

PSHE Policy

2023-24



KAA Mission Statement

INTREPIDUS

(adj.)

Definitions: Undaunted, fearless, bold

KAA has at its core the pursuit of the very highest standards in education, both inside the classroom and beyond it. We believe all children can exceed their expectations, no matter what their prior attainment and experiences. At our school no child will be labelled; we will treat them all as intelligent and individual. Through our ethos, our extended curriculum and our entrepreneurial approach we will develop students into confident, rounded individuals, equipped for anything that life throws at them. Our motto – INTREPIDUS – will help us to realise our ambition.

As KAA staff we aim to:

- Create a culture of high aspirations, high motivation and high achievement for all
 - Build a strong community based on fairness and personal responsibility
 - Welcome, value and respect all who come in the school
- Be reflective and committed to our ongoing development as teachers and leaders, in our continuous strive for excellence
 - Promote positive dialogue and partnership with our community

Our four core values are:



We know that they will guide our work to create an outstanding academy which can transform the lives of our students.

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KAA PSHE Mission Statement

Vision - 'What do we want a KAA student to be at the end of their time here?'

The PSHE programme at KAA is an integral part of what we do. It aims to provide students with the opportunity to develop the knowledge, skills and attributes they need to manage and be successful, in their lives, now and in the future. This should be complemented by the development of personal attributes including kindness, integrity, generosity, and honesty.

Lessons will enable students to think deeply, discuss and reflect on the themes and topics linked to statutory content, whilst also linking to border topics around finance and entrepreneurship.

The PSHE programme will encourage students to be tolerant, reflective and kind. It will help to **safeguard** students to enable them to stay healthy and safe, whilst preparing them to make the most of life and work.

Through the KAA curriculum, we hope to:

- Provide pupils with a **broad, relevant, and age-appropriate** curriculum that covers **both national requirements** and **contextual issues in our local area**
- Contribute to promoting the **spiritual, moral, cultural, mental, and physical development of students**
- Develop pupils' **knowledge and understanding** of the world and **personal, social, health, emotional and citizenship** concepts and relevant vocabulary
- Understand issues relating to their **own health, personal care, sexual development and relationships**
- Provide pupils with strategies to maintain **personal wellbeing**, promote **resilience** and equip pupils with skills to keep **themselves and others safe and make informed decisions**
- Enable pupils to form **appropriate relationships** and give them a **sense of dignity and respect for each other**
- Promote an atmosphere **celebrating equality and diversity**
- Encourage students to be **empathetic to the experiences of others**
- Develop and enhance their own **personal responsibility, self-esteem, self-confidence and assertiveness**
- Create a **culture** where pupils can **speak openly** about their experiences
- Ensure pupils are aware of the internal and external avenues to seek help and support
- Ensure pupils feel safe to express their concerns to an adult or use the question boxes in the library

This policy is reviewed annually.

What is PSHE?

PSHE time is a right and the Academy's legal obligation to every child - this time should be protected, and students not withdraw.

PSHE education is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programs have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

PSHE at KAA is broken down into six core themes, outlined below;

- British Values
- Health and wellbeing (mandated)
- Relationships and Sex education (mandated)
- Living in the wider world
- Avoiding Harm
- Budget and Finance

How is PSHE delivered at KAA?

PSHE education at KAA is delivered to all students either through weekly timetabled lessons at KS3 and 5 and through tutor time sessions and drop-down days in KS4.

Directors of Learning provide half-termly schemes of work and lessons, which are all saved on the shared Google Drive and are distributed to form tutors at the start of the half term.

PSHE content is delivered by teachers in a non-judgmental, factual way that allows scope for students to ask questions in a safe environment. Teachers use distancing techniques, such as setting ground rules and using question boxes to allow students to anonymously raise questions. Teachers are aware that disclosures may occur in PSHE lessons, and know to report anything concerning on CPOMS to alert the Safeguarding team. There are a range of opinions regarding PSHE, and the starting principles should be the law, factual delivery, and the rights and responsibilities of citizens, with sensitivity and awareness of the diverse religious and cultural backgrounds of our students.

The moral framework for classroom teaching of PSHE is self-respect, respect and tolerance of others, honesty and openness, the right of people to hold their own views (within the boundaries of respect and rights of others) and the right to accurate information about sex and relationship issues.

PSHE is coherently planned and implemented effectively - there is a coherent long-term plan across all 7 years at KAA in PSHE and lessons should be carefully planned and delivered by staff to ensure that the vision is implemented effectively.

Safeguarding Children Statement

PSHE may bring about disclosures of safeguarding children's issues and all staff are conversant with the procedures for reporting their concerns. Further details can be found in the academy's Safeguarding Policy.

Training

For PSHE to be implemented effectively, staff training on the core knowledge, vocabulary and how to deliver sensitive topics is essential. Teachers are supported in the delivery of PSHE through whole-staff training and year-team meetings. They are expected to prepare, adapt, differentiate and deliver PSHE lessons with the same importance as any other lesson.

How is PSHE assessed and monitored at KAA?

Assessment

Lessons are carefully planned to ensure that the students reflect with the teacher on what they have learned in terms of knowledge and understanding, development of skills, and how their attitudes and values may have changed. Students complete a self-reflection on their learning at the end of PSHE sessions as well as at the end of each half-term.

As with any other subject, the books and work completed should be maintained to a high standard and this will be QA'd through the normal school processes and observations. There is no requirement to mark PSHE books, however, teachers should use regular checking for understanding in lessons and should 'live mark' where possible.

Monitoring and Evaluation

DoLs are the Curriculum Lead for PSHE in their year group – Lessons are QA'd and updated as required by DoLs.

Students' needs are monitored through student council meetings and student surveys as well as the use of a question box, in SRE lessons.

PSHE provision is monitored by Jasmine Vines, Assistant Principal – Personal Development and is ratified by the Trustees.

Learning walks ensure that the delivery of PSHE is monitored to identify issues for development as well as through meetings between SLT and the Directors of Learning. Lesson plans and medium-term plans for PSHE are reviewed each year to ensure the relevance and accuracy of the curriculum provided.

At the end of each half-term students complete a Google Quiz to allow DoLs to check their understanding, inform planning for the following year and to tackle any misconceptions through Form Time top-ups.

As well as fulfilling their legal obligations, the Trustees also make sure that:

- All pupils make progress in achieving the expected educational outcomes
- The subjects are well-led, effectively managed and well-planned
- The quality of provision is subject to regular and effective self-evaluation
- Teaching is delivered in ways that are accessible to all pupils with SEND
- Clear information is provided for parents on the subject content and the right to
- Request that their child be withdrawn

- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Long Term Plan

	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
Threshold Concept	Citizenship & British Values	Health and Wellbeing	Sex & Relationships	Living in the wider world	Avoiding harm	Budget and Finance
Scheme Q	<i>Does KAA have model British Values?</i>	<i>What makes Dr. Healthy, healthy?</i>	<i>What do my different relationships say about me?</i>	<i>What does it mean to be human?</i>	<i>How can I get a letter from the Monarch? (How will I live to be 100?)</i>	<i>What goes into a bank account?</i>
Y7	<ul style="list-style-type: none"> • Introduction to INTREPIDUS, what each value means and how they each can inform behaviour. • Introduction to the BV's. • How these values manifest themselves in society generally and communities – emphasis on our local community. • Local community groups who are working in our area to promote BV's. • How closely INTREPIDUS links to BV's and how we can model our school and individual behaviour around them. 	<ul style="list-style-type: none"> • Features of a healthy person. • Good physical health, including the benefits of a balanced diet, regular exercise and dental hygiene. • Keeping good dental hygiene and personal hygiene generally (as an increased way of taking responsibility for one's health). • Good mental health, including self-awareness and self-confidence, mindfulness and resilience. 	<ul style="list-style-type: none"> • Different types of relationships, making positive relationships. • Working as a team, organisation or community. • Rights and responsibilities. • Interpersonal skills, such as being an active listener, emotional intelligence, assertiveness and getting consent and permission in a wider context (but would include touching / respecting personal space). 	<ul style="list-style-type: none"> • Introduction to human rights. • Link between human rights and BVs. • Personal goals we should have for the future based on these freedoms we have. • Intro to bullying, stereotyping and discrimination which curtail people's human rights. • How these can take away from people's humanity and limit people's success. 	<ul style="list-style-type: none"> • The concept of risk; recognising, assessing and reducing risk. • An introduction to some of the heuristics that may make one underestimate a risk. • Strategies for minimising harm and getting help in emergency and risky situations (role-play). • First aid training basics and life-saving skills, including CPR and recovery position. • Road, traffic and cycle safety (through the Bikeability programme recommended by the PSHE association). • Understanding of how inappropriate use of mobile phones can contribute to accidents threaded throughout all of the above. 	<ul style="list-style-type: none"> • How to open a bank account & the difference between current accounts and savings. • Introduction to key terms e.g. profit, loss, interest, credit, mortgage. • Qualities of successful people. • Choices which lead to success. • The earning potential of different jobs and pathways and what this means for monthly expenditure. • Investments, stocks and shares - stability and risk.
Scheme Q	<i>Are we tough enough?</i>	<i>How can I carry out my own MOT?</i>	<i>Are all my relationships healthy?</i>	<i>Should success be hindered by context?</i>	<i>Did Tim achieve his 'utopia'?</i>	<i>Is money a moral dilemma?</i>

Y8	<ul style="list-style-type: none"> Recap on BV's, with a focus on the rule of law but more generally how each value is protected by law. The purpose of punishment in the UK. The stages of the justice system, age of criminal responsibility and repeat offenders. Punishment by association and prisoners' rights including losing the right to vote. Prisoner rehabilitation. Case studies on the different severity of punishments for those who break the law. 	<ul style="list-style-type: none"> Taking increased responsibility for one's own health in the context of obesity and health conditions associated with not getting enough exercise/not having a balanced diet. The importance and benefits of a regular sleeping pattern. Maintaining a balance between work, leisure and exercise. Assessing one's mental health and potential mental health problems. Recognising when external support may be needed for either physical or mental health problems, and how/where to access such support. 	<ul style="list-style-type: none"> Exploration of the positive qualities that people can bring to a relationship. The features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy or toxic relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind). Managing the breakdown of friendships. 	<ul style="list-style-type: none"> Factors which limit achievement. Employment law and discrimination – your rights as an employee. Different types of work available to people. Career paths and how to get there. Issues with careers and cultural expectations. 	<ul style="list-style-type: none"> Internet security – e.g. viruses, the risks of sharing personal, sensitive or financial information online, phishing, public WiFi and the use of VPNs, how to establish a strong password etc. Abuse and harassment that can occur online, both personally and in the context of wider problems such as “cancel culture”. Online safety in the contexts of making friends online, grooming and sexual exploitation. Further development of the knowledge about heuristics that may make one underestimate risk threaded throughout. Establishing clear personal boundaries around those aspects one wishes to be private, shared only with specific people, and made public. <p>Understanding one's right to privacy and the concurrent responsibility to allow others' privacy (e.g. in the context of personal information and images sent around group chats).</p>	<ul style="list-style-type: none"> Consumer choice and how these choices affect the economies and environments of other countries. Sweatshops and child labour - compared to UK employment law. Fairtrade and how it makes a difference. Taking into account animal welfare e.g. Bernard Matthews, KFC and Canada Goose. Sustainable consumerism and the dangers of single-use plastic. <p>Comparative case studies - a sustainable company versus an unsustainable one.</p>
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Scheme Q	What makes the UK unique?	Is keeping a healthy mind as easy as keeping a healthy body?	Am I ready to have a boyfriend/girlfriend?	Why is manipulation similar to boiling a frog? (It is slow and unnoticeable)	Is the government saving our lives or limiting our freedom?	Is spending risky?
Y9	<ul style="list-style-type: none"> UK human rights law and how this translates into our BV's. Comparing how the UK treats matters of human rights compared to other countries. The UK's relationship with Europe surrounding matters of the people How the UK works to promote community cohesion. How the UK has sometimes failed to integrate communities e.g. Bradford & how community volunteers try to fix this. 	<ul style="list-style-type: none"> Mindfulness practices (extending on work done in Year 7). A broad range of healthy coping strategies for stress, anxiety and low mood. Characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression). Identifying, evaluating and independently accessing reliable sources of information on mental health – potential problems that arise from social media and the dissemination of poor advice. 	<ul style="list-style-type: none"> To begin with, do I even want one? Recognising the diversity in romantic relationships and developing sexuality; the differences between biological sex, gender and sexuality (genderbread person) Trans and gender non-binary. Expectations of being in a romantic relationship. Recognising healthy, unhealthy, and abusive romantic relationships. Different levels of intimacy and consent in this context – how to assertively withhold or withdraw consent. The media portrayal of relationships versus real life and the possible impact of this on people's expectations of relationships (including toxic masculinity). 	<ul style="list-style-type: none"> What it means to be radical and how radical people try to limit the freedoms of others. Cults and harmful organisations. Vulnerabilities to radicalisation Different types of propaganda and case studies of people who have become radicalised. What to do if you fear someone you know is being radicalised The prevent agenda and the rehabilitation of extremists. 	<ul style="list-style-type: none"> Positive and negative roles that drugs play in our society and how they are viewed in other societies. Factual information about legal and illegal substances (including alcohol, volatile substances, new psychoactive substances, tobacco, e-cigarettes, shisha, e-shisha and cannabis). Personal and social risks and consequences of substance use and misuse. Continuation of first aid training and life-saving skills; e.g. specific to the context of "house parties" etc. Recognising different ways that peers can influence someone to take risky behaviours (in the context of substance abuse, but also introducing gang membership and radicalisation). Further development of the knowledge about heuristics that may make one underestimate risk threaded throughout. 	<ul style="list-style-type: none"> Where businesses have to spend money to make money e.g. marketing, staff, customer service Understanding key terms such as profit, loss, Financial risks associated with running a business. Balancing books. Calculated risk vs gambling what's the difference? How gambling and uncalculated risk-taking can become an addiction. Help is available for these issues.
Scheme Q	Does the UK always strive for excellence?	Am I my own worst enemy?	How is consent applied?	What type of adult do I want to be?	How is a gang like a Chinese finger trap?	Can anyone be an entrepreneur? (Setting up a business project)
Y10	<ul style="list-style-type: none"> The role and responsibility of the voter in line with BV's. 	<ul style="list-style-type: none"> Negative and harmful coping strategies; recognising and managing 	<ul style="list-style-type: none"> Readiness for sex and abstinence. 	<ul style="list-style-type: none"> Professionalism and working conduct. Rights in the workplace 	<ul style="list-style-type: none"> The feelings and pressures that the need for approval 	<ul style="list-style-type: none"> Students set up a business in groups and are introduced to various new

	<ul style="list-style-type: none"> • Different electoral systems e.g. the US compared to the UK how our system does or does not support democracy. • Political parties and their policies • How the press and specifically different newspapers cover elections. • Politics and our legal systems – how the two are combined. • How the UK press covers political policies compared to reality. 	<p>triggers, for oneself and one’s friends, for unhealthy coping strategies, such as self-harm and eating disorders.</p> <ul style="list-style-type: none"> • Sources of help and strategies for accessing this help. • Managing feelings about and influences on body image including “old” and “new” media. • Cosmetic and aesthetic procedures – debate their purpose, benefits and risks. 	<ul style="list-style-type: none"> • Sexual health and STI prevention. • Contraception. Pathways are available in the event of unintended pregnancy. • How to seek consent and respect others’ right to give or withdraw consent in different degrees of sexual activity. • The role of sex in the media and its impact on sexuality including pornography, gender norms, sexual norms, feminism etc). 	<ul style="list-style-type: none"> • Confidentiality in the workplace and scenarios where this may be an issue. • Forms of harassment in the workplace • How to be a critical consumer constructively. • Being the model employee and how we present ourselves as a ‘brand’ including our online persona. 	<p>can generate, including risky behaviours.</p> <ul style="list-style-type: none"> • The difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities). • The kinds of exploitation that can occur in the context of a gang, including sexual exploitation and county lines. • Issues and laws surrounding the carrying of offensive weapons and knife crime. 	<p>issues affecting their business over a series of lessons.</p> <ul style="list-style-type: none"> • Being enterprising - what it means to set up a business. • Creating a brand image and how to market this. • Where to go for business advice, financial support and business planning. • Taking out a business loan and managing debt. • How to write a business plan and present it to investors. • How to manage employees to get the best from a team.
Scheme Q	<i>Is the free press a blessing or a curse?</i>	<i>How can I prepare my body for success?</i>	<i>Should staying married be an expectation?</i>	<i>Can social media manipulate the future of an entire country?</i>	<i>Should risky decisions always be avoided?</i>	Exams
Y11	<ul style="list-style-type: none"> • The law around the free press and why the UK has one. Link to BV’s • Comparisons with countries who do not have a free press and why. • How the press covers elections and how this bias can impact the result. • How the free press covers UK taxes and government spending. • How the free press holds people to account except in the event of a gagging order or an NDA. 	<ul style="list-style-type: none"> • Start with an example of an athlete and draw parallels – preparation, commitment, optimisation for performance, “marginal gains” etc. • Re-visiting the importance of sleep, sleeping patterns etc. • Coping with stress, case studies of stress in different countries and cultures, and how we can influence the work culture around us to optimise performance without sacrificing our mental health. 	<ul style="list-style-type: none"> • Living together, marriage and civil partnerships. • Different cultural views and norms of marriage and long-term relationships. • Recognising unhealthy or abusive relationships (including emotional and physical abuse, forced marriage and rape). • Rape culture, “incel” culture and related sexual ethics. 		<ul style="list-style-type: none"> • Continuation of first aid training to more comprehensive and specific scenarios (?). • Explicit ways in which the mind can convince us to undertake risky behaviour. • How to make a calculated risk. • Positive versus negative risk. • Case studies around risks that you would face going forward and unpicking the benefits/risks of doing so to make an informed decision. • Investing money as a risk. • Making a change of career as a calculated risk. 	

	<ul style="list-style-type: none">• Phone tapping scandals and the implications of this for our BV's	<ul style="list-style-type: none">• Mindfulness and awareness of mobile phone use and addiction, "ludic loops", and how to challenge this behaviour in oneself.			<ul style="list-style-type: none">• Moving to live in a foreign country is a calculated risk.	
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Links to other curriculum areas

The interaction between PSHE education and other subjects

- Curriculum subjects (below)
- Assemblies and tutor time
- The house system
- School Council
- Student Leadership
- Core Values
- Invited visitors and outside organisations
- Mentoring
- Educational visits and trips
- Sports teams
- School publications
- Work experience
- Community projects
- Social Action initiatives
- School Therapy Services

RSE is not a topic that can be delivered or learned in isolation from the wider curriculum. The **science** national curriculum will cover **basic human biology** and is still statutory in maintained schools. While science will teach about **conception** and perhaps **contraception**,

RSE through PSHE will explore what lifestyle choices young people may wish to make, and having made those choices what language, strategies and skills they need to stay healthy and safe. Science will not directly teach assertiveness or, should they wish to become sexually active, how to negotiate contraception with a partner.

Religious Education content includes aspects of **law** (e.g. marriage, and civil partnerships) and the views of **religious** and secular groups on matters such as **abortion** and **same-sex relationships**.

Some aspects of RSE are delivered through **Computer Science** lessons. For example recognition of how young people may put themselves at risk through the use of technology, including risks to their emotional and physical well-being, safety and personal reputation.

It is important to explore the risks, and the law as it pertains to the sharing and downloading of images and information and **safe ways of sharing personal information, social networking, online dating and sharing images**.

Working with parents

We want to ensure that we work with parents as much as possible in the delivery of PSHE. As well as having all MTPs on the school website, parents are invited to attend Drop-In sessions and can speak with Form Tutors regarding PSHE during Progress Evenings.

Parents have the right to withdraw from sex education only, more details on this can be found in the RSE policy.

Statutory Content

The content is based on the statutory guidance on RSE and Health Education ([here](#)). More details on RSE can be found in the RSE policy.

Drugs, Weapons and Alcohol Education

What are the aims and objectives of the section?

This section provides guidance and information on all aspects of how we deliver high-quality and relevant teaching of the use and misuse of drugs and alcohol within the PSHE programme and aims to provide a secure framework within which staff can work and information for parents and carers regarding the wider PSHE curriculum within the academy.

In addition to the legal requirements, we feel that effective teaching around the use and misuse of drugs and alcohol is essential if young people are to make responsible and well-informed decisions about their lives. It helps support young people through their physical, emotional and moral development. It helps young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

The subject areas below will be taught during individual lessons (KS3 and 5) and through drop-down days at KS4. It will be delivered by form tutors and external agencies, where appropriate.

- The subject areas covered include:
- Staying healthy
- Risk and safety rules
- Smoking
- The effects of alcohol
- Legal and illegal drugs
- Peer pressure
- How to access help, advice and support

The programme and policy will reflect our overall stated aims and ethos.

- To inform about the use and misuse of drugs (in an accurate manner to dispel myths).
- To develop coping skills for managing different drug-related situations e.g. smoking, alcohol and illicit substances.
- To enable pupils to make healthy, informed choices regarding issues related to drugs.
- To cover many elements of Citizenship as stated by the National Curriculum Guidance No.5.
- To deliver drug education in line with the relevant Education Acts and in particular the guidance contained in Every Child Matters: Change for Children: Young People and Drugs (2005)
- To explore the many issues related to drugs and young people. To encourage moral and spiritual development, respect for self and others, to foster responsible behaviour.
- To reflect Equal Opportunities, in line with the school's stated policy.
- To inform students about appropriate sources of additional support and enable them to access these e.g. the school nurse.
- To offer access for early-stage bilingual learners through the school's overall provision for such pupils.

It should support children and young people to make informed decisions about how to stay safe and avoid risks associated with drugs and alcohol, as well as prepare them for adult life, in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- Have the confidence and self-esteem to value themselves and others
- Behave and communicate responsibly
- Neither exploit others nor be exploited
- Access confidential advice and support

The Definition of a Drug

The term drug is used to refer to any psychotropic. When addressing drug education and the management of incidents and situations involving drugs (including the management of medicines), school drug policies are recommended to encompass all drugs, which include:

- Volatile (sniffable) substances (e.g. petrol, alkyl nitrites, butane, aerosols)
- Over-the-counter and prescription medicines (e.g. paracetamol, cough medicines, antibiotics, tranquillizers, steroids)
- Alcohol (e.g. wines, spirits and liquors)
- Tobacco (e.g. cigarettes and cigars)

- “Legal Highs”
- Illegal drugs (e.g. opium, cannabis, heroin, LSD or ecstasy)

How are resources chosen?

Resources are chosen and checked for:

- Being up to date
- Positive, healthy and unbiased messages
- Age appropriateness
- Promoting positive values
- Accuracy

Dealing with questions

KAA staff will:

- Answer only those questions that relate directly to the agreed programme/lesson
- Make it clear, through ground rules, that nobody should ask personal questions
- Be prepared to modify the programme if a certain question recurs (perhaps because of media coverage)
- Use a question box (a box in the classroom where students can ‘post’ written questions). Decide whether or not this question box is anonymous. This box may also be used as a ‘buffer’ for teachers if they feel they would like time to consider their answers to a specific question.
- Allow individual staff to use their professional judgment to answer questions in front of the whole class or individually
- Encourage pupils to ask their parents/carers any question outside the planned programme
- Ensure that if a teacher is concerned that a pupil is at risk of drug or alcohol abuse, they should follow the safeguarding procedures (provided in the safeguarding policy).

Safeguarding Children Statement

Drug and alcohol abuse may bring about disclosures of safeguarding children issues and all staff are conversant with the procedures for reporting their concerns. Further details can be found in the academy’s Safeguarding Policy.

Guidelines

Drug education is delivered within a framework which encourages equal respect for:

- All groups in society

- All religious beliefs and practices

In line with our Academy values, students should be helped to consider the importance of self-restraint, respect and dignity. They should show responsibility and sensitivity towards the needs of others. They should be able to recognise the physical, emotional, and moral implications and risks of certain types of behaviour and to accept that all must behave responsibly in drug-related matters.

Sensitive issues will be discussed openly and honestly, which is relevant both to individuals and to groups of young people and reflects respect for all groups in society.

Resources include Textbooks, in-house programmes, videos, ICT, Curriculum Guidance and Health Education materials from outside agencies.

Advice/information is part of the programme. Individually, pupils are given advice/information when they approach teachers; this is done conscious of the need not to contravene what may be parents' wishes. Confidentiality is always observed, though teachers may have to make informed judgements about confidentiality and the individual student's needs and overall well-being. Tutors may be consulted, in confidence, where it is judged appropriate. The school nurse can offer absolute confidentiality to all young people on a one-to-one basis.

When a teacher has concerns, the Assistant Principal responsible for safeguarding should be consulted.

Outside professionals are employed by the school to work closely with teachers to plan and deliver drug education.

The Directors of Learning will lead on PSHE planning related to content involving issues related to substance use and abuse by pupils.

Delivery of Drugs Education

Drug education will be taught through the formal and informal curriculum, although the main vehicle will be the PSHE and Citizenship curriculum in conjunction with science. The science department and AP responsible for PSHE will plan the delivery of the drug education programme, so it is clear who is delivering which aspects, how and when. This ensures that there is no repetition or omission, but that topics are introduced and reinforced appropriately. The school also actively co-operates with other agencies such as the Youth and Community Police and RBKC to deliver its commitment to drug education and to deal with drug-related incidents.

Specific elements of Drug education are delivered through;

PSHE Curriculum

Students will know and understand:

- School rules relating to medicines, alcohol, tobacco, solvents and illegal drugs

- Definitions of words: use, misuse, abuse, addiction, tolerance, dependence, overdose, withdrawal, adulteration
- Different categories of drugs including stimulants, depressants, hallucinogens, analgesics
- Different types of medicine (both prescribed and over the counter), legal and illegal drugs including their form, effects and risks. Information about drugs – appearance, effects, legal status
- The law relating to the use of legal and illegal drugs
- The effects of different levels of intake of alcohol
- People who can help students if they have concerns
- Dangers associated with particular drugs, mixing of drugs, particular moods and environments
- Drug policy in this country, including education, prevention, policing, penalties, treatment and rehabilitation

Students will be able to:

- Identify risks to health
- Cope with peer influences
- Communicate with adults, parents and professionals
- Make decisions and be assertive in situations relating to drug misuse

Students will have considered:

- The attitudes towards drugs in different sections of society
- Their attitudes towards drugs and the laws relating to them
- Themselves as a role model and acceptance of responsibility for their own actions
- Taking responsibility for their own safety

Implementation

- Drugs Education is taught by members of the science department and form tutors. Year teams discuss and develop lesson plans, drawing upon a range of relevant resources supported by outside agencies as appropriate.
- When outside speakers/contributors are used to complement the work of the school there will be agreement on the content, learning outcomes, methods of evaluation, and any possible follow-up work. The visitor's contribution will be incorporated into the programme of drug education.
- The approaches within the science department and within PSHE are distinct. The latter area places greater emphasis on the social context, whereas the science department takes a more biological approach.

- Within the school, subject teachers, form tutors and outside agencies will deliver INSET. Other agencies will also provide training and support e.g. Police and Health Promotion teams.
- Outside speakers/contributors will be given a copy of the school drug policy and any other relevant school policies before the visit, to ensure that they are aware of the ethos of the school, and how incidents are dealt with should any occur.
- For matters relating to inappropriate use of drugs, please read the Behaviour policy. In brief, the school will consider each substance incident individually and recognise that a variety of responses will be necessary to deal with incidents. The academy will consider very carefully the implications of any action it may take. It seeks to balance the interests of the student involved, the other school members and the local community.
- The discussion or promotion of drugs, in person, online or via social media, will be sanctioned in accordance with the behaviour policy and treated as a high-level breach of the academy rules. Any item found at the academy which imitates or mimics a substance or drug paraphernalia is a serious breach of the academy behaviour policy. Failure to disclose to a member of staff knowledge of a person in possession of a prohibited substance is also a serious breach of the behaviour policy. Permanent exclusion may be warranted when all other reasonable steps have been taken or because of the seriousness of the incident, examples of one-off cases warranting consideration of permanent exclusion include supplying drugs, a student passing drugs to another student, bringing drugs into the academy, getting money from a student by extortion. Other examples would include students who repeat a drug-related offence. All of the above breach our Behaviour Policy i.e. the Sanction Steps at the highest level.

Storage and Handling of Medication

The academy does not keep, or make available, over-the-counter medicines or remedies and academy staff are not obliged to administer any medicines to students. The school must be informed in writing of any medicines that a student may need during the school day or on the school premises.

The parents/carers of students prescribed medicines should inform Student Services, of the medication and the method and frequency of administration and, in some circumstances may request that the school administer it. School staff can administer medicines taken orally or by injection if necessary with specific training in the method of administering that medicine. In such cases, the parent/carer must sign a medical consent form.

Students who need access to medication on a continuing basis e.g. asthma inhalers or ventilators, sickle cell treatment, or insulin for diabetics are allowed to bring their medication to school in suitable tamper-proof containers. Where able to do so, they will be allowed to self-medicate.

If a student suffers regularly from acute pain such as migraine or menstrual pain, subject to school agreement, parents/carers should authorise the taking of paracetamol for their child

with written instructions provided upon admission. A member of staff should supervise the student taking the medication. Student services keep a record of students given paracetamol.

The academy will not take responsibility for the administering of prescribed medicines if it has not been informed by parent/carers of the medical needs of a particular.