

Endon Hall Primary School

'Learning together and having fun'



Personal Social Health and Economic education including Sex and Relationships (SRE) and Drug Education Policy

Policy updated: Sept 2016

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	Member of staff responsible	Governor	Senior member of staff
PSHE education (non-statutory)	Mrs J Harrison	Pupil & Curriculum sub committee	Miss V Lewis
SRE (statutory)	Mrs J Harrison		Miss V Lewis
Drug Education (non-statutory)	Mrs J Harrison		Miss V Lewis
Drug Related Incidents	Miss V Lewis		Miss V Lewis

Context

Historically, a large proportion of pupils attending Endon Hall Primary School lived within the catchment area. However, in recent years, the school has increasingly drawn children from a much wider ranging catchment area.

The proportion of children with Special Educational Needs and Disabilities (SEND) is well below national (7%), as is the proportion of children from Minority Ethnic groups (2%), those with English as an Additional Language (0.5%) or those eligible for Free School Meals (4.5%).

The PSHE Policy encompasses the following policies:-

- Sex and Relationships Education (SRE) - Appendix 1
- Drug and Alcohol Education (including The Management of Drug Related Incidents) - Appendix 2

Other relevant school policies are:

- Curriculum
- Safeguarding & Child Protection
- Confidentiality
- Equality
- Behaviour
- Anti-Bullying
- SEND & Inclusion
- Food
- Health & Safety
- Visitors and Volunteers Code of Practice

Aims

Personal, social, health and economic (PSHE) education is an important and necessary part of all children's education, despite its non-statutory status.

The PSHE education programme makes a significant contribution to children's spiritual, moral, social and cultural (SMSC) development, their behaviour and safety, and the school's statutory responsibility to promote children's wellbeing. In addition, the learning provided through a comprehensive PSHE education provision is an essential part of safeguarding children.

The overarching aim for PSHE education is to provide children with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

At Endon Hall Primary School we have developed our own curriculum that encompasses a focus on PSHE, in addition to covering the statutory Primary Curriculum (2014).

The three core themes and nine overarching concepts that constitute PSHE education are vital in helping children and young people deal with the real life issues they face as they grow up.

The three core themes are:

- Health & Wellbeing
- Relationships
- Living in the wider world

The nine overarching concepts include:

- **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
- **Relationships** (including different types and in different settings)
- **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
- **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
- **Diversity** and **equality** (in all its forms)
- **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
- **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
- **Career** (including enterprise, employability and economic understanding)

PSHE education can be enhanced by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment that is conducive to learning.

Our ethos supports these aims. We will:-

- Develop confidence & responsibility
- Maximise children's abilities and talents
- Prepare children to play an active role as citizens

- Support children to develop a healthy, safe lifestyle with the ability to make appropriate risk assessments
- Foster good relationships and respect the differences between people
- Encourage children to make informed decisions about personal, social, physical, spiritual, moral and cultural issues
- Equip children to understand some basic principles of finances
- Encourage children to make a positive contribution to the life of our school

Curriculum Organisation

PSHE education will be delivered through a combination of planned curriculum opportunities and whole school approaches. This will take the form of:

- Discrete curriculum time (Circle time, Religious Education, Science)
- Cross Curricular learning (Medium term plans; Curriculum drivers; Curriculum planning; SMSC links)
- Agency/Visitor input (Assemblies; Local links – Endon Methodist Church; School nurse; Local Police)
- Enrichment opportunities (Fundraisers; Community links, Charity work)
- Themed weeks (SMSC, FBV)

Inclusion

It is expected that **all** children will be given the opportunity to learn in a creative and encouraging learning environment which is accessible and encompasses a range of learning and teaching styles. It is hoped that this approach will motivate and support children's learning at all levels.

Teaching and Learning

PSHE education is delivered in line with the school's curriculum policies. As PSHE education, perhaps more than any other subject, works within the real life experiences of children, it is important to establish a safe, secure and positive learning environment. To facilitate this, we use the following teaching and learning approaches:

- Establishing clear ground rules, understood by all, covering confidentiality, right to privacy and respect, and boundaries
- Using distancing techniques, including depersonalised discussions and role play
- Using clear language that avoids misunderstandings, prejudice and assumptions about children's abilities, desires, background and experience
- Dealing with unexpected questions and comments from children sensitively
- Building on children's knowledge and experiences
- Ensuring that learning is vivid and real, developing understanding through enquiry, group discussion and problem-solving
- Providing a range of opportunities for children to learn, practise and demonstrate skills, attitudes and knowledge
- Allowing time for children to reflect and consolidate their learning
- Having high expectations of children's achievement and behaviour
- Providing differentiated learning opportunities for children with SEND
- Using a variety of groupings, including single sex, where appropriate

Curriculum Content

The PSHE education programme has been developed using a sound knowledge of the needs of our children, alongside published guidance, both nationally and locally. There are no attainment targets for PSHE education but Endon Hall Primary School continue to make use of the existing Department for Education end of Key Stage statements (see Appendix 5) to inform the teaching, learning and the assessment process. Clear summary statements are in place (see Appendix 3 & 4), which are based on the skills, knowledge and attitudes children will develop.

PSHE education is provided and effectively taught through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills through a thematic approach.

We use the PSHE Education Programme of Study as our scheme of work. Details of the scheme of work can be found on our website.

Resources

Resources which support this area of the curriculum will be up to date, relevant to children, and presented in ways that are consistent with the fundamental aims, values and teaching approaches of PSHE education. Overall responsibility for PSHE education resources is held by the PSHE subject leader, who also ensures (via the Visitors & Guests in School Policy), that resources to be used by visitors have been approved.

In addition to existing resources, the school aims to review and update resources regularly in accordance with budget allocation.

Assessment, Recording and Reporting

Children do not pass or fail within this area of the curriculum but are expected to show progression. They have opportunities to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of and involvement in assessment has a positive impact on children's self-awareness and self-esteem.

Learning will be demonstrated through progress being made towards the outcomes identified for each Key Stage and assessment will involve children.

The reporting of individual achievement and progress will include skill development, values and attitudes as well as knowledge and understanding. Internally, this will be evidenced through annotation of the Key Stage summary statements by children and teachers (Appendix 3 & 4). It will be reported to parents/carers, in a general way, through written reports.

Monitoring and Evaluation

There will be ongoing evaluation and monitoring of the programme for PSHE education by the SLT (senior leadership team) and the subject leader. Monitoring will take place in accordance with the school's formal and informal monitoring cycle and includes:

- checking that whole school PSHE education objectives are met as a result of Schemes of Work being taught appropriately
- checking that the standards of teaching and learning expected are achieved by monitoring to ensure children are progressing in their knowledge, understanding and skills throughout each year group
- ensuring there are adequate resources
- consulting with staff, children, parents/carers, governors and external agencies.

External Agencies

The school leads the programme but outside visitors have a role. The school's Visitors & Guests Policy will be followed in order to ensure that the role played by external visitors is effective. External contributors to the PSHE education programme will vary but may include: School Nurse, Bikeability, Community Police, Places of Worship, Charities.

Safeguarding

Teachers and other adults involved in PSHE education will sometimes hear disclosures that suggest a child may be at risk of abuse. All staff are aware of the school's Safeguarding & Child Protection Policy. A copy of this is available on the website and from the school's designated lead for safeguarding (Miss V Lewis, Headteacher) or the school's deputy designated lead for safeguarding (Mrs C Ward).

Confidentiality

The school will ensure that:

- Staff, children and parents/carers are aware of our policy on confidentiality, how it works in practice and understand individual rights to confidentiality
- Children are informed of the limits of confidentiality that may be offered by teachers
- Children are informed of sources of confidential support e.g. school nurse/health adviser
- Children are encouraged to talk to their parents or carers and given support to do so.

Pastoral and Parental Support

As part of Endon Hall Primary School's pastoral programme, we will endeavour to proactively identify and support those children who are more vulnerable.

Additional support includes:

- Lunch club
- Nurture groups
- Basic Counselling (WINGS)
- Behaviour Support Team
- 1:1 support
- Multi agency support

Our school seeks to work in partnership with parents/carers to provide effective PSHE education and support for children. The school's PSHE education programme endeavours to complement and support parent/carer's roles. This is done via:-

- Parent/carer meetings
- Parent/carer drop in sessions
- School prospectus
- Newsletters/Letters

Communication/Dissemination of the Policy

This policy document is freely available on request. The policy is referred to in relevant areas of the curriculum. A copy of the policy can be found on the school website.

Sex and Relationships Education (SRE) Policy

- Appendix 1 -

Rationale

Effective Sex and Relationship Education is essential if children are to make responsible and well informed decisions about their lives. SRE is most effective when it is firmly rooted in PSHE education as the core themes and overarching concepts within PSHE education support this particular aspect of children's learning effectively.

Aims

Within National Curriculum Science there is an element of 'sex education' which is statutory. The focus here is on the biological aspects. The statutory elements are:

Key Stage 1:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (Year 1)
- notice that animals, including humans, have offspring which grow into adults (Year 2)

Key Stage 2:

- describe the life process of reproduction in some plants and animals (Year 3 & Year 5)
- describe the changes as humans develop to old age (Year 4 & Year 5)
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (Year 6)
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (Year 6)

In the transition year before moving to secondary school (Year 6) schools must teach children the following:

- changes in the body related to puberty, such as menstruation and voice breaking;
- when these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these; and
- how a baby is conceived and born.

These elements are delivered by the School Nurse in single sex groups.

At Endon Hall, the PSHE Programme of Study details the wider, non-statutory elements of PSHE taught at our school, including elements that link specifically to SRE. These are:

- how to manage change, including puberty, transition and loss
- how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse
- how to respond to risky or negative relationships and ask for help
- how to respect equality and diversity in relationships.

Objectives

SRE has three main elements*, incorporating overall objectives within the above aims. These are:

1. Knowledge and understanding

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

2. Personal and social skills

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

3. 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.

* Taken from 'Sex and Relationships Education Guidance', DfE 2000.

Curriculum Content

At Endon Hall, the specific learning opportunities within our curriculum, that stem from the above aims and objectives, are:

Year Group	Specific learning opportunities
Years 1 & 2 (Key Stage 1)	<p>Statutory (Science):</p> <ul style="list-style-type: none"> - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (Year 1) - notice that animals, including humans, have offspring which grow into adults (Year 2) <p>Non-statutory (PSHE):</p> <ul style="list-style-type: none"> - the names for the main parts of the body the similarities and differences between boys and girls (Year 1) - to communicate their feelings to others, to recognise how others show feelings and how to respond (Year 1) - to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) (Year 1) - to identify their special people (family, friends, carers), what makes them special and how special people should care for one another (Year 1) - the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls (Year 2) - to identify and respect the differences and similarities between people (Year 2) - to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) (Year 2) - to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say (Year 2) - that there are different types of teasing and bullying, that these are wrong and unacceptable (Year 2) - to recognise how their behaviour affects other people (Year 1 & Year 2)
Years 3, 4, 5 & 6 (Key Stage 2)	<p>Statutory (Science):</p> <ul style="list-style-type: none"> - describe the life process of reproduction in some plants and animals (Year 3 & Year 5)

- describe the changes as humans develop to old age (Year 4 & Year 5)
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (Year 6)

Non-statutory (PSHE):

- to be aware of different types of relationship, including those between acquaintances, friends, relatives and families (Year 3)
- to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) (Year 3)
- to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so (Year 4)
- to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves (Year 4)
- how their body will, and emotions may, change as they approach and move through puberty (Year 5)
- about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact (Year 5)
- to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (Year 5)
- to recognise ways in which a relationship can be unhealthy and who to talk to if they need support (Year 5)
- about human reproduction (Year 6)
- to judge what kind of physical contact is acceptable or unacceptable and how to respond (Year 6)
- to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view (Year 6)
- that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (Year 6)
- that their actions affect themselves and others (Y3 Y4 Y5 & Y6)
- to work collaboratively towards shared goals (Y3 Y4 Y5 & Y6)

Cross curricular opportunities are also used to enhance and reinforce learning in SRE, particularly within Religious Education and Science, and as part of theme weeks or unique projects.

Responding to Sensitive Issues

There are guidelines for all staff on handling sensitive and controversial issues, such as teaching about:

- sexuality
- gender and the needs of boys and girls
- transgender
- religious and cultural beliefs
- homophobic bullying
- dealing with inappropriate sexual behaviour e.g. sexual coercion, sexting
- pornography
- forced marriage
- Child Sexual Exploitation
- Female Genital Mutilation

Some of these guidelines are encapsulated within government guidance on Sex and Relationships Education, our Safeguarding & Child Protection Policy, Prevent Policy, Confidentiality Policy, Equality Policy, Behaviour Policy, Anti Bullying Policy and Religious Education Scheme of Work. Other guidelines and/or advice would be sought from the Local Authority and/or other external agencies.

Right to Withdraw

Parents/carers have the right to withdraw their children from SRE 'lessons' that fall outside those statutory aspects covered in as part of the Science National Curriculum. Parents do not have to give their reasons for

withdrawing their children, but will be made aware of the implications of removing children. All requests to withdraw children from SRE 'lessons' must be made in writing. If parents/carers have requested for their children to be withdrawn, alternative arrangements are made and children are placed in a different class (as close to their own year group as possible) during that session.

Needs of children and young people

At Endon Hall, support is provided for:

Menstruation – through provision and disposal of hygiene products. Disposal units are located in the Year 5 & 6 girls toilets and in the staff toilets.

Counselling – through our WINGS programme, led by 3 of our TAs who have been trained in basic counselling, and/or through referrals made (via the School Nurse) to external counselling services.

Children are made aware of support available through in school support, within our SRE curriculum and/or through external support e.g. school nurse.

Some children will be more vulnerable than their peers e.g. non-attenders, pupils with SEND and/or children in care.

Targeted support is available through referrals to the following external agencies:

- Specific school staff (Designated Safeguarding/Looked After Children lead/SENCo/Assistant SENCo/TAs trained in Basic Counselling)
- Education Welfare Worker
- Family Support Team
- Local Authority SEND team
- Behaviour Support Team

Drug and Alcohol Education Policy

(including the Management of Drug Related Incidents)

- Appendix 2 -

Rationale

All drugs have the potential to harm; but some drugs are more harmful than others. For a small number of people, drugs lead to serious and far reaching consequences not only for themselves, but their families, their communities and society in general. All children need to be able to make safe, healthy and responsible decisions about drugs, both legal and illegal. Schools play a central role in helping them make such decisions by providing education about the risk and effects of drugs; by developing their confidence and skills to manage situations involving drugs; by creating a safe and supportive learning environment; and ensuring that those for whom drugs are a concern receive appropriate support.

Drug education is an entitlement for all children and is supported by Section 351 of the Education Act 1996 which requires every school to provide a balanced curriculum which:

- Promotes the spiritual, moral cultural, mental and physical development of children at the school and of society
- Prepares children at the school for the opportunities, responsibilities and experience of adult life.

Drug education should be delivered through well planned PSHE education. Schools are expected to use the non-statutory frameworks for PSHE education and the statutory requirements within the National Curriculum Science Order for all phases as the basis for developing drug education.

The definition of a drug given by the United Nations Office on Drugs and Crime is: a substance people take to change the way they think, feel or behave.

This includes:

- all legal drugs including alcohol, tobacco and volatile substances
- all over the counter and prescription medicines
- all illegal drugs (those controlled by the Misuse of Drugs Act 1971)
- Novel Psychoactive Substances (NPS) or Legal Highs

Aim

To give children the knowledge, skills and attitudes to appreciate the benefits of a healthy lifestyle and relate these to their own actions, both now and in their future lives.

Objectives

Drug and alcohol education:

1. Increases children's **knowledge** and understanding and clarifies misconceptions about:
 - the short and long-term effects and risks of drugs
 - the rules and laws relating to drugs
 - the impact of drugs on individuals, families and communities
 - the prevalence and acceptability of drug use among peers
 - the complex moral, social, emotional and political issues surrounding drugs
2. Develops children's personal and social **skills** to make informed decisions and keep themselves safe and healthy, including:
 - assessing, avoiding and managing risk
 - communicating effectively

- resisting pressures
- finding information, help and advice
- devising problem-solving and coping strategies
- developing self-awareness and self esteem

3. Enables children to explore their own and other peoples' **attitudes** towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences.

Curriculum Content

At Endon Hall, the specific learning opportunities within our curriculum, that stem from the above aims and objectives, are:

Year Group	Specific learning opportunities
Years 1 & 2 (Key Stage 1)	<p>Non-statutory (PSHE):</p> <ul style="list-style-type: none"> - that household products, including medicines, can be harmful if not used properly (Year 1) - rules for and ways of keeping physically and emotionally safe (Year 1) - what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health (Year 2) - to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences (Year 2) - to recognise how their behaviour affects other people (Year 1 & Year 2)
Years 3, 4, 5 & 6 (Key Stage 2)	<p>Statutory (Science):</p> <ul style="list-style-type: none"> - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (Year 6) <p>Non-statutory (PSHE):</p> <ul style="list-style-type: none"> - what positively and negatively affects their physical, mental and emotional health (Year 3) - how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' (Year 3) - to differentiate between the terms, 'risk', 'danger' and 'hazard' (Year 4) - to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (Year 4) - to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others (Year 5) - that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media (Year 5) - to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong (Year 6) - which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others (Year 6) - that their actions affect themselves and others (Y3 Y4 Y5 & Y6)

Drugs education will be taught in a block as part of the overall PHSE curriculum and/or within Science lessons.

Cross curricular opportunities are also used to enhance and reinforce learning in Drug and Alcohol Education, particularly within Physical Education and Science, and as part of theme weeks or unique projects.

Needs of children and young people

As part of our PSHE curriculum, children are made aware of support available in school and/or externally e.g. school nurse, local police.

Some children will be more vulnerable than their peers e.g. non-attenders, pupils with SEND and/or children in care and those whose parents misuse drugs or alcohol.

Targeted support is available through referrals to and/or support from the following staff/external agencies:

- Specific school staff (Designated Safeguarding/Looked After Children lead/SENCo/Assistant SENCo/TAs trained in Basic Counselling)
- Education Welfare Worker
- Family Support Team
- Local Authority SEND team
- Behaviour Support Team
- Young Carers
- School Nurse
- School Counselling Service

Medicines

Please refer to our Medical Conditions Policy and Medication Policy.

Dealing with drug and alcohol related incidents

The possession, use or supply of illegal and other unauthorised drugs by **anybody** within school boundaries is unacceptable. This includes alcohol, tobacco, cigarettes, e-cigarettes, NPS and energy drinks.

Drug incidents could involve: suspicions, observations, disclosures or discoveries of situations involving illegal and other unauthorised drugs. Should a drug incident occur, the Headteacher (or most senior member of staff on the premises) will be informed. The Headteacher will take advice from external agencies where necessary and inform the child's parent/carer. The emergency services will be alerted if necessary. We will assess each situation carefully and individually in order to consider the action required, agencies to involve and support necessary.

In responding to drug incidents, the primary concern of the school is the care and welfare of children. In cases of a medical emergency the school will act promptly to ensure the safety and wellbeing of the child and the school community.

Any incident involving the misuse of drugs will take into account:

- The age and maturity of the child
- What the child has to say
- The means by which the substance was acquired
- The intention of the child and the circumstances of the incident
- Method and frequency of use
- The nature and legal status of the substance involved
- Any previous incidents of drug misuse by the child
- Action being taken through the criminal justice system
- The availability of support for the child and family from other agencies

The physical boundaries of the school define the extent of the school premises during the school day and the school term. School rules and expectations of behaviour extend further if children are undertaking visits, residential or trips, whether supervised or not.

Schools have no legal obligation to report an incident involving drugs to the police. Nevertheless, not informing the police may be counter-productive for the school and wider community. The school works closely

with the police and will inform and involve the police if drugs are ever found on the school premises or where the disposal of suspected illegal drugs is required.

The law permits school staff to take temporary possession of a substance suspected of being an illegal drug for the purposes of preventing an offence from being committed or continued in relation to that drug, providing that all reasonable steps are taken to destroy the drug or deliver it to a person lawfully entitled to take custody of it.

The school will take temporary possession of and will dispose of suspected illegal drugs, following advice sought from the police, unless needed by paramedics to identify a substance taken. Parents/carers will be informed and, where appropriate, and on the advice of the police given the opportunity to collect the confiscated items.

The school will follow the Staffordshire County Council guidelines for the 'Safe Procedures for Dealing with Discarded Syringes'.

Searches

When a child is suspected of concealing illegal or other unauthorised drugs, every effort should be made to persuade the person to hand over voluntarily any drugs, in the presence of a second adult witness. Where the individual refuses, Government guidelines allow for personal searches without the consent of the child. Where it is believed that drugs may be on the child's person, but they resist a search, this should not be attempted and the police must be called. Schools are not legally required to inform parents/carers before a search takes place or to seek their consent to search their child. However, schools would normally inform the individual child's parent/carer where alcohol, illegal drugs or potentially harmful substances are found.

There is no legal requirement to make or keep a record of a search. However, following a search, whether or not anything is found, schools are advised to make a record of the person searched, the reason for the search, the time and the place, who was present and note the outcomes and any follow-up action.

Complaints about searching should be dealt with through the normal school complaints procedure.

General power to confiscate

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a child's property as a disciplinary penalty, where reasonable to do so.

Where the person finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. If school staff are unable to identify the legal status of a drug, it should be treated as a controlled drug.

In taking temporary possession and disposing of suspected controlled drugs schools are advised to:

- ensure that a second adult witness is present throughout;
- seal the sample in a plastic bag and include details of the date and time of the seizure/find and witness present;
- store it in a secure location, such as a safe or other lockable container with access limited to senior members of staff;
- notify the police without delay, who will collect it and then store or dispose of it in line with locally agreed protocols. The law does not require a school to divulge to the police the name of the child from whom the drugs were taken but it is advisable to do so;
- record full details of the incident, including the police incident reference number;
- inform parents/carers, unless this is not in the best interests of the child;
- identify any safeguarding concerns and develop a support and disciplinary response (see below).

Working with the Police

The school works closely with the police and will liaise with the police and agree a shared approach to dealing with all drug-related incidents.

Websites to provide support and advice

www.talktofrank.com (drugs)

www.alcoholconcern.org.uk (drink)

www.nhs.uk/smokefree (tobacco)