



SAFFRON VALLEY COLLEGIATE

PSHE POLICY

Approved by the Management Committee: 18.01.17

To be reviewed: Spring 2023

This policy is written in the context of and with regard to the statements below:

MISSION STATEMENT

The Saffron Valley Collegiate seeks to provide a personalised educational experience that identifies and responds to the circumstances and needs of each individual child or young person. In doing so it enables them to progress academically and become successful learners through the reengagement of the young person with education.

EQUALITIES STATEMENT:

All who work within the Saffron Valley Collegiate are committed to the celebration of diversity, and the challenging of disadvantage and discrimination, in all its forms.

These values are explicit to the ethos of the Saffron Valley Collegiate and implicit in all policies and practices.

This policy is written in conjunction with the SVC Safeguarding, Early Help and Child Protection Policy

The Saffron Valley Collegiate will be otherwise referred to as 'SVC' or 'school' in the following document.

PSHE Policy (including SRE and Drug Education)

Policy Statement

The ethos of the Saffron Valley Collegiate strongly encourages personal development and the nurturing of essential social and learning skills. Best practice in PSHE focuses on supporting the learner in developing a variety of skills and attributes as much as knowledge and understanding.

SVC believes all young people are entitled to opportunities which:

- Enable them to become effective learners
- Support them as they move from childhood through adolescence to become resilient, independent young people.
- Supports young people to make informed decisions about their lives. It is a planned curriculum area that contributes and is relevant to student's life chances, developing knowledge, understanding, skills and attitudes.

Personal, Social, Health Education (PSHE) is not a subject but a philosophy that should span the whole curriculum. It entitles all students to a curriculum underpinned by a framework which promotes personal and social development through planned learning opportunities and experiences. This aims to promote students' spiritual, moral, social and cultural development and prepare all young people for the opportunities and responsibilities of life. However it is important to recognise that many decisions about health and lifestyle are made in a social context or are influenced by the attitudes, values and beliefs of significant others.

Our ethos and PSHE curriculum ensure that we meet the 5 strands of Every Child Matters which states that every child has the right to: Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution, and Achieve Economic Well-being. We deliver a robust programme in line with our PSHE policy, which enables young people to:

- Acquire knowledge and understanding of themselves, of others and of the world they live in,
- Develop skills for living (understanding risk)
- Understand and manage their emotions
- Become morally and socially responsible
- Take on a range of roles and relationships
- Value themselves and respect others
- Contribute to their community (Community cohesion)
- Appreciate difference and diversity
- Participate actively in our democracy
- Safeguard the environment
- Act in the wider world in a way that makes the most of their own and others' human potential

This policy also considers the requirements of the Counter Terrorism & Security Act 2015, to have due regard to the need to prevent young people from being drawn into terrorism (Known as the 'Prevent Duty')

The three over lapping core themes delivered across the academic year are: -

Health & Wellbeing
Relationships
Living in the Wider World

A description of the development consultation process

Across SVC staff teams have discussed areas of development important to the different groups of young people we teach in the area of PSHE.

Working to develop PSHE schemes of work involves participation in cross-borough working parties such as Healthy Schools.

We endeavour to involve students in decision making with regard to the whole PRU-especially through Student Voice projects.

National and local data are used to inform the curriculum. Local data and information is used to inform activities and support important national priorities such as reducing teenage pregnancies, sexually transmitted infections and drug/ alcohol misuse.

Certain aspects of SRE and Drug Education may cause controversy as it challenges personal beliefs and values. It is important that these issues are discussed and we make every effort to ensure that PSHE lessons include all students across the Saffron Valley Federation.

Under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

The 2006 Education and Inspections Act placed a duty on Governing Bodies *'to promote the well-being of pupils at the school'*

Under the Equalities Act 2010 The Saffron Valley Collegiate of PRU's will strive to do the best for all students, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation or whether they are looked after children.

The PSHE education we deliver will be sensitive to the different needs of individual students and may need to evolve over time as the student population changes. At all times our overarching principle is to ensure the present and future wellbeing of students and to meet their learning needs. It is also crucial for lessons to help students realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help.

What is PSHE?

PSHE is Personal, Social and Health Education.

Why should it be taught?

PSHE education is a non-statutory subject on the school curriculum. However, section 2.5 of the national curriculum states that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'.

In addition to the national curriculum framework, the Department for Education guidance states that the subject is 'an important and necessary part of all pupils' education' and that 'schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.' (See Appendix 5 Croydon Healthy Schools Whole School Food Policy)

A strong PSHE curriculum supports SVC to fulfil its responsibilities to progress students' good Spiritual, Moral, Social and Cultural development (SMSC) and to ensure they are properly safeguarded.

The following quote from a recent DfE report concludes.

'Children with higher levels of emotional, behavioural, social and school well-being on average have higher levels of academic achievement and are more engaged in school, both concurrently and in later years.'

The Aims for the School Curriculum state that:

The school curriculum aims to provide opportunities for all students to learn and to achieve. During key stage 3 and 4 students use the knowledge, skills and understanding they have gained in earlier key stages and their own experience to take new and more adult roles in school and the wider community. They develop the self-awareness and confidence needed for adult life, further learning and work. They have opportunities to show that they can take responsibility for their own learning and career choices by setting personal targets and planning to meet them. They develop their ability to weigh up alternative courses of action for health and well-being. They gain greater knowledge and understanding of spiritual, moral, social and cultural issues through increased moral reasoning, clarifying their opinions and attitudes in discussions with their peers and informed adults and considering the consequences of their decisions. They learn to understand and value relationships with a wide range of people and gain the knowledge and skills to seek advice about these and other personal issues. They learn to respect the views, needs and rights of people of all ages.

How PSHE supports the ethos and core mission of the collegiate and the explicit values framework for PSHE

ORGANISATION AND PLANNING

Who is responsible for co-ordinating the subject?

The PSHE Co-ordinator in conjunction with SLT at each provision.

How will it be organised and covered?

PSHE will be taught in distinct lessons and/or thorough other curriculum areas (tutor time/drop down days)

It may also include Health and Safety and Food Hygiene Certification provided by Croydon Council and a number of First Aid Certificates awarded by St Johns Ambulance.

Each provision will personalise their delivery of SRE and Drug Education, which may include

contributions from outside agencies, such as Croydon NHS and The Drop-In Service.

When external agencies are used they support the teacher and are not the main provider.

What extra provision will be made for students with particular needs?

The Collegiate has links with the Teenage Pregnancy Team, particularly the Health Visitor and Midwives to support pregnant schoolgirls and teenage mothers. It also works closely with CAMHS and IAG personal advisers.

Delivery of Curriculum (see appendix 3)

A range of teaching strategies will be used as appropriate.

These will include: Discussion – whole class, small group, 1:1, written tasks, art work, group activities.

Guest speakers/visitors e.g. Police, NHS PCT, Terrence Higgins Trust, YOS, School Health Advisor etc.

Teachers will choose the method most appropriate for their students to meet the objectives of the lesson. The PSHE curriculum will be link towards achieving/maintaining the National Healthy Schools status.

All classes promote and discuss issues within PSHE/Citizenship.

SVC recognise that school should be a “safe space” that allows the learner to understand, discuss and appropriately challenge sensitive issues e.g. terrorism and extremist ideals.

The elected school council are actively involved in promoting PSHE/Citizenship issues, as are the whole staff team.

Criteria for resource allocation

Suitable resources are available from outside agencies and other resources, such as the Real-Life babies, are stored at Cotelands but are available for other PRUs to use if required.

Staff Professional Development

The PSHE co-ordinator will undertake a variety of training opportunities and share best practice across the SVC.

Assessment, Monitoring and Evaluation

What is going to be assessed, including values, ability to know and recognise feelings, knowledge and skills?

See PSHE Association guidelines/QCA Guidance.

Students’ understanding, knowledge and skills are assessed through observation, discussion and questioning and participation in a variety of activities.

Formative and summative assessment strategies are used to assess knowledge, skills and understanding of the subject. The PSHE teaching team devise the tasks and will assess them to ensure continuity. Students will be involved in self-assessment e.g. prior knowledge and talking about their own experiences.

Teachers discuss progress made by learners and use the relevant tracking’ tool to share data with students detailing their own progress. General comments about PSHE are included in annual reports to parents, SIP and management committee. Students are asked to complete an evaluation form at the end of the course.

Links to pastoral systems and community services

Students' awareness, knowledge and accessibility of pastoral services within the school
The Collegiate is able to provide support for students that complement issues raised from PSHE lessons by the Reintegration coordinator, Behaviour keyworker, Drop-in services, Ment4 etc.

Students' awareness, knowledge and accessibility of community services
There are many outside agencies that provide services specifically catering for the needs of young people and schools can provide students with information on how to access these e.g. ChildLine, Samaritans, Off the Record.

Specific issues

Statement on dealing with sensitive issues

The following areas need to be considered:

1. Safeguarding and child Protection
2. Confidentiality statement
3. Dealing with difficult questions
4. Group agreements
5. Distancing techniques

Further guidance provided in Appendix 4- - Handling sensitive or controversial issues

Statement on working with outside agencies

All outside agencies who visit to provide curriculum support must be issued with a code of conduct e.g. nurse, mentors, sexual health outreach workers and drug education advisers.

See policy on 'Working with outside visitors'.

Links with other policies

List of other school policies related PSHE and how they are relevant

E.g. Safeguarding, Early Help and Child Protection, Behaviour for Learning, Equalities, Health and Safety Management of Drugs Education, SRE, Complaints Procedure

Dissemination

How will this policy be shared with teachers, parents and students?

To ensure the full effectiveness of this policy it is shared with teachers and parent Students should also be made aware of relevant sections and this is done as part of PSHE lessons.

Monitoring and evaluation

Who will monitor the implementation of the policy?

The PSHE Co-ordinator in conjunction with SLT

When was it agreed and when will it be reviewed?

Nov 2016 (Draft)

Spring 2017 Review in 3 years

Appendix 1 relating to Sex/Relationship Education (SRE)

What is required?

SRE guidance (DfE 2004) recommends that all schools must have an up-to-date policy which is made available for inspection and to parents. The policy must:

- define sex and relationship education;
- describe how sex and relationship education is provided and who is responsible for providing it.
- say how sex and relationship education is monitored and evaluated;
- include information about parents' right to withdrawal; and
- be reviewed regularly.

It is also essential that governing bodies involve parents in developing and reviewing their policy. This will ensure that they reflect parents' wishes and the culture of the community the school serves. Governors and parents will need to address the issue of how those who miss lessons on sex and relationship education can catch up on another occasion.

The policy will also need to reflect the views of teachers and students. Listening and responding to the views of young people will strengthen their confidence and self-esteem.

Much of the above also applies to PSHE and Drug Education and relevant references can be included in the main body of the PSHE policy. However, there are certain points that relate specifically to SRE and need to be mentioned separately.

Definition of SRE

SRE Guidance (DfE 2004) provides the following definition:

'It is lifelong 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. It is not about the promotion of sexual orientation or sexual activity-this would be inappropriate teaching. The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood'.

It has three main elements:

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;
- supporting young people to appreciate diversity of sexual orientation and gender identity
- exploring, considering and understanding moral dilemmas;
- 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;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

How sex and relationship education provided and who is responsible for providing it?

SRE forms part of the PSHE curriculum. Many of the skills learned in PSHE are transferable to SRE. The teacher is the main person to teach SRE but outside agencies and personnel will support and enhance its delivery. For example, School Nurses can play a very important role in assisting schools to teach SRE.

How is SRE taught?

Sex and relationship education (SRE) is compulsory from age 11 onwards. It involves teaching children about reproduction, sexuality and sexual health. It doesn't promote early sexual activity or any particular sexual orientation.

(Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000))

Parents' right to withdraw their children

Parents have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum. In such cases alternative PSHE related topics will be available for study.

Sexual Health Services

Schools may provide sexual health services e.g. condom distribution. In these cases, a statement included detailing procedures will be included within the policy - **PLEASE SEE APPENDIX 1.1/1.2**

Appendix 1.1 Condom Distribution Scheme

The C-Card Condom Distribution Scheme is not about promoting sex to young people but is about acknowledging the fact that young people, some under the age of 16, do have sex and therefore have a real need for accurate sexual health information and services, such as condoms in a safe and confidential environment. It should not be seen in isolation; it is just one strand of a wider Sexual health promotion and HIV prevention programme delivered within the borough of Croydon.

SVC clearly promotes delayed sexual initiation or abstinence, however an increase in reported sexually transmitted infections (STIs), including HIV/AIDS, among adolescents has prompted many schools/communities to take action to protect their youth. One proven method is to provide comprehensive Sex and Relationship Education (SRE) along with school based programs that make condoms available to sexually active young people. The NHS, Public Health England and Croydon Health Services NHS Trust have adopted policies in support of school condom availability as a component of comprehensive sexuality education.

The C-Card scheme is one type of condom distribution scheme which provides registered young people with a C-Card – a credit card-style card – which entitles them to free condoms. The scheme is available for young people aged 13 to 24. Condoms can be given to young people within that age range if they are registered and have a C-Card. Under 13s are **NOT** eligible for the scheme. Sexually active under 13s will be referred to Social Care via the SVC Safeguarding Lead.

Under 16s

Before providing under 16s with a supply of condoms, or information and advice about contraceptive services, the practitioner/s should satisfy themselves on the following points:

- The young person can understand the advice and has sufficient maturity to appreciate what is involved and understand its moral, social and emotional implications for them.
- The staff member providing the advice is unable to persuade the young person to inform their parents, nor allow the staff member to inform them that contraceptive advice is being sought.
- That the young person is very likely to begin or continue having sexual intercourse **with or without** contraceptive support and would be at risk of pregnancy and/or sexual infections.
- That **without** contraceptive advice or treatment, the young person's physical or mental health might suffer.
- That the young person's best interests require contraceptive advice or treatment (including condoms).

The key aims of the C-Card service are:

- To reduce the number of unplanned teenage pregnancies and parenthood, especially those identified as being most at risk and vulnerable.
- To reduce the incidence of HIV and other STI's in young people.
- To increase the availability, accessibility and acceptability of condoms
- To reduce the associated barriers in accessing condoms, including financial cost and embarrassment
- To provide a service that empowers individuals to make sexual health choices
- To link individuals into mainstream services as required.

A young person applying for a C-Card will go through the following process.

1. **Registration:** when a young person registers for a C-Card they will be assessed to ensure they are safe, competent to consent (Fraser Guidelines) and know how to use a condom.
2. **Issue:** once the C-Card is issued, the young person is entitled to an agreed number of supplies free from any participating distribution point including local chemists, Walk-In clinics etc. Supplies and quantities vary but may include condoms, lubricant, femidoms and dams, depending on the age and needs of the young person. Packs generally contain six to ten condoms, a supply of lubricant, written instructions, and details of local sexual and reproductive health services.
3. **Review:** after receiving supplies an agreed number of times, the young person must return to the registration outlet where their circumstances, sexual health and medical needs will be reviewed. More frequent reviews will be in place for 13 to 15-year-olds with access to staff support at every visit.

SVC staffs have the same duty of confidentiality to under 16's as to those aged 16+. Confidentiality may only be broken in the most exceptional situations when the health, safety or welfare of the young person, or others would otherwise be at grave risk. If this is the case, the Local Authority's Child Protection Guidelines should be followed. If a young person discloses that they are having sex below the legal age of consent it is not itself a reason to break confidentiality. However, SVC staff must ensure the young person is fully Fraser Competent (1). This means, we must ensure there are no further concerns about the safety of the young person. If there is any concern, this must be discussed with their safeguarding lead. Wherever possible, the young person must be informed of actions taken and involved in the process unless this would further jeopardise the young person's safety. If there is a disclosure by someone under 13 they will NOT be allowed the C-Card, in addition an SVC Safeguarding Lead will be notified and a referral to Social Care WILL be made as it is defined as rape under the Sexual offences Act 2003 even if the young person thinks they are consenting. However, if the SVC member of staff suspects that a young person is being abused or exploited and is at serious risk of significant harm which disclosure to an appropriate person could prevent, they will work with the young person to encourage them to allow the information to be passed on. If they refuse, and the staff member believes the involvement of other agencies is essential in the young person's best interest, they may consider disclosing the information without their consent. This should not be done without first telling the young person. It is important to remember that it may be the trusting nature of the relationship with the member of staff, which enables a young person to take the first step towards disclosing abuse or exploitation. A hasty breach of confidentiality, made before the young person is ready, may result in their denying the disclosure and losing the opportunity to resolve the problem.

Please see the 'Confidentiality Statement for Students' (Appendix 1.2), this will be on display during all C.Card sessions.

All forms, including monitoring forms, WILL be stored in a locked cupboard / filing cabinet / drawer on school premises.

SVC will adhere to the child protection guidance at all times. National guidance on safeguarding including child protection is available at

<https://www.gov.uk/government/publications/safeguarding-children-and-youngpeople/safeguardingchildren-and-young-people>

Please refer to the SVC Safeguarding policy for further information.

CONFIDENTIALITY STATEMENT FOR STUDENTS

Whatever the reason for your visit here today, we offer everyone, including those under 16, a confidential service in a safe environment.

This means that:

- Anything you say to us will be treated with respect
- We keep records so that other people in the service can care for you
- We do not usually discuss your personal details outside this service without your knowledge.

We have a duty to keep you safe. Confidentiality will only be broken in very **EXCEPTIONAL** circumstances, for example:

- When there is, in our professional judgement, a strong suspicion that you might harm others or that you might harm yourself
- When someone under 18 discloses that she or he is being physically, sexually or emotionally abused, and that not taking any action would put that person at further risk
- When it is disclosed that other young people (under 18) are being abused or are at risk, for example brothers or sisters being abused at home
- When you are under 13 and having sex
- When a court order is issued to a member of staff.

This statement produced and endorsed by Croydon Young People's Sexual Health Services Group: GU Medicine, NHS Walk-in Centre, Family Planning Service.

Appendix 2 relating to Drugs Education (Alcohol, Tobacco and Volatile Substances)

The purpose of the policy

To state

- The school's values and ethos on drugs
- The content and delivery of the school's drug education programme
- The school's rules around drugs
- Drug incident management within the school and health and safety issues

The DfES guidance for schools (2004) states that the purpose of the school drugs policy is:

- Clarify the legal requirements and responsibilities of the school
- Reinforce and safeguard the health and safety of pupils and others who use the school
- Clarify the school's approach to drugs for all staff, pupils, governors, parents/carers, external agencies and the wider community
- Give guidance on developing, implementing and monitoring the drug education programme
- Enable staff to manage drugs on school premises, and any incidents that occur, with confidence and consistency, and in the best interests of those involved
- Ensure that the response to incidents involving drugs complements the overall approach to drug education and the values and ethos of the school
- Provide a basis for evaluating the effectiveness of the school drug education programme and the management of incidents involving illegal and other unauthorised drugs.
- Reinforce the role of the school in contributing to local and national strategies.

The school's stance toward drugs, health and the needs of students

Drug use and misuse have become increasingly common in our society. The SVC recognises the need to prepare and equip young people for life in a drug using society. The school also needs to be ready and able to deal with the broad range of drug related situations and incidents which may occur in the lives of our pupils and others involved in the life of the school. It is vital that the school sends a clear message to the whole school community that the possession, use or supply of illegal or unauthorised drugs is unacceptable. However, if an incident involving drugs should occur, the first concern is always for the health and safety of the school community and meeting the pastoral needs of pupils. Therefore, administering First Aid and summoning help in the case of medical emergencies will always take priority before dealing with any issues (Croydon Serious Incident Procedure referred to in appendices).

To whom the policy applies

The policy applies to Saffron Valley Collegiate staff, students, parent and carers and partner agencies working within the geographical boundaries of the SVC sites.

Any incident that occurs off school premises while on school business, including school visits, will also be handled with reference to the school's drugs policy and using the Croydon Serious Incident Procedure.

Staff with key responsibilities for drugs education

The PSHE co-ordinator will oversee the planning and co-ordination of drug education. The management of drug incidents will be carried out by the Head Teacher.

Aim of Drug, Alcohol and Tobacco Education

The aim of drug education is to provide students with opportunities to develop their knowledge,

skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions.

Objectives of Drug, Alcohol and Tobacco Education

- To increase students' knowledge and understanding and clarify misconceptions about:
- The short-term and long-term effects and risks of drugs (legal/illegal)
- 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.
- To develop students' social and emotional skills so they can make informed choices 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
- To enable students to explore their own and other people's attitudes towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences.

Drug Education Programme

This will be taught in distinct lessons and/or through other curriculum areas (tutor time/drop down days)

Each provision will personalise the delivery of Drug Education to meet the needs of their students, this may include contributions from outside agencies, such as Croydon NHS and The Drop-In Service.

When external agencies are used they support the teacher and are not the main provider. **Management of drugs at school**

Refer to the SVC Management of Drugs Policy

The needs of pupils

Pupils are made aware of the various internal and external support structures via lessons and through workshops from outside agencies. Schools have a role to play in identifying young people who are suffering because of substance use and supporting them; this may include referral to outside specialist services such as the Croydon Smoking Cessation Team.

Involvement of parents and carers

If deemed necessary, parents/carers will be informed about incidents involving drugs in the school.

Involving the police

The police will not normally need to be involved in incidents involving legal drugs, but the school may wish to inform Croydon Trading Standards (t: 0181 689 2191) or Croydon Police, Schools and Youth Unit (Tel: 0208 649 0271) about the inappropriate sale or supply of tobacco, alcohol or volatile substances to students in the local area.

As regards involving police the school will follow the Croydon Serious Incident Procedure (included in appendices) when dealing with drug related incidents in schools.

Drugs and the media

When an incident has taken place advice will be sought from the School Drug Adviser - Tel: 0208 274 6398, and the LA Press Officer - Tel: 0208 760 5644.

Definitions and terminology

For example:

DRUG- This document uses the term to refer to any psychotropic substance that has potential to affect how a person thinks, feels or behaves. This includes all legal drugs such as tobacco and alcohol, all illegal drugs, volatile substances and over-the-counter prescription medicines.

ILLEGAL DRUGS- Class A: crack, cocaine, ecstasy, heroin, LSD, amphetamines if prepared for injection, magic mushrooms when prepared (e.g. dried or stewed).

Class B: Amphetamines

Class C: Cannabis, GHB, Steroids, Valium, Temazepam, Diazepam.

AUTHORISED DRUGS- Principally medicines and any other drugs sanctioned for legitimate use (such as alcohol stored securely for a raffle, safe storage and use of hazardous chemicals). In all other circumstances drugs are unauthorised whether legal or not.

DRUG USE

The consumption of any drug. All drug use, including use of medicines, has the potential to cause harm.

DRUG MISUSE

Drug taking through which harm may occur, whether through intoxication, breach of school rules or the law, or the possibility of future health problems.

DRUG ABUSE

Drug taking which harms health or functioning. It may be part of a wider spectrum of problematic or harmful behaviour

This section draws extensively on advice given at <https://www.pshe-association.org.uk/> which recommends that it should be provided through a combination of:

Discreet Curriculum Time

Teaching through and in other subjects/curriculum areas; PSHE/Citizenship activities and school events.

Discreet Curriculum Time

In order to cover the non-statutory framework for PSHE within the National Curriculum it is necessary to provide a separate planned curriculum time. There should be planned provision for activities such as circle time, class councils and co-operative games etc.

The scheme of work for PSHE should provide a developmental programme that both consolidates and further extends existing knowledge, skills and understanding.

The SOW should ensure that:

Knowledge skills and understanding in the non-statutory guidance for PSHE are developed.

SRE and Drug Education are provided throughout

The issue of bullying is regularly explored.

Teaching through and in other subjects/curriculum areas

Provision for some aspects of PSHE could be made through other subjects including:

English: Emotional literacy; discussion and debate; enquiry and communication; stories that illustrate aspects of personal and social development; how the media present information;

Maths: Aspects of financial capability; counting and sharing; data handling;

Science: Drugs (including medicines); sex; health; safety and the environment; ethical issues;

Design and Technology: Health and safety; healthy eating; realising that people have needs as they generate design ideas; use of technology; sustainable development;

IT: Communicating with others via e-mail; finding information on the internet and checking its relevance.

History: Use of sources; reasons for and results of historical events, situations and changes; diversity within societies studied; significant people, events, ideas and experiences of people from the past;

Geography: Topical issues concerning environment, sustainable development, land use; study of children's own locality and places in different parts of the world, including less economically developed countries;

Art and Design: Reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures;

Music: Making the most of abilities in playing or singing; issues of cultural diversity, their value and their expression;

PE: Teaching and learning about health and safety; development of personal and social skills through team and individual activities, games and sports; gender issues

RE: Religious and moral beliefs, values and practices that underpin and influence personal and social issues, and relationships.

It is not sufficient to rely on these links alone for the effective provision of PSHE. Separate provision needs to be made to ensure full coverage of the framework for PSHE.

PSHE/Citizenship activities and school events

Occasional off-timetable experiences and activities provide a useful opportunity when a particular aspect of PSHE can be studied intensively e.g.

- Residential Experiences
- Health days
- Mini-enterprise schemes
- Fund raising schemes
- Citizenship days

These should form part of a planned and ongoing PSHE and Citizenship curriculum.

Appendix 4 - Handling sensitive or controversial issues

A safe learning environment helps students share feelings, explore values and attitudes, express opinions and consider those of others without attracting negative feedback. As well as encouraging more open discussion it also helps to make sure that teachers are not anxious about unexpected disclosures or comments.

It is good practice for teachers to:

- work with pupils to establish ground rules about how they will behave towards each other in discussion
- offer some opportunities for pupils to discuss issues confidentially in small groups as well as sharing views with the class (recognising when support is required)
- place boxes in which pupils can place anonymous questions or concerns to avoid having to voice them in front of the class
- ensure that pupils are clear about the difference between fact, opinion and belief, and that they have access to balanced information and views against which they can clarify their own opinions and views, including contributions made by visitors to the classroom; (whilst making clear that behaviours such as racism, discrimination and bullying are never acceptable in any form)
- decide how far they are prepared to express their own views, bearing in mind that they are in an influential position and must work within the school's values
- be sensitive to the needs and experiences of individuals – some pupils may have direct experience of some of the issues
- **always work within the school's policies on safeguarding and confidentiality (and ensure that pupils understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons)**
- link PSHE education into the whole-school approach to supporting student welfare
- provide appropriate support after a session for any student who may be troubled by an issue raised.
- make pupils aware of sources of support both inside and outside the school.

Ground rules

Ground rules help to minimise inappropriate and unintended disclosures and comments of a negative nature made towards other pupils whether intentional or not. Such ground rules support broader class rules and the SVC Behaviour for Learning policy.

To be effective, pupils and teachers need to develop ground rules together, test them and amend as necessary.

Examples of ground rules include:

- not asking personal questions
- respecting what people say
- listening to others
- having the right to 'pass' if you do not wish to comment

Information about sources of help both within the school and outside will be shared during the programme, helping children develop the skills to seek advice and articulate their concerns.

Appendix 5 Croydon Healthy Schools Whole School Food Policy

Introduction



SVC is dedicated to providing an environment that promotes healthy eating and enables pupils to make informed food choices. This will be achieved by the whole school approach to food provision and food education documented in this policy.

The policy was formulated through consultation between members of staff, governors, parents, students, and our school nurse.

Aims

The main aims of our school food policy are:

To provide a range of healthy food choices throughout the school day and in line with the mandatory School Food Standards

To support pupils to make healthy food choices and be better prepared to learn and achieve

To ensure a consistent approach to healthy eating across the school community including students, staff and parents/carers

Food throughout the school day

1. Breakfast

Breakfast is an important meal that should provide 25% of a child's energy requirement and supports pupils to be ready to learn at the start of each day.

Each provision has individual breakfast club arrangements.

The breakfast club menu is also available online.

2. School Lunches

School meals are provided by a variety of catering providers and served between 12.30 – 1.15pm. The school meals meet the mandatory requirements of the School Food Standards 2015. All our school caterers uphold the required catering standards.

.3. Packed Lunches

The school's packed lunch policy is developed using guidance from the Children's Food Trust. The guidance aims to support students to have a balanced lunch and best prepare them for learning in the afternoon.

Packed lunches should aim to include:

Some starchy foods such as bread (sliced bread, pitta bread, wraps, bagels), pasta, potatoes, couscous; choose wholegrain where possible

1 portion of fruit and 1 portion of vegetables or salad

Dairy food such as cheese or yoghurt

Meat, fish, or another source of protein such as eggs, beans and pulses, hummus, falafel

Oily fish once every 3 weeks e.g. sardines or salmon

Packed lunches should not include:

Crisps or crisp type snacks e.g. flavoured rice cakes or cheddars

Sweets

Any items containing chocolate including bars, biscuits, cakes or yoghurts/desserts

The school provides water for all students at lunchtime; therefore there is no need for packed lunches to include a drink.

4. Snacks

The school understands that healthy snacks can be an important part of the diet of young people.

Students are able to bring in healthy snacks or fruit into school to eat at break-times.

5. Drinks

The school promotes water only in school.

Drinks restricted on-site include energy drinks, fizzy drinks and high sugar still drinks e.g. Rubicon/Ribena.

6. School trips

A packed lunch will be provided by the school, for all students who usually have a school meal. Students are welcome to bring their own packed lunches on trips; however, these lunches must adhere to the same food and drink guidance described above.

Rewards and special occasions

Rewards

The school does not allow food to be used as a reward for good behaviour or achievement; other methods of positive reinforcement are used in school.

Celebrations

The school recognises the importance of celebrating birthdays and special occasions.

We welcome any parents who would like to send in fruit for their child to share with the class on their birthday. We discourage chocolates, sweets and cakes for birthdays.

For celebration events, we welcome a variety of foods, from different cultures, for students to try. The school will provide parents/carers with suggestion lists of celebration food to ensure that we have a wide variety of food choices available.

Occasional fund-raising events may include the sale of treat food such as cakes, but the inclusion of other foods will also be encouraged.

Curricular and extra-curricular activity

Food and nutrition is taught at an appropriate level throughout each key stage in science, PSHE and Cookery. The Eatwell Guide model is used throughout the school as a model of understanding a balanced diet. (See appendix 1)

Staff delivering cooking sessions and clubs have achieved Level 1/2 in Food Safety and Hygiene.

Special dietary requirements

The school does everything possible to accommodate students' specialist dietary requirements including allergies, intolerances, religious or cultural practices.

Individual care plans are created for students with food allergies and the lead member of staff for this is insert name and role and reference to other relevant policies.

Students food allergies are displayed in a sensitive way in relevant places around the school including kitchens and staff rooms

Expectations of staff and visitors

The school expects staff to contribute to and support this food policy across the school day. Staff and visitors will be expected to model good practice behaviour around food and drink and in line with the policy, when in the company of students.

Staff are encouraged to eat with the students during mealtimes within the school day.

Parents, carers and family members

Our relationships with parents/carers are very important and we aim to support them with information and advice around food, so that they are best prepared to make healthy choices for their families.

Coffee mornings, events and food related workshops are delivered throughout the year for family members to attend.

Monitoring and review

The Croydon Healthy Schools Whole School Food Policy will be reviewed every 3 years as part of the SVC PSHE policy

Appendix 1 – Eatwell Guide

