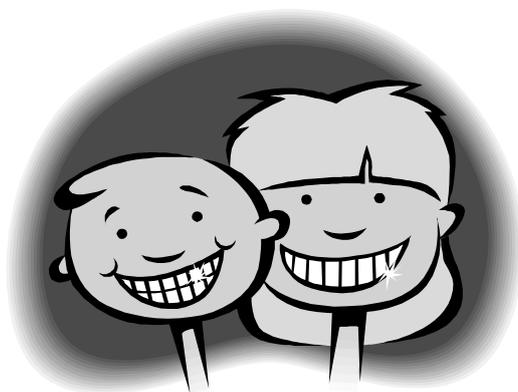


Drumahoe Primary School



Policy for Pastoral Care

INCORPORATING

- *PERSONAL DEVELOPMENT CURRICULUM*
- *MISUSE OF SUBSTANCES / DRUGS EDUCATION*
- *RELATIONSHIPS & SEXUALITY EDUCATION*

FOREWORD

This document outlines our schools approach to a range of Pastoral Care issues. Its main function is to provide ethical direction and practical guidance for all those employed within our school and those external agencies working with young people within the school environment.

The four sections are outlined as follows:

Section A: Pastoral Care This section should be viewed as an umbrella document outlining our school's ethos and the emphasis we place on the growth and development of our pupils.

Section B: P.D.M.U. Curriculum. This section provides guidelines on the delivery of the Personal Development & Mutual Understanding taught curriculum in line with the revised NI Curriculum.(see also P.D.M.U. Policy)

Sections C: Misuse of Substances and Drugs Education This section outlines our approaches to drugs education and responses to drug related incidents (see also Drugs Policy).

Section D: Relationships and Sexuality Education This section provides guidelines on the incorporation of a R.S.E. programme within the schools personal development education policy and our approach to a range of sensitive issues relating to R.S.E..

This document should be used in conjunction with a range of other school policies (see Pastoral Care Policy File) and guidelines including:

Policy Title	Policy Title
<ul style="list-style-type: none">• Administration of Medication• Anti-Bullying inc. Parental Tri-Fold• Attendance• C.C.T.V.• Care in the Sun• Child Protection inc. Parental Tri-Fold• Complaints• Cycling• Drugs• Emotional Health & Well-Being• Equal Opportunities• e-Safety File• Fire Precautions• First Aid• Health & Safety inc. Fire Safety	<ul style="list-style-type: none">• Healthy Eating• Induction• Intimate Care• Loss & Bereavement• Missing Pupil• P.D.M.U.• Positive Behaviour• Risk Assessment• S.E.N.• Safeguarding & Vetting• Smoking• Teaching & Non-Teaching Staff Codes of Conduct• Use of Reasonable Force• Whistleblowing

Whilst Individual sections of this document will be salient depending on a given situation, it is essential to note that the school's commitment and holistic approach to the personal development of each pupil is the lynchpin connecting all sections.

SECTION A: PASTORAL CARE

RATIONALE

We define Pastoral Care as the created ethos through which our pupils develop and learn to their optimum potential. We provide the opportunity for **every** pupil to develop into responsible, self-aware, confident, and capable young people equipped to cope with the challenges of the 21st century. Our school accepts that Pastoral Care must form the basis of, and permeate, all aspects of the curriculum.

VISION AND VALUES

Drumahoe Primary School subscribes to the view that every pupil has a right to feel safe and secure on all levels. We will endeavour to actively promote a Pastoral Care ethos which allows for the development of the whole person, and which leads to **every** pupil making good choices, which will form the basis for a healthy and positive lifestyle.

Pastoral Care will be the setting where our young people will acquire values and standards on the basis of observing these at work at every level.

It is also important to remember that schools are centres of education and we therefore accept the validity of a personal development approach rather than a delivery which is service driven.

ETHOS

Ethos is an intangible concept with a tangible effect. It is our intention to establish an ethos, which may be detected in the feelings of security at every level within our school.

This may be achieved through:

- creating a sense of belonging amongst all strands of our school community
- developing an atmosphere of mutual respect and caring
- creating an explicit Pastoral Care programme which allows for a fair and equitable exchange of views/ideas/attitudes, etc. in an atmosphere of trust
- implementation of a Positive Behaviour Management policy which creates a full sense of justice and fair play amongst our school community
- providing opportunities for **every** person to succeed and to be affirmed in their self-worth
- promoting positive relationships at every level
- working with parents for the mutual benefit of all
- establishing and maintaining links with the wider community
- affirming and actively promoting staff to develop positive attitudes towards themselves and to the pupils in our care
- creating a sense of self-worth at every level.

RELATIONSHIPS

Excellent relationships foster and develop in an atmosphere of *Respect*.

Our school will work towards creating opportunities where mutual respect can grow and develop. We aim to create a caring, empathetic and secure environment where our young people can develop good relationships based on those they experience.

PROFESSIONAL COUNSELLING

The value of professional counselling should never be underestimated. A counsellor can offer immense support to a young person who needs help and guidance. Our school will endeavour to enlist the support of Professional Counsellors when required to assist our young people to develop towards a more concise and definitive awareness of self when the situation requires such action.

In Drumahoe Primary School we will endeavour to enlist the help and support of professional counsellors to assist our young pupils or teachers in a time of great need/trauma e.g. the loss of a pupil through death, accident, etc. or the death of a colleague. All counsellors who assist in this extremely important area will be familiar with British Association for Counselling (B.A.C.) or equivalent guidelines.

COUNSELLING / RELATIONSHIPS

Teachers will endeavour to build effective, empathetic relationships with our pupils in order to provide advice and support whenever necessary. However we retain awareness of the need for other avenues of support.

MANAGING EXTERNAL AGENCIES (APPENDICES A & B)

We acknowledge the importance of ensuring that any external agencies used to support our work with young people must adhere to the values and ethos particular to our school. Schools need to be aware of the importance of a contract being agreed upon by all contributory parties.

TRAINING AND SUPPORT (C.P.D.)

In order to support staff our school recognizes the importance of training as a priority area in the establishment of a caring and pastoral environment.

EVALUATION AND MONITORING

This school recognizes and accepts the importance of monitoring and evaluating all aspects of Pastoral Care at every level. To this end we follow the procedures for self evaluation as outlined in the DE document 'Together Towards improvement'

SECTION B: PERSONAL DEVELOPMENT & MUTUAL UNDERSTANDING POLICY

Rationale

Personal Development and Mutual Understanding is fundamental to the development of the whole child. Staff share the responsibility to work with pupils and in partnership with parents, governors and outside agencies to develop the potential of each child in a caring and stimulating environment.

Aims

- To have an appropriately positive regard for self and others and their needs.
- To develop life skills to enable them to participate effectively and safely in society.
- To identify, review and evaluate the values they and society hold.
- To take increasing responsibility for making and managing their own decisions and life choices.

To achieve these aims pupils will be required to increase their knowledge and understanding about themselves, others and their immediate environment and the world in which they live. As children are greatly influenced by implicit and explicit values in society, values which are communicated in school and those communicated at home, we will endeavour to maintain a close partnership with parents to promote the basic values such as honesty, fairness, justice and respect for self and other in teaching, learning and all areas of school life.

The Principal and P.D.M.U. co-ordinator will provide effective leadership and management through a whole school shared vision of it's development to a realistic high expectation and by providing opportunities for school based staff development to meet this end.

P.D.M.U. skills can be applied throughout the whole curriculum and in preparation of pupils for the world beyond the classroom.

Pupils' attitude to P.D.M.U. will be enhanced through positive reinforcement, purposeful and varied teaching approaches appropriate to their individual needs.

The development of P.D.M.U. in each pupil, class and key stage will be continually monitored and assessed to determine future teaching strategies and learning activities.

In fulfilling the requirements of the P.D.M.U. programme of study outlined in the Northern Ireland Curriculum Primary, teachers will provide a balance of experiences across the two strands. (Personal Understanding and Health and Mutual Understanding in the Local and Wider Community)

P.D.M.U. Co-ordinator

The P.D.M.U. co-ordinator is responsible for developing and managing the P.D.M.U. curriculum within the school to ensure a coherent P.D.M.U. strategy throughout Drumahoe Primary School. To compile and update a school policy, P.D.M.U. scheme of work and P.D.M.U. action plan, and to monitor and evaluate the overall effectiveness of the teaching and learning of P.D.M.U. within Drumahoe Primary School.

Practices

No one teaching method is likely to be adequate to meet the diversity of children's learning needs, therefore all staff will be encouraged to plan for and organise P.D.M.U. activities to cater for a variety of learning styles, visual, auditory and kinaesthetic.

All staff will be responsible for providing a range of experiences that is sufficiently broad and balanced to ensure that each pupil is matched to methods or content best suited to their own potential. This will be achieved through use of the school's agreed approach to teaching P.D.M.U., ie schemes of work, a balance of whole class, group and individual teaching, six weekly planning including learning outcomes and occasional use of homework activities and assessment through marking and monitoring as outlined in the respective policies.

The teaching and learning of P.D.M.U. throughout the school will include opportunities for:

- Cross-curricular topic work
- Teacher demonstration and questioning
- Open-ended discovery
- Planned discovery
- Discussion between teacher/pupil and pupil/pupil
- Whole class discussion
- Learning from written material
- Practical work
- Problem solving
- Investigational or creative work
- Using ICT
- Collaboration
- Shared reading and writing activities
- Group work

Organisation and Management of Resources

Resources for P.D.M.U. will be stored in classrooms, library and resource areas. Any resources requested by staff will be passed to the co-ordinator, staff will also be required to inform the co-ordinator of any resources that are missing, damaged or needing to be replaced.

Schemes of work will reflect the resources used in each year group.

Learning and Teaching

Planning

Effective planning of P.D.M.U. will ensure that:

- There are achievable learning objectives for every pupil.
- Work is matched to pupil's abilities.
- Teaching is differentiated.
- There is balanced coverage of the scheme of work throughout the year.
- Pupils are appropriately grouped according to the nature of the learning task.

Schemes of Work

Schemes of work are being compiled and revised in accordance with the Northern Ireland Curriculum (Revised). This ensures continuity and progression within the year group and between Key Stages.

Planners

Work is planned in up to six weekly blocks (depending on the Key Stage) taking note of the schemes of work' and is presented in individual teacher's planners. These are evaluated by teachers at the end of each teaching block as a method of informing and improving the teaching and learning for the same period the following year and also the subsequent planner.

Assessment and recording and reporting

P.D.M.U. is assessed in a variety of ways through:

- Observation of children working on a particular task.
- Discussion with children regarding their work.
- Work in books if appropriate to the age of the child.
- Self assessment.
- End of planner reviews and evaluations.

These assessments will:

- Inform future planning.
- Provide information about individuals and groups.
- Highlight strengths and weaknesses of the scheme of work and teaching approaches and pupil's ability.
- Provide information for teachers to make a written comment on every child's P.D.M.U. skills on the end of year report.

Special Educational Needs

The SEN policy for Drumahoe Primary School applies to all areas of P.D.M.U.. The individual needs of each pupil must be reflected within IEP's. Differentiated and targeted teaching will be directed towards all pupils therefore maximising their learning potential.

Monitoring and Evaluating

- This takes place throughout the year in both strands of P.D.M.U.. Reference will be made to CCEA information on the Northern Ireland curriculum (Revised)
- Monitoring and evaluating of learning and teaching are carried out and recorded by teachers on their planners with reference made by each year group to the particular edition of the CCEA resource Living and Learning Together box of resources.
- Copies of all P.D.M.U. planners are available to the co-ordinator who will monitor continuity and progression in teaching and learning.
- Classroom observations carried out by the school principal (see staff handbook)
- Examples of pupil's in the form of self reviews are kept and passed to the next teacher or school to help ensure correct and targeted progression and continuity in learning for all pupils. This also enables teachers to monitor the position of a child in relation to the skills and knowledge they have acquired.
- Key Stage and whole staff meetings will be held regularly to discuss relevant matters and problems as and when they arise and to promote communication of P.D.M.U. issues within the school.

Use Of ICT

The use of computers and other ICT equipment are intended to enhance the learning and teaching of P.D.M.U. in Drumahoe Primary School. ICT will be used to reinforce and extend aspects of the P.D.M.U. curriculum. It is a valuable tool in the teaching of P.D.M.U. and the role of ICT should be:

- To consolidate children's learning.
- To further develop children's P.D.M.U. skills.
- To provide children with a variety of stimuli and teaching approaches and strategies.
- To provide children with a variety of learning strategies to challenge their learning.
- To provide a means to enjoy P.D.M.U..

MANAGING EXTERNAL AGENCIES

We acknowledge the importance of ensuring that any external agencies used to support our delivery of P.D.M.U. must adhere to the values and ethos particular to our school. Schools need to be aware of the importance of a contract being agreed upon by all contributory parties.

MONITORING AND EVALUATION (REF APPENDIX A & B)

Drumahoe Primary School recognises and accepts the importance of monitoring and evaluating all aspects of the delivery of the P.D.M.U. curriculum. To this end we follow the procedures for self evaluation as outlined in the DE document 'Together Towards improvement'

SECTION C: MISUSE OF SUBSTANCES / DRUGS EDUCATION POLICY

Introduction

- Rationale
- Definitions
- Ethos
- Aims and Objectives

Development and Implementation

- Roles and Responsibilities
- Training and Information
- Drug Education Programme
- Procedures for dealing with drug-related incidents
- Procedures for the administration of prescribed medication
- Monitoring and Evaluation
- Communication and Dissemination of policy
- Appendix (Please see appendices within)

Rationale

For the purpose of this document the term 'drugs' includes tobacco, alcohol, over-the-counter and prescribed medication, volatile substances and controlled drugs. Drumahoe primary school does not condone the misuse of drugs but recognises that there has been a considerable increase in the abuse of drugs in recent years in Northern Ireland. Drug misuse appears to be affecting an ever-younger population and the so-called "recreational" use of drugs can lead to a dangerous acceptance of illegal and harmful drug misuse as part of everyday life.

We believe that this school has a vital preventative role to play in combating the misuse of drugs by young people and we therefore include a drugs education programme in our curriculum.

This school sees its role as that of a caring community committed to the physical, mental, social, emotional, moral and spiritual health, safety and well being of our pupils and staff.

We want our pupils to make informed and responsible decisions about drugs by increasing their knowledge and by developing in them appropriate values, attitudes and skills.

However, we recognise that drug misuse is a whole-community issue and that schools alone cannot solve the drugs problem; the school is only one of a number of groups and agencies which must play a part in the education of young people and we make use of their expertise where possible in the delivery of the programme.

Copies of the guidance on which this policy is based (Drugs: Guidance for schools in Northern Ireland) are available from the Department of Education website www.deni.gov.uk (Circular 2004/09).

Definitions

For the purpose of this document and in line with the guidance issued to all schools by the Department of Education (2004/09) **drugs will include any substance which, when taken, has the effect of altering the way the body works or the way a person behaves, feels, sees or thinks.**

As well as everyday substances such as tea and coffee, drugs include:

- alcohol and tobacco;
- “over-the-counter” medicines, such as paracetamol;
- prescribed drugs, such as antibiotics, tranquillisers, inhalers and Ritalin;
- volatile substances, such as correcting fluids/thinners, gas lighter fuel, aerosols, glues and petrol;
- controlled drugs, such as cannabis, LSD, Ecstasy, amphetamine sulphate (speed), magic mushrooms (processed), heroin and cocaine; and
- other substances such as amyl/butyl nitrite (‘poppers’) and unprocessed magic mushrooms.

Ethos

In Drumahoe Primary school we believe in developing the potential of everyone to the full within a caring and stimulating environment.

Aims and Objectives

- To have a clear and agreed understanding among everyone in the school community about the implications and possible consequences of drug use/misuse.
- To provide all staff (teaching and non-teaching) with adequate training and support to enable them to deal effectively and confidently with incidents of suspected drug misuse, and to ensure that the agreed procedures are consistently and sensitively applied in all situations.
- To empower teaching staff through appropriate training and support to develop and deliver an effective drug education programme.
- To provide a drug education programme which:
 - develops pupils’ self esteem and promotes positive attitudes in their relationships with others;
 - gives pupils’ opportunities to develop the values, skills, knowledge and understanding necessary to make informed and responsible decisions about the use/misuse of drugs including tobacco, alcohol and volatile substances, within the context of a healthy lifestyle; and
 - helps pupils’ develop the skills necessary to assert themselves confidently and resist negative pressures and influences.

- To provide appropriate support and assistance for those pupils affected by drug-related issues.
- To inform parents of the content of this policy and the procedures to be implemented in the management of incidents of suspected drug misuse.
- To establish an environment in which the school is free from the misuse of all drugs.

Roles and Responsibilities

Pupils

- Be aware of and adhere to school rules in relation to drug use/misuse, including tobacco, alcohol, over-the-counter and prescribed medication, volatile substances and controlled drugs.

Parents/Guardians

- Support the school in the development and implementation of this policy, including the school's procedures for handling incidents of suspected drug misuse and the drug education programme.
- Support your son/daughter if they have become involved with drugs.

All staff (Teaching and Non-Teaching)

- Be alert to the possibility of drug use/misuse.
- Be familiar with the school's procedures in the handling of suspected drug-related incidents.
- It is not the responsibility of the individual staff member to investigate the circumstances surrounding an incident, however he/she should deal with any emergency procedures if necessary.
- Any information, substance or paraphernalia received should be forwarded to the designated teacher for drugs who may have to take immediate action.

Teachers delivering the Drug Education programme

In addition to the above:

- Deliver the school's drug education programme.
- Try to create an atmosphere in the classroom in which pupils can freely contribute to discussion, safe in the knowledge that the comments, ideas and feelings of the group are valued.
- Support pupils in their class if necessary.
- Liaise with the designated teacher for drugs regarding any aspect of the programme/policy, as necessary.

The Designated Teacher for Drugs (Laura Hegarty)

- Ensure that all staff and parents are aware of and have access to a copy of the policy.
- Have oversight and co-ordination of the planning of curricular provision in compliance with the statutory requirements including periodic update and review of the policy.

- Liaise with other staff responsible for pastoral care in co-ordinating the delivery of the drug education programme.
- Be responsible for co-ordinating the school's procedures for dealing with incidents of suspected drug misuse.
- Co-ordinate training and induction of all staff in the procedures for dealing with incidents of suspected drug misuse.
- Determine the circumstances surrounding any suspected drug-related incident.
- Complete a suspected incident report form and forward to the Principal.
- Ensure the engagement and active participation of parents in all aspects of drug education.
- Act as the point of contact for outside agencies working with the school – (**see Appendix A & B.**)

The Principal

- Ensure that members of the Board of Governors have been consulted on and ratified the policy.

In the case of incidents of suspected drug misuse:

- Ensure the welfare and well being of the pupil(s) involved in the incident and the rest of the school community.
- Ensure that the following people are informed (where relevant):
 - Parents/guardians
 - PSNI - preferably the Community and Schools Involvement Officer (CSIO)
 - Board of Governors
 - Designated Officer in WELB/CCMS
 - Members of staff
 - Other pupils and parents informed within the confines of confidentiality
- Agree, in consultation with the Board of Governors, appropriate pastoral and disciplinary responses in relation to the incident, including counselling services/support.
- Retain written records (**see Appendices D, E & F**) of the incident and ensure a copy of the report is submitted to Board of Governors and WELB/CCMS as appropriate.
- Review procedures and amend as appropriate.

The Board of Governors

- Examine and approve the completed policy and education programme, prior to their implementation in the school.
- Ensure the policy is published in the school prospectus and that it is reviewed at regular intervals.
- Be fully aware of and adequately trained to deal with suspected incidents of drug misuse, including tobacco and alcohol, and their appropriate disciplinary response.

- Agree in consultation with the principal appropriate pastoral and disciplinary responses in relation to suspected drug related incidents.
- Designate a Governor (Chair) to work with the Principal and designated teacher for drugs in relation to drug-related incidents.

The Caretaker

- Be vigilant around and conduct regular checks of the school grounds for drug-related paraphernalia, and inform the designated teacher for drugs as appropriate.
- Ensure the safe storage, handling and disposal of potentially harmful substances such as solvents and cleaning fluids.

Training and Information

All staff (teaching and non-teaching) and Governors will be provided with training to support the full implementation of this policy including the delivery of the drug education programme. Information awareness sessions/drug awareness evening will be offered to parents/guardians.

The Drug Education Programme

The drug education programme in this school is just one part of the whole school response to drug use/misuse. The programme provides opportunities for pupils to:

- acquire knowledge and understanding in relation to drug use/misuse;
- identify values and attitudes in relation to drug use/misuse;
- develop skills to enable them to consider the effects of drugs on themselves and others; and
- make informed and responsible choices within the context of a healthy lifestyle.

Procedures for dealing with suspected drug related incidents

Fundamental to dealing with incidents of suspected drug misuse is the principle of *'in loco parentis'*, and the school will always take the steps that would reasonably be expected of any parent to safeguard the well being and safety of all the pupils in their charge.

- Pupils are not permitted to be in possession of or use alcohol, tobacco, matches, lighters, solvents or any illegal drugs at any time. Any found will be confiscated and only returned to parents. Parents will be informed as a matter of course.
- If any member of staff, teaching or non-teaching is aware of a pupil involved in the misuse of drugs the information (**see Appendix D**) will immediately be passed on to the designated teacher (Laura Hegarty) and the Principal. They will assess the situation and inform parents and police if necessary.
- If any pupil is found in possession of an unauthorised drug, it will be confiscated and held in the school safe until parents have been informed. If the substance is suspected to be an illegal drug it will be passed on to the police and a careful record kept. The principal will be informed and will take the lead in deciding how to respond further. Each situation will be judged individually. Parents will normally be informed and other outside professionals such as W.E.L.B, P.S.N.I and GP will be consulted as appropriate. A careful investigation will be undertaken by the designated teacher

for drugs (Laura Hegarty) to try to determine the source of any drug and the involvement of any other pupils. Careful records will be kept (**Appendices D-F**).

- If any pupil is thought to be under the influence of a drug, medical help will be sought at once and first aid given if required by the teacher trained in first aid (Julie Bryson or Elaine Semple). In addition routine enquiries to try to find out what drug is involved, its source and whether any other pupils are involved will be undertaken. The priority will be pupil's safety.
- If a pupil is thought to be in possession of a harmful substance they will be invited to hand it over directly to the designated teacher for drugs (Laura Hegarty) or the Principal. If the pupil is uncooperative they will be asked to remain in the school office until a parent or carer arrives. In the event that the parent or carer is unavailable the school will have to contact the police who have the authority to search the pupil. **In no circumstances will a member of staff search the person or belongings of a pupil.** All incidents will be handled with the highest level of confidentiality by all concerned, however staff cannot promise children "they will not tell" as information may need to be shared with others to resolve an incident. Rumours/suspicions will be fully and promptly investigated by the designated teacher (L Hegarty).
- The range of sanctions used for rule breaking will be similar to those for other transgressions and will depend on the nature and gravity of the offence. Exclusion will only be considered in serious circumstances.
- A range of support services are available to children and families. These include:
 - **N.S.P.C.C** Bronagh Muldoon (WELB Area) *Tel: 028 8224 8929*
 - **National Drugs Helpline** *Tel: 0800 776600*
 - **Health Promotion Agency for Northern Ireland** *Tel: 028 9031 1611*
 - **Children's Safety Education Foundation** *Tel: 0161 477 5122*

The school will at all times give careful consideration as to how any information relating to an incident of suspected/confirmed drug use/misuse is communicated to staff, pupils and parents/guardians. The parents/guardians of the pupil(s) directly involved in an incident of suspected drug use/misuse will be informed of the incident recognising that the future of a child or adult can be adversely affected. Confidentiality is of paramount importance in drug related incidents and subsequent outcomes.

Dealing with the Media

If the school receives an enquiry from the media the caller will only be referred to the Principal or, in the absence of the Principal, a designated nominee (Laura Hegarty).

When responding to the media the privacy of the pupil(s), his/her family and/or any staff members will be respected at all times.

Monitoring and evaluation

The school will ensure that procedures are put in place to monitor and evaluate the effectiveness of all aspects of this policy. Information will be regularly collected from pupils and staff as part of the monitoring process, and this will then be evaluated against the aims and objectives of the policy at appropriate intervals.

This policy will be reviewed every two years and following a drugs related incident. The review will take account of, and reflect recent changes in the circumstances and trends in drug use. Staff, governors and parents will be asked to comment and provide feedback on the policy and any comments forwarded will be considered when reviewing the policy.

Responding to Misuse of Substances and Drug Related Incidents (Appendices C-F)

In the unlikely event of an incident occurring we will follow the practices and procedures stated in the Misuse of Substance Flowchart (**Appendix C**) In addition, parents/guardians will be immediately notified as will the Board of Governors and the CSIO PSNI Officer in order that investigations into the source of, and possible trafficking in, illegal substances can be expedited.

Recording & Referral (Appendices D, E and F)

Appendices D, E and F will be used to record and refer information to both the WELB and where employing authority.

Managing External Agencies (Appendices A & B)

We acknowledge the importance of ensuring that any external agencies used to support our work with young people must adhere to the values and ethos particular to our school. Schools need to be aware of the importance of a contract being agreed upon by all contributory parties.

Communication and Dissemination of Policy

This policy will be issued to all staff, governors and parents and a copy of it will be included in the school prospectus.

The policy is also available on request to any other person from the wider community who expresses an interest.

CHECKLIST FOR HANDLING SUSPECTED DRUG RELATED INCIDENTS IN SCHOOLS

This is a guide on the key procedures to undertake when a drug-related incident occurs in schools.

1. Ensure the safety of the individual pupil involved, of other pupils, yourself and other staff. On finding a situation with a suspected substance: -

- Get help immediately from another adult.
- Assess situation, to see if this is a life-threatening situation or not.

If an emergency: -

- If necessary contact an ambulance.
- Put person under the influence of the drugs in the recovery position.
- Ensure airways are cleared.
- Remove any other bystanders from the immediate vicinity.

Then in all cases: -

- Carefully gather up any drugs / paraphernalia / evidence lying around and keep safely.
- Ascertain which substances / drugs have been taken and how much.
- Secure all drugs and paraphernalia and give to the Principal / designated teacher for drugs immediately, and lock them away.
- Contact the parents/guardians as soon as possible.

2. Ensure all incidents are properly investigated and recorded: -

- Never accuse pupils of drug dealing/possession; these are alleged illicit substances until substantiated by the PSNI.
- Conduct search procedures according to school policy. (**Never search personal belongings without permission.** It is okay to search school property such as lockers, cupboards or desks).
- Ensure all drugs are safely and securely stored or destroyed, making sure that this is witnessed by another adult and recorded.
- Gather details and data from all the eyewitnesses at the scene.
- All statements and phone calls should be recorded, signed and dated.
- Record all information on official incident form and sign and date, or ensure accurate details are given to whoever is writing the form and co-sign.
- Ensure an incident form is filled in and forwarded to the WELB/CCMS, as appropriate.
- Ensure that you follow all the procedures in your School's Drugs Policy.

3. Ensure appropriate individuals and agencies are informed and contacted as needed: -

- Principal and designated teacher for drugs
- Parents / guardians
- PSNI (CSIO)
- WELB
- Chairperson initially and subsequently the Board of Governors
- The Education Welfare Officer
- No media statements - only the Principal should do this
- Other pupils, parents and staff are only told on a need-to-know basis

A pastoral / disciplinary response needs to be made by the school, balancing the need for compassion and the pupil's welfare with the need to send a clear message about illegal actions and behaviour and the impact on the school community.

SECTION D: RELATIONSHIPS AND SEXUALITY EDUCATION **(R.S.E.)**

Rationale

All children have the right to an education which adequately prepares them for adult life and Relationships and Sexuality Education plays an integral part.

Sexuality includes all aspects of the human person that relate to being male or female and is subject to change and development throughout life. Sexuality is an integral part of the human personality and has biological, cultural, psychological, social and spiritual dimensions. It especially concerns the ability to form relationships with others generally, the capacity to be affectionate, give and receive love, and reproduce.

Northern Ireland has one of the highest teenage pregnancy rates in Europe and the incidents of sexually transmitted diseases continue to rise. There is also an increasing concern over the continuing rise of HIV infection in Northern Ireland. It is against this backdrop that the Department of Education commissioned CCEA to produce guidance for Relationships and Sexuality Education (R.S.E.) (2002) and have stated that every school should have a policy setting out how the school will address R.S.E. within the curriculum.

The P.D.M.U./Health Education Co-ordinator originally drafted the R.S.E. policy, using the revised DENI circular 2001/15 and the CCEA guidelines. Members of staff and governors were consulted and invited to respond to the draft policy. All responses were discussed and any appropriate amendments were made to the policy document.

The policy forms part of the School Pastoral Care Policy and closely links with the school Child Protection Policy, the Health and Safety Policy and P.D.M.U. Policy.

School Ethos

Drumahoe Primary school aims to provide a positive and purposeful environment for pupils in which young people will experience the best possible learning opportunities so that they are well prepared for life. Central to this is the uniqueness and value of each individual. We will encourage pupils to accept responsibility, to look for the truth in all situations, and to value generosity, kindness, politeness, compassion, excellent hard work and courage.

Aims of R.S.E.

R.S.E. endeavours to enable pupils to clarify what they believe and why they believe it. Pupils need opportunities to explore values and attitudes and to consider how they and others are affected by them. R.S.E. aims to:

- Enhance the personal development, self-esteem and well-being of the child
- Help the child develop healthy and respectful friendships and relationships
- Promote responsible behaviour and the ability to make informed decisions

- Help the child to value family life
- Promote an appreciation of the value of human life

Relationships and Sexuality Education should be tailored to the age, maturity and understanding of pupils. The programme therefore aims to present facts in an objective, balanced and sensitive manner, set within a clear framework of values and an awareness of the law on sexual behaviour. They should be helped to consider the importance of:

- A respect for self
- A respect for others
- Commitment, trust and bonding within relationships
- Mutuality in relationships
- Honesty with self and others
- A development of critical self-awareness for themselves and others
- Compassion, forgiveness, mercy and care when people do not conform to their way
- Self-discipline

Teachers should however acknowledge that many children come from backgrounds that do not reflect such values and experiences. Sensitivity is therefore needed to avoid causing hurt and offence to them and their families, and to encourage the development of their sense of worth. (adapted from DfEE Circular No 5/1994 Education Act 1993: Sex Education in Schools (Paragraph 8).

The R.S.E. Curriculum in Drumahoe Primary School

R.S.E. is a statutory element of the Northern Ireland Curriculum through Personal Development and Mutual Understanding. It supports the curriculum aim which is 'to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.'

Teachers will endeavour to ensure that pupils are enabled to develop knowledge, understanding and skills in developing:

- Self-awareness
- Feelings and emotions
- Learning to learn
- Health, growth and change
- Safety
- Relationships
- Rules, rights and responsibilities
- Managing conflict
- Similarities and differences
- Learning to live as members of the community

R.S.E. is not intended to be value free; the following key messages will be promoted throughout the school:

- An appreciation of the value of family life, marriage, permanent loving relationships, and the responsibilities of parenthood.
- A recognition that both genders, male and female, are to be appreciated, respected, valued and seen as equal, different and complementary.
- An appreciation that friendships and relationships should be based on self and mutual respect, empathy, non exploitation, honesty, trust and commitment.
- Compassion, forgiveness, mercy, tolerance and care are essential skills and dispositions to develop in relationships.
- Within relationships there should be recognition that rights, duties and responsibilities are involved.

Sharing Responsibility for Relationships and Sexuality Education

Drumahoe Primary School believes that the responsibility for relationships and sexuality education should be appropriately shared between teachers, male and female; parents and the school community as a whole including the school nurse. Its effectiveness depends on a collaborative process involving teachers, parents, governors and other educational and health professionals. Each of the partners has distinctive contributions to make and the school will endeavour to define and fulfil its responsibility, providing an opportunity for teachers, governors and parents to raise any issues and concerns they might have about the R.S.E. policy and programme.

Resources

The PD&MU and R.S.E. Schemes have been compiled using the following resources;

- Living Learning Together (CCEA)
- Lift Off (Amnesty International)
- Internet Proficiency (Gridclub)
- How much? How soon? (F.P.A.)
- School Nurse
- CEA Guidance for Primary Schools – R.S.E.
- Folens Book 3 – Citizenship & Personal, Social and Health Education
- CEA – Living, Learning Together
- Heartstart Programme
- Peace & Reconciliation – It Matters to Me: It Matters to You

Equal Opportunities

All pupils, male and female; have a right to an education which adequately prepares them for adult life, regardless of their age, gender, culture, sexual orientation, disability status, religion or social class. The R.S.E. programme will meet the needs of both genders. It is also developmental and appropriate to the age and maturity of the pupils. As maturity is not always determined by chronological age, teachers are sympathetic to the personal and emotional circumstances of each individual pupil. They are aware of, and take into account the variety of existing pupil knowledge, differing attitudes and beliefs and the pupil's capacity to understand issues. This is particularly important in relation to children with special educational needs where physical development may outstrip emotional maturity.

The Involvement of Parents

Many parents/carers are keen that their children are well prepared to handle situations around relationships and sexuality. Whilst the classroom teacher has a significant role to play in the implementation of R.S.E. in school, this role cannot be considered in isolation to the role of the parents and should ideally be additional and complementary. The home exerts a major influence on all aspects of a young person's life and especially so in the domain of relationships and sexuality.

There is no statutory parental right to withdraw a child from classes in R.S.E.. The school will consider any parental concerns expressed, attempt to deal with any misunderstandings, identify the specific issues and lessons which are problematic and explain the implications for the pupils in terms of the parts of the statutory programmes of study which will be missed. The social and emotional effects of exclusion should be considered as well as the likelihood that pupils will discuss the content of the R.S.E. lesson outside the classroom. However, the school will as far as possible try to arrive at a mutually acceptable resolution.

Specific Issues for Consideration:

The status of the family

The school supports the institutions of marriage and the family, while being sensitive to those with different family circumstances. Marriage will be presented as the ideal to which most aspire, being achieved for many through hard work and commitment.

Confidentiality and Child Protection

Staff cannot give a guarantee of confidentiality to pupils around issues relating to child protection. If details are revealed that would lead staff to suspect that sexual abuse is involved, the teacher must follow the child protection procedures outlined in that policy.

Answering Pupils' Questions

If pupils raise issues that are offensive to some or beyond the maturity level of the majority of the pupils, staff will not answer in class. If the teacher feels the question was a genuine one, he/she may suggest that the pupil ask his/her parents or if this

is an inappropriate option, the teacher may decide to answer the question in a sensitive manner, which may require the presence of another colleague. If the question asked raises child protection issues, this will be referred to the designated teacher for child protection.

Terminology

All staff teaching R.S.E. related issues will use the proper biological names for body parts and sexual acts, where appropriate and relevant to the R.S.E. programme. The use of common slang will be avoided where possible. Parents are welcome to view the P.D.M.U. programme and become familiar with the language used within it.

The Use of Resources and Outside Agencies

All resources (books, videos, TV programmes, internet sites, CD roms etc) are vetted before use to ensure they are consistent with the school's policy and ethos.

When education and/or health professionals from statutory or voluntary organisations are invited into the school, the activities which the agency or individual undertake will complement the ongoing programmes within the school. Care will be taken to ascertain that they have read and are willing to comply with the school policy (**see Appendices A & B**), and that they know what has been taught in preparation for their visit and what will be done as follow-up.

The teacher will always be present when an individual or a representative from an agency is taking a class. Such a visit is not to be seen as the R.S.E. programme, but as an integral part of it.

Monitoring and Evaluation

As is the practice with other school policies, this policy will be reviewed and updated periodically. Information gained will then be correlated by the Co-ordinator(s) and used to adapt the programme for the future.

Dissemination of the Policy

The contents of this policy will be made available to all members of the Board of Governors, teaching staff, and those providing sub cover. It will also be available to all parents on request, and can be found on the school website www.drumahoeps.org All health or educational visitors discussing issues related to R.S.E., specifically the School Nurse will be provided with a copy of the school policy and will be encouraged to adhere to and follow its aims and objectives.

Service Level Agreement for Use with External Agencies Working in Schools

I / We have read the school ethos and policies of _____ and agree to formally adhere to their ethos and policies:

- in working with young people and
 - in the delivery of the programmes outlined below:
-
-

I / We am / are, willing to provide **full** details of material content to:

Senior Management, Teachers, Parents, Governors and other Appropriate Bodies and agree to fully implement any changes deemed necessary by the above representatives.

I accept the right of the school to withdraw the invitation issued to support the school in the education of our Young people.

I / We formally accept the above terms of reference and in so doing I/We will acknowledge the agreement made.

Signed _____ **(External Agency)**

Dated _____

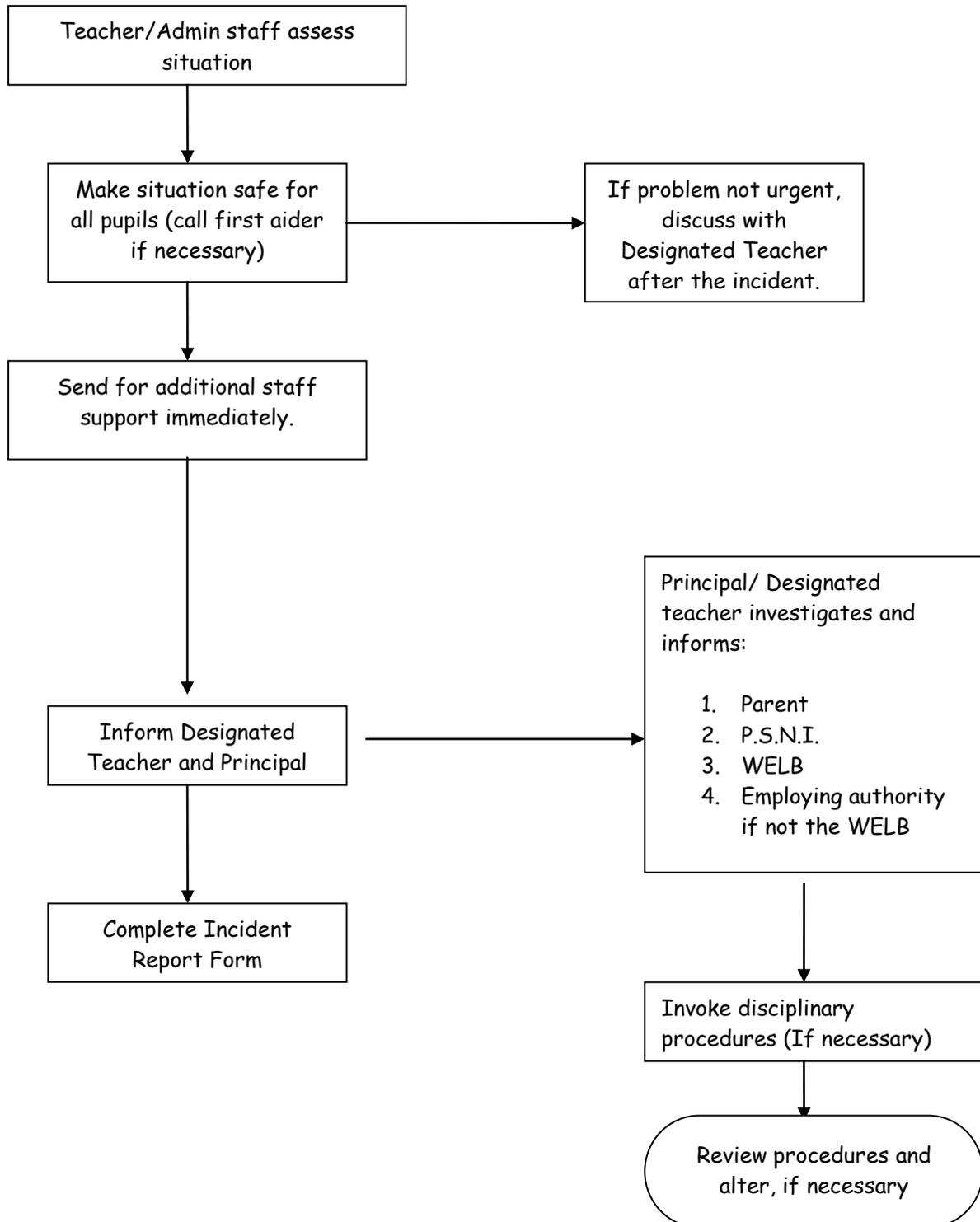
Countersigned: _____ **(Principal/Board of Governors)**

Dated _____

Checklist for use of Schools Designated Child Protection Teacher to vet External Agencies working in schools

- Accredited Body
- Copy of Mission Statement
- Personnel to be used: Police Check
Official Qualification
Key Person
- All statutory requirements fulfilled: i.e. Health and Safety Policy, etc.
- Sufficient Insurance
- Principal Informed and Approval Granted
- School Ethos read and understood
- Service Agreement completed and signed
- Evidence of current legislation
- Established format for feedback
- Evaluation process in place

Misuse of Substance Flowchart



Drugs and Substance Misuse Incident Report Form
(Form to be completed by Teacher involved in Incident)

Nature of Incident:

Date: _____ Time: _____ Venue: _____

Pupil(s) involved:

Teacher Response:

Substance given to Principal/Designated Teacher: Yes NO

Report to Designated Teacher: Yes NO

Report to Principal: Yes NO

Signed: _____ Date: _____

School Record and Checklist

(To be completed and held as record by Principal / Designated Teacher)

Date: _____

Nature of Incident:

Substance in secure storage: _____ (please tick)

Staff involved:

Report from staff attached: _____ (please tick)

Name of Pupil(s) involved:

Year:

_____	_____
_____	_____
_____	_____
_____	_____

Informed (Circle as appropriate):

- Parent(s)/Guardian(s) : _____
- Local CSIO : _____
- Board of Governors : _____
- WELB : _____
- Employing Authority if not WELB : _____
- Other relevant bodies : _____

Action plan for pupil support in place: _____

Signed: _____

Principal/Designated Teacher

Pro-Forma to Inform WELB/Employing Authority

Name of School: _____

Address: _____

Telephone No: _____

Date: _____

Principal: _____

Contact Teacher: _____

Details of Incident:

Substance (if identified): _____

I have completed the checklist outlined in Appendix E:

Signed: _____

Date: _____

Reference Materials

Area Child Protection Committees' Regional Policy and Procedures April 2005

Children (NI) Order 1995 'The Sexual Offences (Amendment) Bill 2000'¹

DE Circular 'Relationships and Sexuality Education (R.S.E.)' 2001/15 & 2013/16

DE Circular 'Drugs: Guidance for schools' 2004/9

DE Circular 'Pastoral Care in Schools' 1999/10

Drugs: Guidance for Schools in Northern Ireland CCEA 2004

Evaluating Pastoral Care 1999 DENI 1999

Guidance for Primary Schools: Relationships and Sexuality Education CCEA 2001

Guidance for Post Primary Schools: Relationships and Sexuality Education CCEA 2001

Integrating Personal Safety Programmes into the Curriculum: Child Protection CCEA 1999

Pastoral Care in Schools: Child Protection DENI1999

The Education and Libraries (NI) Order 2003

Together Towards Improvement - Process for Self-Evaluation Department of Education ETI

UN Convention on the Rights of the Child Article3; Article 12; Article 19