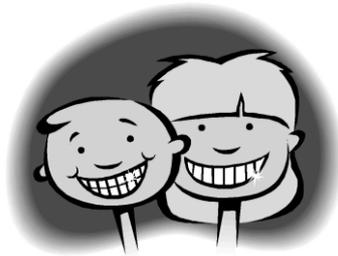


Drumahoe Primary School



Policy for Pastoral Care

INCORPORATING

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

January 2020

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">• 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• Healthy Eating	<ul style="list-style-type: none">• 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 our schools is a centre of education and we therefore we 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 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 recognises 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' and 'Inspection Self-Evaluation Framework' (January 2017).

SECTION B: PERSONAL DEVELOPMENT & MUTUAL UNDERSTANDING POLICY

Rationale

Personal Development and Mutual Understanding is fundamental to the development of the whole child. Staff will 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 its 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 (Mrs J McKeegan) 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 compiled and revised in accordance with the Northern Ireland Curriculum. This ensures continuity and progression within the year group and between the different 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.
- 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' and 'Inspection Self-Evaluation Framework' (January 2017).

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 (Mrs 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 EA;
 - 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 EA.
- 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 EA, 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/suspensions 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 (EA 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 EA 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 EA, 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)
- EA
- 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 (RSE)

Relationships and Sexuality Education in the N.I. context

RSE is not a relatively new area of the curriculum. The framework for sex education was initially established by the Department of Education for Northern Ireland (DENI) in a *Guidance Circular 1987/45*. The main recommendation of this Circular was that each school should have a written policy on sex education which is endorsed by staff and governors and communicated to parents. It also stated “*sex education should be taught in a sensitive manner which is in harmony with the ethos of the school and in conformity with the moral and religious principles held by parents and school management authorities*”

The Education Reform (Northern Ireland) Order 1989 further set out the legislative basis, requiring all grant aided schools to offer a curriculum which:

- promotes the spiritual, moral, cultural, intellectual and physical development of pupils at the school and thereby of society ...and...
- prepares such pupils for the opportunities, responsibilities and experiences of adult life

The general principles which underpin our work are those set out in Departmental guidance and the following Circulars:

- **Circular 2001/15:** Relationships and Sexuality Education (RSE);
- **Circular 2001/15-2:** Guidance for Primary Schools - Relationships and Sexuality Education (RSE);
- **Circular 2010/01:** Guidance on Relationships and Sexuality Education (RSE);
- **Circular 2013/16:** Relationships and Sexuality Education Policy in Schools;
- **Circular 2015/22:** Relationships and Sexuality Education (RSE) Guidance.

We further recognise the importance of working in partnership with parents/carers in this area of personal development and acknowledge the contribution that can be made by outside agencies with skill and expertise in particular areas of the curriculum (NSPCC, Women’s Aid and School Nursing Service).

INTRODUCTION

Relationships and Sexuality Education (RSE) is a lifelong process which encompasses the acquisition of knowledge, understanding and skills, and the development of attitudes, beliefs and values about personal and social relationships and gender issues. The learning process begins informally with our parents (or those holding parental responsibility) long before any formal education takes place at school.

RSE is included on a statutory basis within the NI curriculum through PDMU, Health Education, The World around Us and Religious Education. Health Education is taught mainly through the medium of PDMU in the Personal Understanding and Health strand as detailed later.

In RSE all pupils will be taught in an atmosphere of mutual respect. The value of a stable family life, marriage and the responsibilities of parenthood will be presented. As they mature, pupils will be encouraged to appreciate the importance of self-discipline, dignity, respect for themselves and others.

Through PDMU and The World Around Us, children will learn about changes in their bodies as they grow older. In Year 7 pupils will be given the opportunity to take part in a lesson preparing them for the emotional and physical changes they may expect to experience over the next few years. Materials used in school will be available (if requested) for parents to read in advance and parental/carers permission will be sought in advance of this lesson.

Teaching at all times will be appropriate to the maturity and level of understanding of the pupils concerned. Teachers will be aware of, and take into account, the variety of existing pupil knowledge, the different attitudes and beliefs and the pupil's capacity to understand the issues.

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 affectivity, the capacity to give and receive love, procreation and, in a more general way, the aptitude for forming relationships with others. It is a complex dimension of human life and relationships.

Teaching RSE should provide opportunities which enable pupils:

- to form values and establish behaviour within a moral, spiritual and social framework;
- to examine and explore the various relationships in their personal lives;
- to learn how to develop and enjoy personal relationships and friendships which are based on responsibility and mutual respect;
- to build the foundations for developing more personal relationships in later life;
- to make positive, responsible choices about themselves and others and the way they live their lives.

AIMS

The aims of RSE are to:

- enhance the personal development, self-esteem and well-being of the child;
- help the child develop healthy and respectful friendships and relationships;
- foster an understanding of, and a healthy attitude to, human sexuality and relationships in a moral, social and spiritual framework;
- promote responsible behaviour and the ability to make informed decisions;
- help the child come to value family life and marriage;
- appreciate the responsibilities of parenthood;
- promote an appreciation of the value of human life and the wonder of birth.

LEARNING OBJECTIVES

The RSE curriculum should enable pupils to:

- acquire and develop knowledge and understanding of self;

- develop a positive sense of self-awareness, self-esteem and self-worth;
- develop an appreciation of the dignity, uniqueness and well-being of others;
- understand the nature, growth and development of relationships within families, in friendships and.....

in wider contexts:

- develop an awareness of differing family patterns;
- develop strategies to make decisions, solve problems, and implement actions in various personal, social and health contexts;
- become aware of the variety of ways in which individuals grow and change and understand that their developing sexuality is an important aspect of self-identity;
- develop personal skills which will help to establish and sustain healthy personal relationships;
- develop some coping strategies to protect self and others from various forms of abuse;
- acquire and improve skills of communication and social interaction;
- acquire and use an appropriate vocabulary to discuss feelings, sexuality, growth and development;
- develop a critical understanding of external influences on lifestyles and decision making.

SKILLS

The RSE curriculum should enable pupils to develop the skills necessary to form and maintain relationships and to make informed choices and decisions regarding health and well-being.

Pupils should also be helped to develop skills to critically evaluate the wide range of information, opinions, attitudes and values. They need opportunities to develop:

- **practical skills** for everyday living; for supporting others; for future parenting;
- **communication skills** learning to listen, listening to others' points of view; putting one's own view forward clearly and appropriately; giving and receiving feedback; handling and resolving conflict peacefully; being assertive;
- **decision-making and problem-solving skills** for sensible choices made in the light of relevant information; making moral judgements about what to do in actual situations and putting these judgements into practice; acting responsibly and with initiative as an individual or as a member of a variety of groups;
- **inter-personal skills** for managing relationships confidently and effectively; for developing as an effective group member or leader.

MORALS AND VALUES

RSE should enable pupils to clarify what they believe and why they believe it and develop a respect for and interest in the beliefs of others. Pupils need opportunities to explore values and attitudes and to consider how they, and others, are affected by them.

The importance of a moral framework is emphasised in the DfEE Circular No 5/1994 *Education Act 1993: Sex Education in Schools*:

... “Sex education . . . must not be value-free; it should also be tailored not only to the age but also to the understanding of pupils. School’s programmes of sex education should therefore aim 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. Pupils should accordingly be encouraged to appreciate the value of stable family life, marriage and the responsibilities of parenthood. They should be helped to consider the importance of self-restraint, dignity, respect for themselves and others, acceptance of responsibility, sensitivity towards the needs and views of others, loyalty and fidelity. And they should be enabled to recognise the physical, emotional and moral implications, and risks, of certain types of behaviour, and to accept that both sexes must behave responsibly in sexual matters”.

Teachers are reminded: “to 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 allow such children a sense of worth.”

Whenever it is appropriate, Drumahoe Primary School will avail of the support and expertise of other agencies eg, NSPCC, school nurse, PSNI etc. to enhance these aspects of the RSE curriculum.

OTHER RELEVANT POLICIES

This policy complements and supports a range of other school policies including:

- Positive Behaviour/Anti-Bullying Policy;
- Child Protection Policy;
- Pastoral Care Policy;
- Use of Reasonable Force/Safe Handling;
- Special Educational Needs;
- First Aid and the Administration of Medicines;
- Health and Safety Policy;
- Use of Mobile Phones/Cameras;
- ICT and access to the internet;
- Intimate Care.

Special Needs

It is particularly important for teaching staff to be aware of the fact that physical development may outstrip emotional maturity in the case of pupils with Special Needs and to accommodate this disparity in class lessons and experiences.

DELIVERING THE RSE PROGRAMME

The following includes extracts from the N.I. Primary Curriculum - Personal Development and Mutual Understanding

Strand - Personal Understanding and Health

Foundation Stage

Self-Awareness - Exploring who they are, what they can do, identifying favourite things, what makes them special.

Feelings and Emotions:

- beginning to recognise how they feel;
- knowing what to do if sad or lonely, afraid or angry;
- telling others about feelings;
- realising what makes people sad or unhappy, recognising how people feel.

Health and Safety:

- Being aware of caring for his/her own body;
- recognising good hygiene practices;
- understanding growth and change;
- exploring appropriate personal safety strategies, road safety;
- medicines and drugs -safety rules.

Key Stage 1

Self-Awareness:

- feeling positive about oneself;
- awareness of own strengths, abilities, qualities, personal preferences;
- recognising own feelings and emotions;
- recognising and managing the effects of strong feelings – anger, sadness, loss;
- acknowledging that everyone makes mistakes;
- recognising how they can develop and improve learning.

Health, Growth and Change:

- recognising and valuing the options for a healthy lifestyle;
- having respect for their bodies and those of others;
- being aware of the stages of human growth and development;
- recognising how responsibilities and relationships change as you grow older;
- understanding medicines and drugs;
- understanding that, if not used properly, all products can be dangerous;
- being aware that some diseases are infectious and some can be controlled.

Key Stage 2

Self-Awareness:

- developing self-awareness, self-respect and self-esteem;
- confidently express own views and opinions;
- identify current strengths and weaknesses;
- face problems and try to resolve them;
- examine and explore own and others' feelings and emotions;
- recognise, express and manage feelings in a positive and safe way;
- develop insight into potential and capabilities;
- reflect on progress and set goals;
- identify and practise effective learning strategies;
- be aware of different learning styles.

Health, Growth and Change:

- understand the benefits of a healthy lifestyle;
- recognise what shapes positive mental health;
- know about the harmful effects of tobacco, alcohol and other illicit and illegal substances;
- understand that bacteria and viruses affect health and know that basic routines can be followed to minimise risks;
- know how the body grows and develops;
- be aware of physical and emotional changes that take place during puberty (Year 7 only);
- be aware of the skills and importance of good parenting;
- recognise how responsibilities change as they become older and more independent.

Keeping Safe:

- develop strategies to resist peer pressure;
- recognise the nature of bullying and the harm which can result;
- become aware of the potential danger from strangers and how their attention can make you uncomfortable;
- recognise appropriate road use;
- develop a pro-active and responsible approach to safety – at home, near water, on the internet, TV etc;
- know where, when and how to seek help;
- being aware of basic emergency procedures and first aid (Year 7 ABC for Life).

Monitoring, Evaluating and Reviewing the RSE Policy

Drumahoe PS staff are committed to monitoring and evaluating the effectiveness of this policy. Specifically important to the RSE Programme are:

- pupil feedback;
- staff review and feedback;
- parental feedback;
- further Departmental guidance and legislative changes.

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 _____

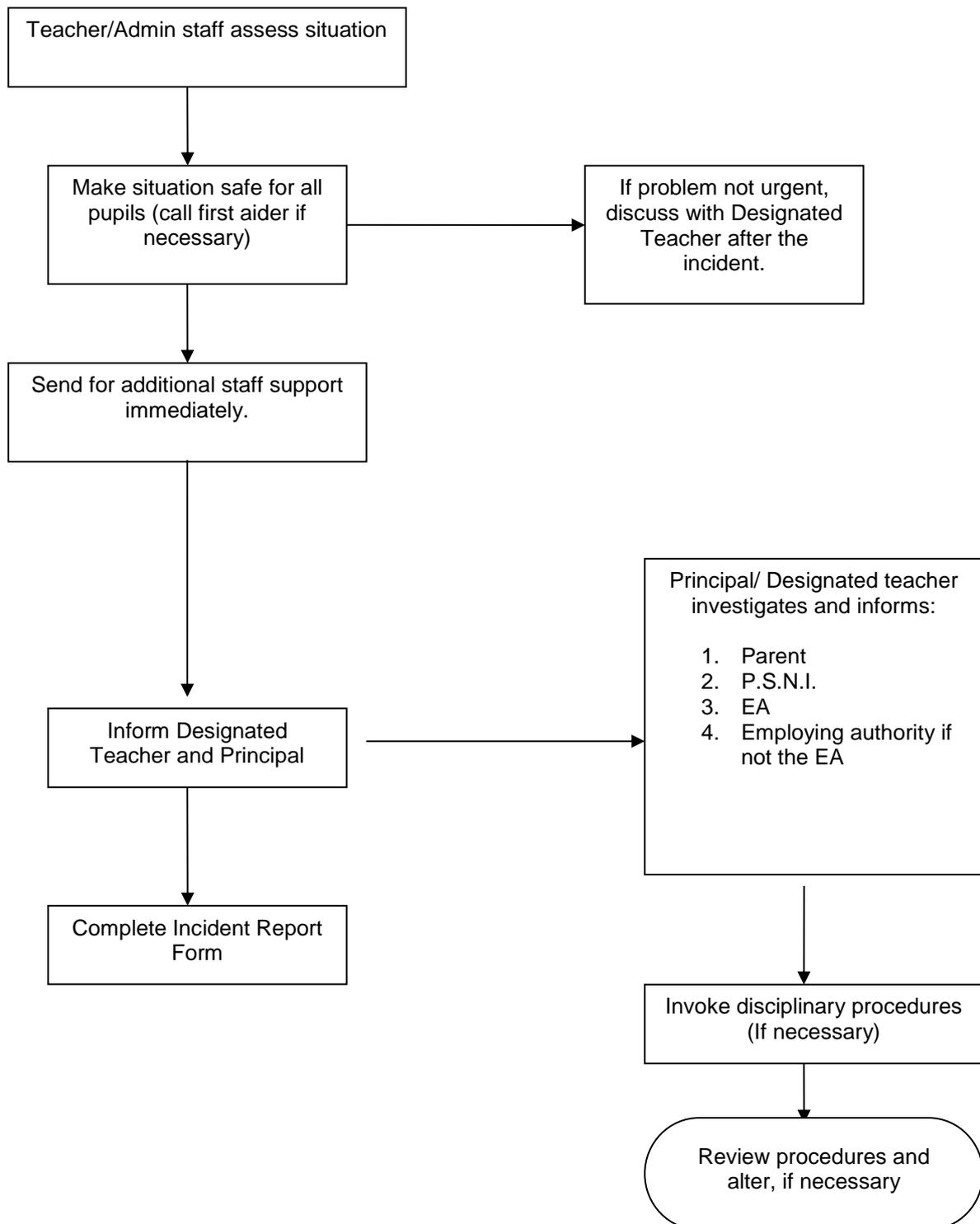
Countersigned: _____ **(Principal/Board of Governors)**

Dated _____

Checklist for use of Schools Designated Child Protection Officer 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 : _____
 - EA : _____
 - Employing Authority if not EA : _____
 - Other relevant bodies : _____
- Action plan for pupil support in place: _____

Signed: _____

Principal/Designated Teacher

Appendix F

Pro-Forma to Inform EA/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