



PERSONAL SOCIAL HEALTH AND ECONOMIC EDUCATION (PSHE) POLICY INCLUDING SEX AND RELATIONSHIPS EDUCATION (SRE) AND DRUGS EDUCATION

OLDFIELDS HALL MIDDLE SCHOOL

January 2019

INTRODUCTION

At Oldfields Hall Middle School we:

- **respect others**
- **enrich lives**
- **make a difference**

We are a Rights Respecting School. The United Nations Convention on the Rights of the Child (UNCRC) is at the heart of everything we do.

The UNCRC articles which are particularly relevant to this policy are:

Article 13: Your right to information.

Article 19: Your right to be kept safe.

Article 28: Your right to learn and go to school.

Article 29: Your right to be the best you can be.

Article 33: Your right to be protected from dangerous drugs.

Article 36: Your right to be protected from doing things that could harm you.

This policy takes account of the following legislation and guidance:

The Education Act (1996)

The Equality Act (2010)

SRE Guidance DfES (2000), updated DfE (2012)

This policy is linked to the following school policies:

[Safeguarding](#)

[E-Safety](#)

[Anti-Bullying](#)

[Equality](#)

[Behaviour](#)

[British Values](#)

Teaching and Learning

[Health and Safety](#)

THOSE RESPONSIBLE

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The Assistant Headteacher is responsible for PSHE Education, SRE and Drugs Education.

The Assistant Headteacher is currently Mrs L Cunliffe.

The Governor responsible for PSHE is Carole Postlethwaite.

The Governor responsible for SRE is Carole Postlethwaite.

The Governor responsible for Drugs Education is Carole Postlethwaite.

AIMS

PSHE aims to help pupils deal with the real life issues they face as they grow up. The issues that PSHE covers are central to pupils' wellbeing: nutrition and physical activity; drugs, alcohol and tobacco; sex and relationships; emotional and mental health and wellbeing; safety; careers; work-related learning and personal finance. In addition, our programme aims to prepare our pupils for life in modern Britain.

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

At Oldfields Hall, our school ethos of respecting others, enriching lives and making a difference is central to all our work and directly supports the aims of good PSHE education. In addition our rights respecting work ensures that issues that are sensitive and controversial can be discussed in a supportive, respectful environment.

CURRICULUM ORGANISATION

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

- Discrete curriculum time – one hour per week
- Cross-curricular opportunities – for example financial awareness in Maths, healthy lifestyles in Science, DT and PE
- Whole school, key stage and year group assemblies
- Agency/visitor input – for example the road safety unit, school nursing, Chelsea's Choice, theatre presentations
- Enrichment opportunities – for example fundraising opportunities,
- Themed weeks – for example anti-bullying week

PSHE is a universal entitlement for **all** pupils. This means learning is made accessible to all pupils of **all** abilities and that attendance in PSHE has an equal priority with other learning.

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TEACHING AND LEARNING

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

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

CURRICULUM CONTENT

The PSHE programme has been taken from the Dimensions Scheme, using local and national guidance as well as a needs analysis for each year group. Clear learning objectives describe the skills, knowledge and attitudes pupils will develop.

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

The PSHE curriculum is organic and as such is constantly evolving to meet the needs of the pupils. Details of the current programme of work is on the school website.

RESOURCES

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Resources which support this area of the curriculum will be up to date, relevant to pupils and presented in ways that are consistent with the fundamental aims, values and teaching approaches of PSHE. Overall responsibility for PSHE resources is held by the co-ordinator. The co-ordinator should ensure resources to be used by visitors have been approved by the relevant organisations eg SRE through Staffordshire SRE forum and others through Entrust.

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

ASSESSMENT, RECORDING AND REPORTING

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

Learning will be demonstrated through assessment against learning objectives identified in curriculum planning. A variety of assessment and recording techniques will be used.

The reporting of individual achievement and progress including skill development and values as well as knowledge and understanding will take place through parents' evenings, reports and parents' book sharing.

MONITORING AND EVALUATION

There will be ongoing evaluation and monitoring of the programme for PSHE by Senior Leaders. Monitoring will take place in accordance with the school's monitoring cycle.

This will be done through monitoring activities such as lesson observations, learning walks, work scrutinies, staff and pupil voice and line management. Members of the school community will be consulted as will outside agencies working with the school.

EXTERNAL AGENCIES

The school leads the PSHE programme but outside visitors have a role. The school's visitor policy (see Appendix 3) will be followed.

Currently the following outside agencies work with the school to enhance the PSHE programme:

- School Nursing



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- Specialist nurses according to the needs of our children
- Staffordshire Road Safety Team
- NSPCC
- T3 Drugs and Alcohol service
- Entrust
- Theatre groups endorse by Staffordshire Safeguarding Children Board providing Chelsea's Choice and Dreamkeepers productions

This list is not exhaustive and will be added to through the academic year as opportunities arise.

SAFEGUARDING

Teachers and other adults involved in PSHE will sometimes hear disclosures that suggest a child may be at risk of abuse. All staff are aware of the school's safeguarding policy. A copy of this is on the school website and procedures are published around the school. The School and Staff within the school will log any area of concern in accordance with the school policy on "My Concern".

The following people currently have responsibility for safeguarding:

Vicki Marsh	Designated Person
Mr C Gliddon	Designated Person?
Fiona McMulkin	Deputy Designated Person
Carole Postlethwaite	Designated Governor

Where an adult believes a child may be at risk, in accordance with the school's safeguarding policy, the designated person, or in her absence, one of the deputies, must be consulted before any further action is taken.

CONFIDENTIALITY

The school will ensure that:

- Staff, pupils and parents/carers are aware of our policy on confidentiality, how it works in practice and understand individual rights to confidentiality;
- Pupils are informed of the limits of confidentiality that may be offered by teachers;
- Pupils are informed of sources of confidential support eg school nurse, YESS counselling service
- Pupils are encouraged to talk to their parents or carers and given support to do so.



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PASTORAL SUPPORT

As part of the school's pastoral programme, the school will endeavour to identify and support those pupils who are more vulnerable.

Additional support includes:

- Small group support led by Progress Manager
- Early Help Action Plans led by Progress Manager/SENCO/Assistant Headteacher
- In-school support from TAs trained in listening techniques
- Referral to a YESS counsellor
- Referral to School Nurse
- Recommendations for referrals via GP

Oldfields Hall seeks to work in partnership with parents and carers to provide effective PSHE and support for pupils. The school's PSHE programme endeavours to complement and support the role that parents and carers have.

We do this by offering an annual meeting which outlines pastoral support and the PSHE programme for the year, by publishing our curriculum on the school website and by informing parents by letter of sensitive and/or controversial topics. Consent is sought where required for participation in learning activities.

CONTINUING PROFESSIONAL DEVELOPMENT

Staff have received appropriate training to deliver the programme. In particular, the co-ordinator attends meetings to ensure that her knowledge and understanding of local and national advice and issues is current.

COMMUNICATION/DISSEMINATION OF THE POLICY

This policy document is freely available on the school website or, if required, in paper format on request, to the entire school community.

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APPENDIX 1 – Sex and Relationships Education (SRE)

RATIONALE

Effective SRE is essential if pupils are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted in PSHE education.

Within National Curriculum Science there is an element of SRE which is statutory. The focus here is on the biological aspects.

All schools are required to have a policy about SRE.

AIM

To give pupils the opportunity to learn about:

- physical, moral and emotional development;
- the importance of marriage for family life, stable and loving relationships, respect, love and care;
- sex, sexuality and sexual health.

OBJECTIVES

SRE has three main elements:

1. **knowledge and understanding**

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services; (key stage 3 and above)
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; (key stage 3 and above)
- learning how to avoid unplanned pregnancies (key stage 3 and above).

2. **personal and social skills**

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

3. **attitudes and values**

- learning the importance of values and individual conscience and moral considerations;

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- learning the value of family life, marriage and stable loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision making.

Taken from 'Sex and Relationships Education Guidance', DfES 2000, updated DfE 2012

CURRICULUM CONTENT

The 1996 Education Act consolidates all relevant previous legislation and states that all secondary schools are required to provide an SRE programme that includes (as a minimum) information about sexually transmitted infections and HIV/AIDS. The sex education elements of the National Curriculum in Science are also mandatory. The PSHE curriculum follows non-statutory guidance published by the DFE.

Science Curriculum Content KS2 (Years 5 and 6): The main stages of the human life cycle.

Science Curriculum Content KS3 (Years 7 and 8) Human reproductive cycle including adolescence, fertilisation, pregnancy and birth How growth, development, behaviour and health can be affected by diet, drugs and disease

PSHE Curriculum Content Year 5: Families, friendships and relationships – covered through a range of schemes; Keeping Healthy and Growing Up (in conjunction with the School Nursing Team); Children's Rights, Human Rights

PSHE Curriculum Content Year 6 Growing Up and Hygiene (in conjunction with the School Nursing Team); Keeping Myself Safe

PSHE Curriculum Content Year 7: Building positive relationships with others

PSHE Curriculum Content Year 8: Sexual health and contraception (in conjunction with the School Nursing Team)

Each PSHE unit of work is allocated half a term (approximately 6 weeks) of teaching time.

RESPONDING TO SENSITIVE ISSUES

The nature of SRE means that sensitive issues do arise.

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School staff and school nurses deal with all issues in a sensitive manner which is appropriate to the age and maturity of the students. The emphasis in all lessons is on building positive, loving relationships. Students discuss healthy relationships, what is appropriate and inappropriate sexual behaviour and, where appropriate, religious and cultural beliefs. Lessons are planned and taught using current advice from Staffordshire County Council and health agencies.

While personal views are respected, all SRE issues are discussed without bias. Topics are presented using a variety of views and beliefs so that students are able to form their own informed opinions but also respect that others may have a different opinion.

Both formal and informal SRE arising from students' questions are answered according to the age and maturity of the students concerned. Questions generated directly by students either verbally or through anonymous written questions should be addressed professionally and appropriately by staff. There are a number of ways in which this can be done including referral to the school nurse, responding to the individual student or to a small group of students. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Person for Child Protection, the Head of Science or the Assistant Headteacher as appropriate if they are concerned.

RIGHT TO WITHDRAW

Parents/carers have the right to withdraw their children from SRE lessons that fall outside those aspects covered in the National Curriculum Science lessons. At Oldfields Hall, this means that parents have the right to withdraw their child from SRE lessons which take place during PSHE and talks delivered by the School Nursing Team and NSPCC related to growing up, relationships, sexual health and contraception. Parents do not have to give their reasons for withdrawing their children, but will be made aware of the implications of removing children.

Arrangements are made for students withdrawn from SRE lessons to complete appropriate alternative work in another class.

NEEDS OF PUPILS

Support is available for pupils who need it.

A range of internal and external counselling is available. Referrals are made via the child's Progress Manager, the Assistant Head, the Deputy Head or the SENCO.

Pupils may also be referred to the School Nurse if required. Again, these referrals will be made by pastoral staff as listed above.



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Girls who are menstruating may be supported by the Progress Manager or office staff. Spare hygiene products and underwear are kept in school and disposal bins are available in all school toilets.

SEXUAL IDENTITY AND SEXUAL ORIENTATION

Oldfields Hall Middle School believes that SRE should meet the needs of all students regardless of their developing sexuality. Staff should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with in line with the school bullying policy.



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APPENDIX 2 – Drug and Alcohol Education Policy including the Management of Drug Related Incidents

RATIONALE

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

This includes:

- all legal drugs including alcohol, tobacco and volatile substances
- all over the counter and prescription medicines
- all illegal drugs (those controlled by the Misuse of Drugs Act 1971)

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

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

AIMS

- To increase students knowledge and understanding of drugs and their effects by providing accurate information.
- To improve self knowledge, particularly in terms of risk taking.
- To promote positive attitudes towards healthy lifestyles; to challenge and try to modify these when they may lead to behaviour harmful to health.
- To promote a sense of responsibility towards the use of drugs.
- To develop social skills such as making informed choices and resisting negative pressures from peers and from advertising.

OBJECTIVES

- To identify differing classes and effects of drugs.
- To understand the legal classification of drugs.
- To recognise the dangers of legal as well as illegal drugs.
- Learning in detail about the effects of alcohol and tobacco.
- Personal, social, financial, biological and psychological effects of drug abuse.

SKILLS



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- Identifying risks to health.
- Coping with peer influences.
- Communicating with peers, parents, teachers.
- Decision-making and assertiveness in situations relating to drug abuse.
- Giving and securing help if needed. (For example, placing someone in the 'recovery' position.)

CURRICULUM CONTENT

Statutory Requirements:

The National Curriculum Science Order requires that:

- at KS 2, students should learn "about the effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health."
- at KS3, students should learn "that the abuse of alcohol, solvents and other drugs affects health, how the growth and reproduction of bacteria and the replication of viruses can affect health, and that the body's natural defences may be enhanced by immunisation and medicines; the role of lung structure in gas exchange, including the effect of smoking."

Non-Statutory Guidelines:

The PSHE – Personal Wellbeing Programme of Study states that:

- at KS2, students should learn "which commonly available substances and drugs are legal and illegal, their effects and risks".
- at KS3, students should learn "facts about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others".

In PSHE at Oldfields, students learn:

- to identify, classify and know the effects of main legal and illegal drug types.
- to understand the law regarding these drug types.
- To develop the ability of students to deal with peer pressure.
- To understand the risks to physical and mental health associated with all types of drug taking.

STAFF AWARENESS

- Staff should be aware of the legal limitations and expectations based on this policy and to substance abuse in school.
- Staff should be aware of the action needed in a medical emergency as a result of substance abuse.

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WORKING WITH PARENTS AND GOVERNORS

Our school seeks to work in partnership with governors and parents to provide effective drug education and support for young people. Parents need to know that the school's drug education programme will complement and support their role as parents and understand the school expectations and procedures for managing drug incidents. Governors have a role to play in agreeing policy and procedures.

THE NEEDS OF PUPILS

Through lessons related to drugs, smoking and alcohol, pupils are made aware of the range of national and local support available at an age appropriate level. This includes in school support, external support services and websites.

Our pastoral support means that form tutors and Progress Managers are ideally placed to support individuals and small groups of pupils who may be considered to be more vulnerable according to their needs.

MEDICATION IN SCHOOL

Please refer to our Health and Safety Policy where all procedures are outlined.

REFERRAL AND EXTERNAL SUPPORT

In the first instance, the school, and in particular, Progress Managers and Senior Leaders will support pupils who are at risk.

Where referral to external agencies is required, this will be undertaken by the Progress Manager in liaison with the Assistant Headteacher. At this point a decision will be made about whether a referral for counselling, to the School Nurse or to T3 – Young Persons Drugs and Alcohol service will be more appropriate

DEALING WITH DRUG AND ALCOHOL RELATED INCIDENTS

The possession, use or supply of illegal and other unauthorised drugs (as designated by the Headteacher) by **anybody** within school boundaries is unacceptable. The following is a list of banned substances. This list is not exhaustive and is subject to change according to guidance from Staffordshire Police, the NHS and T3.

- Tobacco

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- Alcohol
- Solvents
- Caffeinated/Energy drinks
- E-Cigarettes
- Any drug classed as illegal under UK law
- "Legal" highs
- Medication brought into school by children without consent between parents/carers and the school

Drug incidents could involve: suspicions, observations, disclosures or discoveries of situations involving illegal and other unauthorised drugs.

The physical boundaries of the school define the extent of the school premises during the school day and the school term. However, school rules and expectations of behaviour extend further if pupils, for example, visit a library, leave school to visit an old people's home as part of a community project, visit another school within the area etc.

School boundaries also extend to include school trips and clear guidance to staff is given about their supervisory responsibilities. It is made clear to pupils that school rules still apply if they are on a trip, including on school trips abroad where laws regarding drugs may differ. Staff are made aware of any controls on their use of substances (eg alcohol, tobacco and medication) when on duty.

LEGAL CONSIDERATIONS INVOLVED WITH DRUGS POLICY

- Schools have 'in loco parentis' responsibilities to individual students and the whole school community.
- The school should consider if the student is at risk of significant harm and if there are any child protection issues.
- It is illegal for staff to search young people.
- Staff do not have the right of search unless the young person's consent has been gained. If consent is denied and the young person searched, charges of assault may be brought against staff involved.
- The police can be called to remove a suspected illicit substance or it may be destroyed by the school. This is permitted by the Misuse of Drugs Act 1971, whether the police are called or not. It is important to have a senior colleague present to act as a witness to the destruction of the substance.
- There is no legal obligation to inform the police. However, not informing the police may be counter-productive for the school and the wider community. The police should, however, be involved in the disposal of suspected illegal drugs.



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The school works closely with the police and has an agreed protocol for reporting and disposing of illegal drugs.

MANAGEMENT OF DRUG RELATED INCIDENTS

The procedures for an emergency apply when a child or young person or others are at immediate risk of harm. In any incident involving drugs (legal/illegal) the most urgent question is whether medical help is needed. If medical help is needed, or if there is any doubt...always get help. We should be all aware of the school's first aid procedures.

Always act calmly and do not panic. While your primary responsibility is for any student at immediate risk, you also need to ensure the well-being and safety of other students and staff.

In every case a Senior Leader must be informed immediately.

The following steps should be taken:

- assess the situation.
- if you can, remove the cause of any immediate risk or harm.
- if medical help is needed, or might be needed, summon a doctor or ambulance.

Before assistance arrives:

If the person is conscious:

- Ask them what happened, and identify the substance used.
- Collect any substance and any vomit for medical analysis.
- Do not induce vomiting.
- Keep the person under observation warm and quiet.

If the person is unconscious:

- Ensure that they can breathe and place in recovery position.
- Do not move the person if they have fallen, as a fall may have led to spinal or other serious injury.
- Do not give anything by mouth.
- Do not attempt to make the person sit or stand.
- Do not leave the person unattended or in the charge of another student.

When medical help arrives:

Pass on any medical information and any vomit and drug samples.

In a non-emergency situation:

- Any incident should be reported immediately to a Senior Leader.

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- The Senior Leader dealing with the incident will make a decision about whether the incident can be handled internally, for example by contacting a parent for an immediate meeting, deciding on a sanction.
- If the Senior Leader dealing with the incident decides that the police need to be consulted or become actively involved, they will do so in consultation with the Headteacher.
- The Headteacher will make the final decision about whether the pupil's name will be withheld or whether it should be divulged to the police.

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

Only Senior Leaders should take temporary possession of suspected illegal drugs, "legal" highs and alcohol and only until such time as it can be passed to the police.

Drug testing will only be used if required by an external agency.

If a child is found with unauthorised medication, this may be confiscated by any member of staff who will pass it to a Progress Manager or Senior Leader. Parents will be contacted immediately and asked to collect the medication from school at the earliest opportunity. Until such time as it is collected, it will be labelled and dated and locked securely away.

Sanctions:

Sanctions will be chosen from the range of those available for other breaches of school rules. When considering if exclusion from school would be justified, the Headteacher will consider if any student involved in a drug related incident represents a significant risk to the health and safety of other students and the history of past behaviour.

The decision on sanctions following an incident involving the misuse of drugs will take into account:

- the age and maturity of the student and what they have to say
- the means by which the substance was acquired.
- the intention of the student and the circumstances of the incident.
- method and frequency of use.
- the nature and legal status of the substances involved.
- any previous incidents of drug misuse by the student.
- action being taken through the criminal justice system.
- the availability of support and family from other agencies.

Where drug use or misuse seems to be harming a student, the student will be referred for further help as detailed above.

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APPENDIX 3 – Guidelines for the use of outside agencies

See also Appendix 4 - “Notes for Visitors to Oldfields Hall Middle School”.

Before visitors are involved in the education of students at Oldfields Hall Middle School, we should ensure that:

- The visitor shares Oldfields' values and approach to education.
- The contribution is consistent with the Oldfields' own theory and practice.
- An outsider's input is being sought for sound educational reasons.
- The contribution from the visitor is an integrated element of the curriculum; with appropriate planning and follow up work.
- The visitor understands the emotional and intellectual level of the students and can communicate at an appropriate level.
- The legal implications of having and using visitors in school in respect of child protection and the Children Act 1989 are addressed.

Visitors should never be left alone with students. The teacher must be part of the experience to provide appropriate follow up work. The teacher must remain responsible for the class at all times; and for all pupil discipline issues.

APPENDIX 4 – Notes for visitors to Oldfields Hall Middle School

Thank you for agreeing to visit Oldfields Hall Middle School to take part in the activity described in your invitation. In order for your visit to be a success, there are questions you may wish to ask us and there are a few things we need to tell you about. We hope that this information sheet will cover most of the important points.

What is Oldfields trying to achieve?

Oldfields Hall Middle School aims

- Respect others
- Enrich lives
- Make a difference.

WHAT YOU SHOULD BE TOLD IN ADVANCE

Before your visit takes place, you should be told:

- The time and day involved.
- Where you should report (normally School Office)
- The age and number of students involved, and where necessary something about their ability.
- The aims of your visit and how it may help the students.

Please let us know if there is any equipment or special facilities you need for your visit-such as a computer, DVD player or multimedia projector etc. Also it is useful if you can tell us if you have any special needs we need to bear in mind in making your visit a success.

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WHAT IS EXPECTED OF ME?

- You will always work with a teacher. You will not be left on your own.
- The welfare and discipline of the students will always remain the responsibility of the teacher.
- Be sensitive to issues of equal opportunities, and prejudice on the grounds of race, religion, gender, sexual orientation, age, disability, etc.
- Be aware and follow any school policies governing the subject of your visit. (Where necessary you will be sent a copy of such policies e.g. Sex and Relationships Education.)
- If you are taking part in a question and answer session, it is OK to say "pass" on questions you do not feel are appropriate.
- If in the course of a session, a student makes a disclosure that has Child Protection implications, it is the responsibility of the teacher to follow this up.

WILL THE SCHOOL HAVE TO MAKE A POLICE CHECK ON ME?

Schools are now expected to take all reasonable steps to assess the suitability of all visitors invited to work with pupils in school. In some circumstances the Headteacher may need a full DBS to be made.

As a matter of course, anyone on the Sex Offenders Register should not seek to take part as a visitor in school, or accept such an invitation if unknowingly made.

Many agencies working with us in school will have completed the necessary checks as part of the appointment process for their staff.

Policy reviewed	January 2019
Adopted by the OHMS Governing Body	4 th February 2019
Date of next review	January 2020
Chair of Governors	S Clarke