Education and Employment (now the DfE) circular number 10/95 entitled: Protecting children from abuse: the role of the education service. All members of staff should be aware of the school's confidentiality policy. They should also know of Hampshire's Information sharing and confidentiality policy (2010) available to download from the Healthy Schools website.

Confidentiality regarding drugs:

Some pupils may choose to mention instances of drug use in class or with individual members of the school community. While staff will want to be supportive, it is clear that they work within child protection guidelines and clearly state that they may not be able to guarantee confidentiality.

### **13. Linked policies:**

- Child Protection.
- Equal Opportunities.
- Inclusion
- Behaviour Policy
- Health and Safety.
- Assessment, recording and reporting.
- Special Educational Needs or Disabilities (SEND)
- Bullying
- Policy for teaching and learning
- Faith and Belief policy
- United Nations Convention on the Rights of the Child

### **14. Dissemination of the policy:**

This policy will be made available to parents via the Fairfields school website. It will also be available to parents on request via the school office.

**Signed:**

**Dated: June 2015**