



Edwards Hall Primary School

Personal, Social and Health Education Policy and Citizenship Policy

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| Issued by: | PSHE Lead |
| Responsibility of: | PSHE Lead |
| Date Issued: | September 2017 |
| Governor Approved: | October 2017 |
| Review Date: | October 2019 |

The SRE Policy and Drug Education Policy / Drug Related Incidents Flowchart have been included in the appendices of this document.

What are PSHE and Citizenship?

PSHE comprises all aspects of the schools planned provision to promote children's personal and social development including health and well-being.

Aims and Objectives

Persodhsdjkfhasdkflsdkhfjskdfnal, Social and Health Education (PSHE) and citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse, multicultural society.

The aims of personal, social and health education and citizenship are to enable the 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 the school community
- 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.

Principles

Healthy Schools (see Healthy Schools policy)

- A healthy school is seen as being in a key position to improve children's health with the support of other agencies
- A healthy school is based broadly on a whole school, family and community concept
- A healthy school addresses emotional health and well-being as well as other issues such as healthy eating and physical activity

Safety

- Children learn how to look after themselves, keep themselves safe and recognise potential and actual dangers to themselves and others

Social and Moral Responsibility (See SMSC policy)

- Pupils learn, from the beginning, morally responsible behaviour – both in and beyond the classroom – towards authority and each other.

Community Involvement / Environment

- Community involvement through a whole school approach
- Pupils learn to become involved in the life and concerns of their school and their community, developing and improving the school environment
- Involvement in the School Council and Play Leaders Scheme

Political Literacy

- Pupils learning about institutions, charities and the law

- Pupils learn about how to be useful and effective in public life through skills, values and knowledge

Teaching and Learning Style

We use a range of teaching and learning styles but PSHE and Citizenship is taught mainly through the PSHE Association materials. 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, e.g. charity fundraising, the planning of school special events such as an assembly or open evening, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community. PSHE and Citizenship (mostly in the form of circle time) is taught in classes on a weekly basis.

PSHE and Citizenship Curriculum Planning

We teach PSHE and citizenship in a variety of ways. In some instances e.g. Drugs Education and Sex and Relationships Education (SRE), we teach PSHE and citizenship as a discrete subject. (See relevant policies – SRE and Drugs which can be found in Appendix 1 and 2)

Some of the time we introduce PSHE and Citizenship through other subjects e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of local parks and cycle paths. Both Science and R.E. overlap the topics within PSHE and Citizenship and these are taught in a cross-curricular way where possible. PSHE and Citizenship covers some of the speaking and listening skills set out in The National Curriculum.

We also develop PSHE and citizenship through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. We offer a residential visit to Hilltop at the end of Key Stage 2, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills.

Teaching PSHE and Citizenship to children with special needs

We teach PSHE and Citizenship to all children, regardless of their ability. All children are included. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE and Citizenship we take into account the targets set for the children in their Individual Support Plans (ISPs)

Assessment and Recording

Teachers assess the children's work in PSHE and Citizenship both by making informal judgements as they observe them during lessons and by doing formal assessments of their work, measured against the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage details of which are reported to parents each year.

We do not set formal examinations in PSHE and Citizenship.

Resources

We keep resources for PSHE and Citizenship in a central store. We have additional resources in the library. Our PSHE and Citizenship subject leader holds a selection of reference materials for teaching more sensitive issues.

Monitoring and Review

The PSHE and Citizenship subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHE and Citizenship, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. We allocate special time for our subject leader to enable him/her to fulfil this role by reviewing samples of children's work, demonstrating quality circle times and visiting classes to observe teaching in this subject.

Note:

This PSHE and Citizenship policy should be read in conjunction with the Behaviour policy, the Health, Safety and Welfare policy as well as the SRE policy, Anti-Bullying policy and Drugs policy.

Appendix 1 - SRE Policy

What is Sex and Relationships Education (SRE)?

SRE comprises 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. SRE is part of the personal, social and health education curriculum in the school. While we use SRE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation or sexual activity.

The Department of Health set out its ambition for all children and young people 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'.

Aims and Objectives

SRE contributes to the foundation of PSHE and Citizenship by ensuring all children:

- Develop confidence in talking, listening and thinking about feelings and relationships.
- Are able to name parts of the body and describe how their bodies work
- Can protect themselves and ask for help and support; and
- Are prepared for puberty

The combined PSHE and Citizenship framework is developed in conjunction with the National Curriculum for Science and within the context of the National Healthy Schools Standard to ensure effective provision. We aim to teach the 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, loving relationship;
- The importance of family life;
- Moral questions;
- Relationship issues including friendships, bullying and self-esteem;
- Respect for the views of other people;
- Sex abuse and what they should do if they are worried about any sexual matters;
- To feel comfortable when talking about more sensitive issues.

Principles

- Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives.
- The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development.
- Effective sex and relationship education will help young people learn to respect themselves and others and move with confidence from childhood through adolescence to adulthood.
- SRE helps children to deal with difficult moral and social questions.

Attitudes and Values

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas; and
- Developing critical thinking as part of decision making.

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made;
- Managing conflict; and
- Learning how to recognise and avoid exploitation and abuse.

Knowledge and Understanding

- Learning and understanding physical development at appropriate stages;
- Understanding human sexuality, reproduction, sexual health, emotions and relationships;

The National Healthy Schools Standard

The school has achieved Enhanced Healthy Schools Standard which promotes health education. As participants in this scheme we:

- Consult with parents on matters of health education policy;
- Support teachers in their teaching of sex and relationships
- Listen to the views of the children in our school regarding sex and relationship education;
- Look positively at any local initiatives that support us in providing the best sex and relationship education teaching programme that we can devise
- Involve the wider community in helping us carry out the sex and relationship education curriculum e.g. health professionals.

Organisation

- We teach sex and relationship education through different aspects of the curriculum. While we carry out the main sex and relationship education teaching in our personal, social and health education (PSHE) curriculum, we also teach some sex and relationship education through other subject areas (for example, 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.
- In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. We encourage children to ask for help if they need it.
- Our curriculum ensures that both boys and girls know about puberty and how a baby is born. All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes.
- In years 5 and 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all

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questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

- We arrange a meeting for all parents and carers of children in years 5 and 6 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.
- The content of the sex and relationship education programme is as follows:

Foundation Stage

Throughout the foundation stage children are helped to:

- Develop emotional well being
- Know who they are and how they fit into a group
- Feel good about themselves
- Develop respect for others
- Find out about and identify some features of living things including their own bodies
- Recognise the importance of keeping healthy and those things which contribute to this

KS1

- Growing up
- Parts of the body – external
- Differences
- Stranger Danger
- Good and bad touches

KS2

- Relationships – marriage, family and friends
- Life Cycles – growth and development
- Mammals – birth and development of young
- Birth of a baby
- Taking responsibility and keeping safe
- Self-esteem
- Puberty – body changes, hygiene, menstruation (boys and girls separately)
- Conception

The Role of Parents

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

- Inform parents about the school's sex and relationship education policy, its practice and the resources used in its teaching;
- Answer any questions that parents may have about the sex and relationship education of their child;
- Take seriously any issues that parents raise with teachers or governors about this policy or the arrangements for sex and relationship education within the school;
- Inform parents about the best practice known with regard to sex and relationship education so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of

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knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the sex and relationships education programme that we teach in school. If a parent wishes their child to be withdrawn from sex and relationship education lessons, they should discuss this with the head teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

The Role of Other Members of the Community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Authority, such as the school nurse and other health professionals, give us valuable support with our sex and relationship education programme. Other people that we can call on include local clergy, social workers and youth workers.

Confidentiality

Teachers conduct sex and relationship education lessons in a sensitive manner and in confidence. It is the policy of the school to answer children's questions as they arise in an honest and caring manner encouraging the use of correct physiological terms as appropriate to the age and needs of the individual child. If a question is deemed to be inappropriate for the age and understanding of the child, the child will be referred to their parents. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the designated person for Child Protection immediately and follow the procedures in the schools Child Protection policy. They will then speak to the child as a matter of urgency without leading the child in any way. If the teacher has concerns, they will draw their concerns to the attention of the head teacher. The head teacher will then deal with the matter in consultation with health care professionals **(See Also Child Protection Policy)**

The Role of the Head Teacher

- It is the responsibility of the head teacher to ensure that both staff and parents are informed about our sex and relationships education policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- The head teacher liaises with external agencies regarding the school sex and relationships education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.
- The head teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of this policy.

Equal Opportunities

Teachers have a duty to ensure that children with special needs and learning difficulties are properly included and their developmental needs met. There will be equality of opportunity for boys and girls. Teachers will ensure that there is no stigmatisation of pupils based on home circumstances.

Monitoring and Review

The curriculum Committee of the governing body monitors our sex and relationship education policy on an annual basis. The committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex and relationships education programme. Governors require the head teacher to keep a written record, giving details of the content and delivery of the sex and relationships education programme that we teach in our school.

This policy is to be reviewed every two years.

Next review date – September 2019

Appendix 2 - Drug Education Policy

The majority of young people of school-age have never used an illegal drug. Most will at some stage be occasional users of drugs for medicinal purposes and many will try tobacco or alcohol. Some will continue to use on a regular basis. All pupils, including those in primary schools, are likely to be exposed to the effects and influences of drugs in the wider community and be increasingly exposed to opportunities to try both legal and illegal drugs. The National Drug Strategy aims to reduce the harm that illegal drugs cause to society and to prevent today's young people from becoming tomorrow's problematic drug users.

The possession, use or supply of illegal and other unauthorised drugs (as designated by the governing body) within school boundaries is unacceptable! Authorised drugs should be given to the office for safe keeping. Our first concern in managing drugs is the health and safety of the school community and meeting the pastoral needs of pupils.

What is a Drug?

A drug is any chemical substance which, when introduced into the body, brings about a change in a person's emotional state, body functioning or behaviour. Those involved in Health Education make no distinction between illegal drugs, legal drugs (such as alcohol, tobacco), over the counter, prescription drugs or solvents.

"A substance people take to change the way they feel, think or behave". (Drugs: Guidance for Schools, Feb 2004. Ref: DfES/0092/2004)

The term "drugs" or "Drug Education", unless otherwise stated, is used throughout to refer to all drugs including:

- all illegal drugs (those controlled by the Misuse of Drugs Act 1971)
- all legal drugs, including alcohol, tobacco, volatile substances (those giving off a gas or vapour which can be inhaled), ketamine, khat and alkyl nitrates (known as poppers)
- all over-the-counter and prescription medicines

The Purpose of the Drug Education Policy

This policy reflects the values and philosophy of Edwards Hall Primary School in relation to the teaching and learning of Drug Education. It gives a framework within which all staff, both teaching and non-teaching, work and it gives guidance on planning, teaching and assessment. At Edwards Hall Primary School, Drug Education means that the children are helped to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active, responsible citizens.

The Role of the School

As part of the statutory duty on schools to promote pupils' wellbeing, schools have a clear role to play in preventing drug misuse as part of their pastoral responsibilities. To support this, the Government's Drug Strategy 2010 ensures that school staff have the information, advice and power to:

- Provide accurate information on drugs and alcohol through education and targeted information, including via the FRANK service;
- Tackle problem behaviour in schools, with wider powers of search and confiscation;
- Work with local voluntary organisations, health partners, the police and others to prevent drug or alcohol misuse.

Context

This policy document has links with the Behaviour policy, the Health and Safety policy, the Healthy Schools Standards, the SRE policy, the Inclusion and Equal Opportunities policy and the Child Protection policy.

The Aims and Objectives of this Policy

Our aim is to provide all our young people with the necessary skills, knowledge and attitudes that enable them to make positive and healthy choices in their lives when confronted by opportunities that pose genuine risk for them. While not condoning the use and misuse of drugs or alcohol, we recognise that most young people, particularly at the ages of 14 – 16, may be offered the opportunity to experiment with illegal drugs and will be able to obtain alcohol and cigarettes below the legal age for purchase. Ideally, our aim is that all our young people should refuse to experiment with illegal drugs or misuse alcohol. But, if they do, we wish to equip them with the capacity to manage the situation to ensure their personal safety and to know where help and advice can be found, if needed.

We aim to give the children the opportunity to:

- Prepare for the opportunities, responsibilities and experiences of adult life.
- Develop confidence in talking, listening and thinking about feelings and relationships.
- Develop self-respect and empathy for others.
- Develop critical thinking as part of decision-making.
- Develop responsibility towards themselves and others.
- Learn how to protect themselves and ask for help and support.
- Know that all medicines are drugs, but that not all drugs are medicines.
- Know that all substances can be harmful if not properly used.
- Know about different medicines and that some people need them to live a normal life.
- Know and understand safety rules about medicines and tablets.
- Learn to name parts of the body, describe how their bodies work and ways of keeping it healthy.
- Learn about the effects and risks of alcohol, tobacco, volatile substances and illegal drugs.
- Learn how to make informed choices about their health, how to resist pressure to do wrong and to take more responsibility for their actions.

Medicines

Any medicines that need to be in school should be given straight to the office with a note of when the medication needs to be administered. The office staff will then administer this medication as necessary. No medicines should be kept in classrooms or in children's bags. Asthma pumps and epi-pens are to be kept in classrooms so they can be taken outside with the children at break time and given to the lead MDA at lunchtimes in case they are needed.

Principles

- Drug Education is essential if young people are to make responsible and well informed decisions about their lives.
- The objective of Drug Education is to help and support young people through their emotional, social and moral development.
- Effective Drug Education will help young people learn to respect themselves and others.
- Drug Education helps children to deal with difficult moral and social questions.

The National Healthy Schools Standard

Edwards Hall Primary School is an Enhanced Healthy School which promotes health education. As participants in this scheme we:

- Consult with parents on matters of Health Education policy;
- Support teachers as needed in the teaching of drug education
- Listen to the views of the children in our school regarding Drug Education;
- Look positively at any local initiatives that support us in providing the best Drug Education teaching programme that we can devise.
- Involve the wider community in helping us carry out the Drug Education curriculum e.g. health professionals

Planning

Drug Education is taught in three curriculum contexts:

- Designated PSHE time
- Circle time
- The National Curriculum (Science objectives)

All classes should have at least one hour a week to teach PSHE and Circle time.

Class Organisation and Teaching Style

A range of class organisation, teaching and learning styles are used to meet the requirements of the National Curriculum. There is an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. The children are actively encouraged to participate in a range of practical activities as well as discussions and debates. Children are given the opportunity to use role-play and puppets when dealing with sensitive issues. These may include situations where children have a sibling or a parent/carer who uses drugs or misuses alcohol or children who use drugs themselves. We also use outside agencies and theatre groups to help teach children about drugs.

Differentiation

Opportunities for differentiation are provided through questioning, group work and open-ended tasks. Teaching methods take account of the developmental differences of children and also of any sensitive issues that are to be covered.

Confidentiality

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

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

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

Equal Opportunities

All children have equal access to Drug Education, its teaching and learning, irrespective of gender, ability, ethnic origin and social circumstance. The provision of equal opportunities is the responsibility of the class teacher. General monitoring is the responsibility of the Head Teacher and the Senior Leadership team, but every member of staff is responsible for promoting good practice.

Assessment, Monitoring, Evaluation and Review

Teachers assess the children's work in Drug Education both by making informal judgements as they observe them during lessons and by formal assessments for their work, measured against the specific learning objectives set out in the National Curriculum. There are clear expectations of what the pupils will know, understand and be able to do at the end of the Key Stage. Assessments are recorded within lesson plans. Achievements are reported to parents / carers annually.

Teachers are encouraged to evaluate and modify their teaching as they need to and to meet the needs of individual pupils (especially children who are likely to be more vulnerable, have SEN or to meet the needs of any cultural differences). All children will be included in the Drugs Education Curriculum but parents may withdraw their children from these lessons if they wish.

Evaluation takes place by:

- the assessment of pupils' work and their achievements
- the analysis of teachers' planning
- the observation of classroom practice
- External inspection

The PSHE Subject Leader supports colleagues in planning and teaching and provides information about current developments and resources.

Staff with Key Responsibility for Drugs

The designated senior member of staff with overall responsibility for all drug issues is Mrs Gale. This responsibility includes overseeing the planning and co-ordination of drug education and the management of drug incidents. It is the role of all class teachers to teach drug education according to the National Curriculum.

The Role of the Head Teacher

- It is the responsibility of the Head Teacher to ensure that both staff and parents are informed about our Drug Education policy, and that the policy is implemented effectively. It is also the Head Teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- The Head Teacher liaises with external agencies regarding the school Drug Education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.
- The Head Teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of this policy.

The Role of Parents/Carers

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

- Inform parents about the school's Drug Education policy and practice and the resources used in teaching;
- Answer any questions that parents may have about the Drug education of their child;
- Take seriously any issues that parents or carers raise with teachers or governors about this policy or the arrangements for Drug Education within the school;
- Inform parents about the best practice known with regard to Drug education so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages.

The Role of Other Members of the Community

We encourage other valued members of the community to work with us to provide advice and support programme that we teach in school. If a parent wishes their child to be withdrawn from Drug Education lessons, they should discuss this with the Head Teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of the parents in this regard.

Tobacco – Smoke Free Schools

The minimum age for smoking is 18 and schools are subject to the same smoke free legislation as other premises.

In our school:

- The school is a smoke-free site
- Members of the school community have been involved in the development and implementation of a smoke-free site;
- The school is able to provide information to people who wish to stop smoking
- Children and young people should understand the non-smoking policy.

Procedures for Drug Related Incidents

Any staff involved in a drug related incident should endeavour to have at least one other adult present as a witness as soon as possible. In the following procedures if the head teacher is unavailable the Deputy Head or a member of the Senior Leadership team will deal with the incident.

- any incidents relating to drugs within the school will be recorded in the "drug related incidents' book, which will be kept in the head teacher's office, and reported to the governors. Records will show the name of the child, how the discovery was made, the date and time of the incident and the Police incident number (see attached sheet).
- Substances, including medication, solvents, cigarettes or alcohol will be confiscated and handed to the Head Teacher when discovered and the parent / carer of the child involved will be informed immediately.
- suspected illegal substances will be confiscated and handed to the Head Teacher when discovered and the parent / carer of the child involved will be informed.

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- The Head Teacher will circulate information regarding serious incidents revolving around drugs, as well as alcohol and tobacco, to the Drug Action Team (D.A.T), who will be able to use this information when formulating their next action plan.
- The Head Teacher will hand over suspected illegal substances to the police, as soon as possible, for identification and safe disposal. While awaiting the police the suspected substance will be kept in a locked drawer in the Head Teacher's office. ("if a person took possession of a drug to prevent another committing an offence or continuing to commit an offence and then took speedy action to hand the drug to an authorised person, this shall be a defence to the charge" Section 5, Misuse of Drugs Act, 1971)
- If a syringe or needle is found on the school premises, children should be taught not to touch it. If one is in the hands of a child instruct them to put it down on a table or floor. They should not give it to you or drop it. Staff should notify the Head Teacher, or the named school First Aider, who will take a labelled screw top jar, which will be kept in the school office, and collect the syringe. The person handling the syringe will wear rubber gloves and hold it by its barrel. The Head Teacher will arrange for safe disposal through the police.
- If a child discloses that they have been taking drugs, the child's welfare must be of primary concern. It will be treated as a serious medical emergency and medical advice and treatment will be sought immediately. The child's parent / carer will be informed except in any case where the Head Teacher feels that the welfare of the child would be placed in greater jeopardy by this action. In such a case the Child Protection Team will be consulted. The police will be contacted.
- If a child discloses that a parent / carer is misusing / supplying drugs the Head Teacher and the Child Protection Team must be informed.
- If a parent collecting a child from school, especially by car, appears intoxicated, the child should be retained. If this is not possible, the police should be informed.
- If drugs are being "dealt" in the school the Head Teacher and police must be informed. Any evidence must be made secure.
- Any incidents relating to drugs, which directly involves a member / members or staff, within the school, will be recorded in their personnel records, and reported to the governors. Records will show how the discovery was made, the date and time of the incident and the police incident number. The Head Teacher and the Personnel Committee will deal with it as soon as possible.
- **See attached flowchart (Appendix 3) on dealing with drug related incidents and incident record sheet.**

Useful Organisations and Websites:

National Organisations

Addaction is one of the UK's largest specialist drug and alcohol treatment charities. As well as adult services, they provide services specifically tailored to the needs of young people and their parents. The Skills for Life project supports young people with drug misusing parents. Website: www.addaction.org.uk

ADFAM offers information to families of drug and alcohol users, and the website has a database of local family support services. Tel: 020 7553 7640 Email: admin@adfam.org.uk
Website: www.adfam.org.uk

Alcohol Concern works to reduce the incidence and costs of alcohol-related harm and to increase the range and quality of services available to people with alcohol-related problems

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Tel: 020 7264 0510. Email: contact@alcoholconcern.org.uk Website: www.alcoholconcern.org.uk

ASH (Action on Smoking and Health) A campaigning public health charity aiming to reduce the health problems caused by tobacco. Tel: 020 7739 5902 Email: enquiries@ash.org.uk Website: www.ash.org.uk

Children's Legal Centre operates a free and confidential legal advice and information service covering all aspects of law and policy affecting children and young people. Tel: 01206 877910 Email: clc@essex.ac.uk Website: www.childrenslegalcentre.com

Children's Rights Alliance for England - A charity working to improve the lives and status of all children in England through the fullest implementation of the UN Convention on the Rights of the Child. Email: info@crae.org.uk Website: www.crae.org.uk

Drinkaware - An independent charity that promotes responsible drinking through innovative ways to challenge the national drinking culture, helping reduce alcohol misuse and minimise alcohol related harm. Tel: 020 7307 7450 Website: www.drinkaware.co.uk/

Drinkline - A free and confidential helpline for anyone who is concerned about their own or someone else's drinking. Tel: 0800 917 8282 (lines are open 24 hours a day)

Drug Education Forum – this website contains a number of useful papers and briefing sheets for use by practitioners: Website: www.drugeducationforum.com/14

DrugScope is a centre of expertise on illegal drugs, aiming to inform policy development and reduce drug-related risk. The website includes detailed drug information and access to the Information and Library Service. DrugScope also hosts the Drug Education Practitioners Forum. Tel: 020 7520 7550 Email: info@drugscope.org.uk Website: www.drugscope.org.uk

FRANK is the national drugs awareness campaign aiming to raise awareness amongst young people of the risks of illegal drugs, and to provide information and advice. It also provides support to parents/carers, helping to give them the skills and confidence to communicate with their children about drugs. 24 Hour Helpline: 0800 776600 Email: frank@talktofrank.com Website: www.talktofrank.com

Mentor UK is a non-government organisation with a focus on protecting the health and wellbeing of children and young people to reduce the damage that drugs can do to their lives. Tel: 020 7739 8494. Email admin@mentoruk.org Website: www.mentoruk.org.uk

National Children's Bureau promotes the interests and well-being of all children and young people across every aspect of their lives. Tel: 020 7843 6000 Website: www.ncb.org.uk

Family Lives - A charity offering support and information to anyone parenting a child or teenager. It runs a free-phone helpline and courses for parents, and develops innovative projects. Tel: 0800 800 2222 Website: <http://familylives.org.uk/>

Re-Solv (Society for the Prevention of Solvent and Volatile Substance Abuse) A national charity providing information for teachers, other professionals, parents and young people. Tel: 01785 817885 Information line: 01785 810762 Email: information@re-solv.org Website: www.re-solv.org

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Smokefree - NHS Smoking Helpline: 0800 169 0 169 Website: <http://smokefree.nhs.uk>

Stars National Initiative offers support for anyone working with children, young people and families affected by parental drug and alcohol misuse. Website: www.starsnationalinitiative.org.uk

Youth Offending Teams – Local Youth Offending Teams are multi-agency teams and are the responsibility of the local authority, who have a statutory duty to [prevent offending by young people under the age of 18. Website: <https://www.gov.uk/youth-offending-team>

Young People's Websites

Connexions Direct – helps young people with information and advice on all sorts of issues relating to health, housing, relationships with family and friends, careers etc... - 080 800 13219

Pupil line – features information and advice for all issues affecting school pupils – www.pupilline.net

Think about Drink – informative site about alcohol aimed at young people – www.wrecked.co.uk

Appendix 3 – Drug Related Incident Flowchart

