



PSHE and SRE Policy

Review date: Nov 2020

Next review date: June 2021

Staff resp. for review: JCL/SP

**Norbury Manor PSHE Policy
including Sex and Relationship
Education (RSHE) and Drug
Education (including alcohol,
tobacco and volatile substance
abuse)**



Introduction

People responsible for the writing of this policy are:

- Angharad Ryder-Owen, Deputy Headteacher
- Jourdon Campbell Year Leader, Shakira Patten Pastoral Leader

Background information

Description of the school:

Norbury Manor is a secondary school for 11-18 year old girls in the north of the borough of Croydon. Our 1186 students are from a wide range of religious and cultural backgrounds, approximately a third black minority ethnic groups, a third Asian and a third white or mixed heritage. It is a comprehensive college with 21.6% of students eligible for free school meals, 65% bilingual and EAL learners and 38% SEND support with on a 3 students with an EHCP (*updated Nov 2020*)

Certain aspects of PSHE may cause controversy as it challenges personal beliefs and values. Because of this the college has consulted the following groups and their views have informed this policy:

- Students: Student Voice/questionnaires
- Parents/carers: through our newsletters
- Governors: at governors' meetings
- Staff: staff meetings and year group meetings to discuss and address current issues that affect PSHE delivery

Policy statement

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all students. Under section 78 of the Education Act 2002 and the Academies Act 2010 such a curriculum:

- 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 experiences of later life.

The PSHE curriculum helps to meet the five outcomes of Every Child Matters:

- Be Healthy: healthy lifestyles, SRE, drug education
- Staying Safe: anti-bullying, risks, social emotional aspects of learning
- Enjoying and Achieving: Engaging and relevant content, critical thinking
- Making a Positive Contribution: discussion and debates
- Achieving Economic Well-being: careers education, financial capability

How does the whole-college ethos support PSHE?

'Realising potential, nurturing leaders of the future' is the mission of the college and we aim that all students become well rounded citizens, able to thrive in our current society. At Norbury Manor we recognise that every individual has a valuable contribution to make and in PSHE we encourage everyone to discuss and debate relevant issues.

PSHE vision statement

PSHE at Norbury Manor is a broad programme of learning designed to engage, challenge and inform students about key life issues. Students are given the opportunity to develop the knowledge, skills and understanding they need to thrive as strong, independent and well informed people, now and in the future.

The benefits of our approach, which is primarily discussion based, allows students to immerse themselves in a variety of practical, real-life scenarios that develop their critical thinking and a strong sense of personal and social responsibility. Through this process Norbury Manor students are encouraged to clarify and challenge their own opinions and consider the views of others in a safe and secure learning environment.

Organisation, planning, delivery and assessment

Jourdon Campbell and Shakira Patten, Heads of PSHE, are responsible for co-ordinating the subject.

At Norbury Manor we use data from the Croydon Safeguarding Board to inform our curriculum and utilise the guidance from the PSHE association. Our programme is based on three 'core themes'. There is broad overlap between these themes and numerous possibilities for exploring common issues and ideas. A spiral programme ensures learning is revisited, reinforced and extended in age- and stage-appropriate contexts.

1. Health and Wellbeing;
2. Relationships;
3. Living in the Wider World.

In the college there are different forms of curriculum provision for PSHE:

- Discrete curriculum time: all students in years 7-11 have one 60 minute period in a fortnight taught, if possible, by their tutors
- Through other subjects/curriculum areas: for example, in English, texts are chosen which raise many sensitive issues; maths develops financial literacy; the science curriculum covers many aspects of drugs, SRE, sustainability and health and safety; food technology emphasises the importance of healthy eating; history discusses many ethical and moral issues; religious studies will explore issues related to extremism and radicalisation, geography encourages an awareness of

environmental issues; our expressive arts subjects include raising awareness and appreciation of other cultures and developing our own creative skills and RE discusses the values which underpin our daily lives

- Through form time activities: national initiatives such as World Kindness Day and World First Aid Day are embraced in form time activities
- Through PSHE activities and college events: for example, enterprise events and activities, multicultural festivals, achievement celebrations, expressive arts events, visiting drama groups and workshops on numerous topics, a wide range of assemblies, numerous fund raising activities for charities, residential trips
- Through active participation: our students are involved in the life of the college and the community in numerous ways; some examples include enterprise activities, Student Voice meetings and activities, student lesson observers, many charity fund raising events, participation and representation in many competitions, recycling and environmental awareness, work experience and work shadowing opportunities

We regularly invite expert outside speakers to deliver talks. Recently we have hosted the following visitors at Norbury Manor delivering valuable sessions to students: Croydon Talkbus, Family Lives and Croydon Sexual Health Outreach Workers, DSM and Straight Talking.

Provision made for children with particular needs:

- Students with SEN are supported in PSHE using student passports, LSAs and TAs where possible
- Our pastoral teams are aware of the needs of all students and will attempt to identify and address the needs of those more vulnerable to mental health, drug use or teenage pregnancy through liaison with parents and other support agencies

Teaching methods and approaches

Active learning methods are encouraged in PSHE lessons. Teachers are encouraged to explore and experiment with different teaching methods utilising their knowledge of thinking skills and styles of learning to engage all students and foster learning.

Assessment for learning

We aim to improve learning by providing effective feedback to students, actively involving students in their own learning and adjusting teaching to take account of the results of assessment. Students will be given opportunities for peer and self- assessment.

Clearly defined learning outcomes based on PSHE Association Programmes of Study assist the assessment process. Teachers are encouraged to collect evidence of learning to make a judgement about students' progress. This evidence might include:

- draw and write a concept/ key word
- mind-mapping
- display of a community action project, such as at parent's evening
- presentations
- observation of a group discussion or group task
- photographs, videos
- web page or blog
- role play
- silent debate - where students write down their arguments/opinions
- written evidence and extended writing

Criteria for resource allocation

A wide range of resources has been built up for PSHE, including films, ICT resources, books, leaflets, games etc. Where possible we aim to use resources given the PSHE Association Quality Mark. The resources utilised present positive images and support an active learning approach. As it is important to challenge misconceptions some resources are used which present negative or biased images. These are utilised to challenge stereotyping, encourage debate, discussion and questioning.

Jourdon Campbell and Shakira Patten, Heads of PSHE, are responsible for approving all resources.

Staff professional development

Professional development for teachers is essential as some feel less confident in teaching PSHE than their main subject area. Performance management objectives identify training needs for some teachers. Experience of teachers and units being taught will also identify their CPD needs. PSHE meetings allow for staff training to take place.

Links to pastoral systems and community services

Students are able to access pastoral services within the college as follows:

- A deputy and assistant head oversee the pastoral system. All students are placed in form groups with form tutors and each year group has a head of year (HOY)
- A team of learning mentors supports identified students
- These support structures are explained to students through lessons, displays, form time and mentoring meetings. Parents are informed via letters and meetings

Students are made aware of community services as follows:

- An information board in the main dining hall and form room displays are used to display information on how to access services e.g. Childline, Samaritans, Croydon Talkbus drop-in

- Outside agencies that provide services specifically catering for the needs of young people are often invited to present assemblies or contribute to PSHE lessons
- Nurse drop-in sessions are available via a referral being made by a member of the Pastoral team.
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Specific issues

Confidentiality

It is of particular importance to all staff involved with the PSHE programme, including sex and relationship education (SRE) and drug education that they are aware of the college's safeguarding policy.

The key points of the policy are:

- Members of staff should not offer students, or their parents, blanket or unconditional confidentiality
- Any information concerning a student's behaviour or conduct that is likely to cause harm to themselves or to others should be passed on to the designated child protection teacher
- Any information that a student discloses to a member of staff or visitor should not be passed on to other colleagues indiscriminately but only be passed on a "need to know basis"
- Some external agencies may be working in the college offering specific advice and support directly to individual students; if this is the case their professional code of confidentiality must be shared with the college and any deviation from the college's policy must be agreed with the college; confidentiality must not be permitted where there are child protection concerns
- If such agencies or professionals are working in the college and following a different code of confidentiality in line with their professional protocol, members of staff may wish to refer students to them before they disclose information in order to maintain student confidentiality
- Students should also be informed about where they might seek confidential help e.g. school nurse/relevant professional, GP

Establishing ground rules and dealing with sensitive questions

Teachers should adopt ground rules to ensure a safe environment for teaching, in particular in PSHE lessons and form time activities. This reduces anxiety to students and staff and minimises unconsidered, unintended personal disclosures.

At the beginning of each PSHE lesson and form time, students should be reminded of the ground rules by the teacher or outside visitor. The teacher establishes the ground rules together with the students at the beginning of each half term of teaching PSHE and form time.

Below are some statements that may form part of agreed ground rules:

- No one (teacher or student) should be expected to answer a personal question
- No one will be forced to take part in a discussion
- Meanings of words will be explained in a sensible and factual way
- We won't say things that we want to keep confidential

Using distancing techniques

Teachers must be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE. Using distancing techniques ensures that issues discussed or being taught does not become personal. Case studies will be used so students can distance themselves from issues raised.

Dealing with sensitive issues

Often PSHE involves teaching about sensitive issues and asking and answering questions that may cause some students to feel embarrassed.

The following are some guidelines to assist teachers:

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting
- Teacher should set the tone by speaking in a matter-of-fact way and ensuring that students discuss issues in a way which does not encourage giggling and silliness
- Students should be encouraged to write down questions anonymously and post them in a question box, the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate
- If a verbal question is too personal the teacher should remind the student of the ground rules
- If a question is too explicit, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and attend to it later on an individual basis
- Teachers should not be drawn into providing more information than is appropriate to the age of the child
- Where appropriate, the school nurse/relevant professional or other professional could be invited in to provide follow-up and deal with some of the questions
- Students will not be able to opt out of any PSHE lessons apart from SRE until September 2020; this is at the parent's request; however, in certain circumstances, a student may be excused from a lesson if a parent/carer has discussed this with the PSHE coordinator and it is deemed in the best interests of the child

Working with outside agencies

All outside agencies and professionals that are invited to contribute to or support the PSHE curriculum will be given a copy of the PSHE policy and made aware of important sections e.g Confidentiality.

Outside agencies must:

- Be willing to share their experiences, beliefs and insights, but avoid criticising the experiences and insights of others and imposing their views upon children/young people in any way
- Be familiar with the college's aims, ethos and policies and plan their involvement in the light of the aims and curriculum at the college
- Seek to use engaging teaching and learning methods which involve the children/young people actively and communicate at appropriate levels for the age group concerned
- Make clear to children/young people who they are, who they represent and what their aim and objectives are
- Communicate with children/young people using an open and non-judgemental approach, avoiding any hidden agenda to influence

Prior to agencies attending the college, relevant staff will ensure that:

- Checks have been made with the LEA if there are any concerns
- Their input is integrated within a planned programme
- Appropriate SOW/lesson plans have been produced
- College/class background information has been issued
- Resources have been checked for suitability
- Confirmation of dates and times has been confirmed in writing
- An evaluation process has been agreed
- A DBS is provided for any external visitor prior to the session so sufficient checks can be made.

Links with other policies

The following college policies are related to PSHE and teachers should make themselves aware of the relevant sections:

- Child Protection
- Safeguarding Policy
- Behaviour and Anti-bullying Policy
- Race Equality and Cultural Diversity Policy
- Sex, Relationship and Health Education Policy
- Mentoring policy
- Teaching and Learning policy
- Learning Support policy
- Health and Safety Policy
- Complaints Procedure

Dissemination

This policy will continue to be shared and amended through consultation with:

- Students - Lesson feedback
- Staff - As part of an induction programme, meetings and training sessions
- Parents - Through newsletters, parent meetings, and parent sessions delivered by outside agencies

Monitoring and evaluation

- Jourdon Campbell and Shakira Patten, PSHE Co-ordinators, will monitor all aspects of the PSHE programme
- Angharad Ryder Owen, Deputy Headteacher, will monitor and evaluate the implementation of the Ppolicy

Appendix 1: Relating to Sex and Relationship Education

Sex Education and Relationships Policy Statement

SRE Guidance (DfES 2004) provides the following definition:

“It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.”

It has three main elements:

- attitudes and values
 - learning the importance of values and individual conscience and moral considerations
 - learning the value of family life, marriage, and stable and loving relationships for the nurture of children
 - learning the value of respect, love and care
 - exploring, considering and understanding moral dilemmas
 - developing critical thinking as part of decision-making
- personal and social skills
 - learning to manage emotions and relationships confidently and sensitively
 - developing self-respect and empathy for others
 - learning to make choices based on an understanding of difference and with an absence of prejudice
 - developing an appreciation of the consequences of choices made
 - managing conflict
 - learning how to recognise and avoid exploitation and abuse
- knowledge and understanding
 - learning and understanding physical development at appropriate stages
 - understanding human sexuality, reproduction, sexual health, emotions and relationships
 - learning about contraception and the range of local and national sexual health advice, contraception and support services
 - learning the reasons for delaying sexual activity, and the benefits to be gained from such delay
 - the avoidance of unplanned pregnancy

Aims

The aim of RSHE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSHE programme aims to prepare students for an 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 and respect for individual conscience and the skills to judge what kind of relationship they want
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex
- communicate effectively by developing appropriate terminology for sex and relationship issues
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- understand the arguments for delaying sexual activity
- understand the reasons for having protected sex
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships

Organisation, planning and delivery

Jourdon Campbell and Shakira Patten, Heads of PSHE, are responsible for co-ordinating the subject.

RSHE forms part of our PSHE curriculum and is taught throughout all the key stages. In September 2020 SRE will be compulsory, meaning that no student will be allowed to opt out.

- In year 7 students will learn about puberty and the changes, physical and emotional, that effect both girls and boys.

- In year 8 students will learn about the emotional changes that can impact upon the mental and physical health of both girls and boys.

- In year 9, 10 and 11, students have SRE delivered by Sexual Health Outreach Workers for Young People from the Teenage Pregnancy and Sexual Health Outreach Team in Croydon as well as lessons with the form tutor. The sessions will cover the following areas:

- Relationships
- Values and attitudes
- Self-esteem
- Negotiating skills
- Risk-taking behaviours

- Media influences
- Contraception and sexually transmitted infections
- Avoiding an unplanned pregnancy
- Sex and the law and consent

The science national curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

Any RSHE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

More expert or specialist teachers can support tutors who are uncomfortable with teaching certain aspects of the curriculum. Support is offered with the year team or from the PSHE co-ordinators who will help with planning or delivery lessons if required.

Assessment is carried out at the end of every module and involves teacher, student and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

Parents' right to withdraw their children

Parents have the right to withdraw their children from all or part of the sex and relationship education provided at college except for those parts included in the statutory National Curriculum (science). Parents are notified by letters of upcoming RSHE sessions and if parents wish to withdraw their child from aspects of RSHE, not in the Statutory National Curriculum, they will need to discuss their decision with the head of PSHE. If concerns still exist alternative arrangements will be made for the student. Parents are welcome to review all SRE resources the college uses. However from September 2020, Parents will no longer have the opportunity to withdraw their children from RSHE lessons.

Confidentiality, controversial and sensitive issues

Teachers are bound by our safeguarding policy to pass on information received if they deem a student to be in danger or likely to put others in danger. Teachers are not legally bound to inform parents or the Headteacher of any disclosure unless the Headteacher has specifically requested them to do so.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice
- child protection issues will be considered, and referred if necessary to the teacher responsible for child protection under the school's procedures
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in college are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the college's confidentiality policy.

Monitoring and evaluation of sex and relationship education

It is the responsibility of the Jourdon Campbell and Shakira Patten, Head of PSHE, to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall college plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject department in this exercise, under which all departments undertake yearly self-evaluation.

The governors curriculum staffing and resources committee is responsible for overseeing, reviewing and organising the revision of the sex and relationship education policy.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the college's sex and relationship education policy, and on support and staff development, training and delivery.

School nurse provision

In order to access a school nurse/relevant professional, the college must submit a referral to the Croydon Nurses' team. Once the referral is picked up, a nurse will arrange a visit to the school to meet with a student. She is based with our mentor team in house. Between these sessions she liaises with the mentor team and the pastoral staff in the college.

The aims of the provision are outlined below:

- Positive health lifestyle advice.
- Health assessment including sexual health and associated risk assessment as appropriate
- Support on smoking cessation
- Healthy eating advice

- C Card scheme managed by the school nurse/relevant professional. Condoms can be given out and are stored in a locked cabinet with restricted access
- Chlamydia testing
- Support on bullying, body image and relationship difficulties (family or friends)
- Advice on self harming behaviours and eating disorders
- Students at risk are risk assessed by the school nurse/relevant professional and safeguarding issues and disclosures are dealt with in line with college policy and health service guidelines
- Stress management and advice
- Mediation and support
- Counselling advice
- Small group sessions
- Provision of emergency contraception, pregnancy testing and referral in the longer term

Parents and students have been consulted regarding services provided by the school nurse/relevant professional. The health drop-in will signpost and refer students onto other services including their own GP when appropriate.

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

The importance of drugs education

The aim of drug education is to provide students with opportunities to develop their knowledge, skills, attitudes, and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions. See 'Drugs – Guidance for schools' DfES 2004

Drug use and misuse have become increasingly common in our society and within Croydon especially. Norbury Manor recognises the need to prepare and equip young people for life in a drug using society. Norbury Manor also needs to be ready and able to deal with the broad range of drug related situations and incidents which may occur in the lives of our students and others involved in the life of the college. It is vital that Norbury Manor sends a clear message to the whole college community that the possession, use, or supply of illegal or unauthorised drugs is unacceptable.

However, if an incident involving drugs should occur, the first concern is always for the health and safety of the Norbury Manor community and meeting the pastoral needs of students. Therefore administering first aid and summoning help in the case of medical emergencies will always take priority before dealing with any issues (refer to Croydon serious incident procedure).

Definitions and terminology

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

Illegal drugs

- Class A: crack cocaine, cocaine, ecstasy, heroin, LSD, methamphetamines (crystal meths), amphetamines if prepared for injection (speed), magic mushrooms
- Class B: cannabis, ketamine
- Class C: GHB, steroids, Valium, temazepam, diazepam

Additionally, some medicines that are known as controlled drugs e.g. Ritalin, barbiturates, amphetamines, dihydrocodeine, temazepam, Valium, diazepam, anabolic steroids are classed as illegal if they are possessed unlawfully or are supplied to another person. In such circumstances the normal penalties for supply and possession will apply according to their A, B, or C classification.

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

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

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

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

To whom the policy applies

This policy applies to staff, students, parent and carers, governors and partner agencies working within the college. It also applies to members of the public whilst on college premises and contractors working on the college premises. For the purposes of this policy the boundaries of the college includes its buildings and grounds.

Any incident that occurs off college premises while on college business, including college visits, should also be handled with reference to the college's drugs policy and using the Croydon serious incident procedure.

Objectives of drug, alcohol and tobacco education

To enable students' to explore their own and other people's attitudes towards drugs, drug use, and drug users, including challenging stereotypes, and exploring media and social influences (Drugs – Guidance for colleges - DfES 2004).

To increase students' knowledge and understanding and clarify misconceptions about:

- The short-term and long-term effects and risks of drugs
- The rules and laws relating to drugs
- The impact of drugs on individuals, families, and communities
- The prevalence and acceptability of drug use among peers
- The complex moral, social, emotional, and political issues surrounding drugs

To develop students' social and emotional skills so they can make informed choices and keep themselves safe and healthy including:

- Assessing, avoiding and managing risk
- Communicating effectively
- Resisting pressures
- Finding information help and advice
- Devising problem solving and coping strategies
- Developing self-awareness and self esteem

Organisation, planning and delivery of drugs education

Two main subjects deal with drug education. They are PSHE and science. In PSHE students consider issues to do with smoking in Years 7 and 8, alcohol in Years 8 and 9, and drugs in Years 9, 10 and 11. PSHE is delivered by teaching staff, supplemented by outside agencies. These include the Police youth and community team, Croydon Drop-In, Alcoholics Anonymous, and the school nurse/relevant professional. In Science students cover issues to do with smoking in Years 8 and 9, and alcohol and drugs (medicinal, recreational and illegal) in Year 9.

In all subjects it is inevitable that the teaching of apparently unrelated topics will occasionally lead to a discussion on aspects of drug education. Such discussions are relatively limited and set within the context of the subject concerned, and does not constitute part of the drugs education programme. Teachers will draw upon their professional judgement and commonsense to deal effectively with such occurrences.

Staff with responsibilities

Tracey Scarsbrook, Deputy Head teacher, will be responsible for overseeing the management of drug incidents at the college.

Drug-related incidents in college

Each incident will be considered on its own merits and the following priorities will be considered:

1. The immediate health and safety of all members of the college community
2. Supportive responses to any individuals or groups within the college who need them, as highlighted by the incident
3. Consider transgressions of college rules and assess the need for punitive responses (see behaviour policy)
4. Review drugs policy if current protocols were found to be inadequate

If in doubt about how to respond to a drug related incident the School Drugs Advisor should be contacted for advice.

Tobacco

The college is a no smoking environment. Smoking is not permitted on college premises, including all grounds and vehicles. There are no designated smoking areas. However the college will offer support to those trying to stop smoking including referral on the Croydon Smoking Cessation Team (tel: 020 8666 0370). Ant-smoking education is at the forefront of the college's drug education programme, and any students identified as smokers will be supported in quitting.

Alcohol

Consumption of alcohol is not permitted on college premises during the college day but small amounts of alcohol may at times be provided for adults at after college events. This is at the Headteacher's discretion. Any alcohol on college premises will be stored securely in a cupboard in the staff room.

Volatile substances

All products containing volatile substances such as cleaning materials, stationary, etc. will be locked away securely within the department areas out of the way of students when not in use.

Student intoxication

In the event of a student being intoxicated by drugs, alcohol or volatile substances on the college premises the welfare of the student is our principle concern. This means that administering first aid and summoning the emergency services will be the first priority should there be need to do so. In cases of unconsciousness an ambulance should always be called and the student moved into the recovery position. Parents should also be notified provided this is in the best interests of the child.

In cases of intoxication that do not pose an immediate danger to the student or others (for example minimal intoxication from alcohol or cannabis), and provided that it does not conflict with the best interests of the student, parents will be notified and asked to come into college to collect their child. If parents are unable or unwilling to do this the college will not release the student in an intoxicated state as this might endanger the student's welfare, but will instead manage the situation in the best way possible. This will usually involve separating the student from others and giving one to one teaching in a calm environment while the student's condition is monitored. Intoxication or possession of drugs or alcohol in college is seen as indicative of a possible substance use issue requiring specialist intervention, and the college will always investigate this and respond accordingly. Repeated instances of intoxication or possession are a very strong indication that referral is appropriate. The student's welfare will always be the overriding priority.

Students with drug-related problems

Should any student be identified as having a drug, alcohol, or volatile substance problem the college will engage and support the student and refer the case on to specialist substance misuse services. Advice will be sought from the college drugs advisor if necessary (contact details above). The college will also consider facilitating the student's engagement with the service if this is appropriate. The college considers each case on its own merits and is always primarily concerned with the welfare of the young person in question.

Discovery of drugs or paraphernalia including needles

If illegal drugs are found in college the police must always be informed. They will then arrange for appropriate disposal of any substances and will decide if any legal action is to be taken. As with intoxicated students (discussed

above), possession of illegal substances by a student can be indicative of a drug problem.

For syringes/needles which constitute a hazard to health and safety when found on or around college grounds: the item must not be touched or moved; all students should be removed completely from the vicinity and the syringe/needle should be cordoned off as well as you are able (e.g. placing a bucket over the item). A member of staff should guard the item to prevent anybody coming into contact with it. Staff should not under any circumstances attempt to dispose of the item themselves. It will then be arranged for the caretaker to remove the item and place it in a 'sharps' box. If such drug paraphernalia is repeatedly found on college grounds the police should be informed so that they may attempt to discourage drugs-users from trespassing on college grounds when the college is closed.

Intoxicated parents/carers

“When dealing with parents/carers under the influence of drugs on college premises, staff should attempt to maintain a calm atmosphere. On occasion, a teacher may have concerns about discharging a student into the care of a parent/carer. In such instances, colleges might wish to discuss with the parent/carer if alternative arrangements could be made, for example asking another parent/carer to accompany the child home. The focus for staff will always be the maintenance of the child's welfare, as opposed to the moderation of the parent's/carer's behaviour. Where the behaviour of a parent/carer under the influence of drugs repeatedly places a child at risk or the parent/carer becomes abusive or violent, staff should consider whether to invoke child protection procedures and/or the involvement of the police”.

- (DfES 2004)

Involving parents

If their children are implicated in a drug related incident parents will always be notified provided this is in the best interests of the child.

Involving the police

The police will always need to be involved in any incidents involving illegal drugs. They will take responsibility for disposal of such substances. The police will not normally need to be involved incidents involving legal drugs such as alcohol, tobacco, and volatile substances but the college may wish to inform Croydon Trading Standards or Croydon Police about the inappropriate sale or supply of tobacco, alcohol, or to students in the local area.

As regards involving police the college will follow the Croydon serious incident procedure when dealing with drug-related incidents in schools.

Responding to media enquiries

When an incident has taken place advice can be sought from the School Drug Adviser and the LEA Press Officer.