

**FEDERATION OF WINKLEBURY INFANT AND JUNIOR SCHOOLS**

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**Head of Federation : Mrs C.A.Clayton**

**Personal Development Learning Policy  
including Sex and Relationships Education and Management of Drugs**

**Status: Review of final policy**

**Ratified by the governing body: May 2016**

**Record of last review: April 2016**

**Date of next review (every two years): April 2018**

## **PDL policy including Sex and Relationships Education and Management of Drugs**

### **Description of the setting**

The Federation of Winklebury Infant and Junior Schools are on the same site and enjoy the many benefits of working closely together under the leadership of one Head of Federation and one governing body. The schools offer a learning environment where staff, parents, governors and other stakeholders work together for the benefit of all our children.

We recognise that every child is unique, and value each one of them as an individual, providing them with a secure and friendly learning environment in which they are encouraged to develop their own skills and talents. Our Mission Statement is ‘working and learning together within the community to ensure success and opportunity for every child.’ The Federation Core Values of *respect, pride, trust, empathy, perseverance and teamwork* are fundamental to everything we do.

We very much value the partnership between home and school. We believe that by working together we can ensure our children develop into happy and confident individuals, able to meet the challenges and opportunities of the future. Parents and friends are encouraged to join in the many and varied aspects of school life, to work alongside the children and to celebrate their successes and achievements.

### **How the policy was formulated**

This policy was developed through consultation with all stakeholders including children, parents, staff and governors. It is based on guidance and best practice developed by the Hampshire County Council Children’s Services PDL team.

### **National Guidance**

This policy was drawn up using a range of national documents including:

- Drugs: guidance for schools (DfES, 2004)
- Sex and Relationships Education Guidance July 2000
- Drug Guidance for School 2010
- National Healthy School Guidance 2005 – SRE, Drugs, PSHE, Food in School, Physical Activity
- OFSTED subsidiary guidance on Bullying
- The PSHE Association Suggested Programme of Study

### **Definitions and terminology**

Personal Development Learning (PDL) is the planned curriculum through which children and young people acquire the knowledge they need to manage their lives now and in the future. It aims to develop the qualities children need to thrive as members of society. The PDL programme at the Federation of Winklebury Infant and Junior School includes:

- Sex and Relationships Education (SRE), which teaches children how to develop and maintain a variety of healthy relationships and manage their emotions. It develops children’s ability to be able to recognise risky or negative relationships and know how to respond appropriately and ask for help. It aims to ensure children show respect for equality and diversity in relationships.
- Drug Education (DE) which teaches children how to make informed choices about health and well-being matters (including drugs, alcohol and tobacco). It includes how to assess and manage risks to health and keep others safe and how to identify and access help, advice and support.

### **Aims and objectives of the policy**

This policy aims to ensure that:

- pupils are provided with the knowledge, understanding, skills and attitudes to make informed decisions about their lives;
- staff receive appropriate continued professional development (CPD) opportunities and support to deliver, assess, monitor and evaluate a planned programme of PSHE (Personal, Social and Health

Education) in line with relevant Department for Education (DfE) and Qualifications and Curriculum Development Agency (QCDA) guidance.

### **Where and to whom the policy applies**

This policy applies to all staff, pupils, parents/carers, voluntary helpers, governors and partner agencies working with our schools. It applies to all on-site and off-site activities.

### **Content of PDL programme including SRE and drugs education**

The Federation follows the PSHE Association suggested programme of study – cross reference long term curriculum map and PDL medium term and short term plans.

### **Organisation of the PDL programme**

The Federation Curriculum Manager is responsible for the long term curriculum map and ensuring full coverage and relevant links are made across the federation.

The PDL Manager for each school is responsible for the medium term plans and ensuring suitable progression and development of skills and complete coverage of all learning objectives. They are also responsible for monitoring and evaluating the provision of teaching and learning in PDL across the school, including resource management.

The class teacher is responsible for delivery of the PDL curriculum within their classroom. They are also responsible for addressing any concerns that arise throughout the year which are specific to their class or individuals within their class.

Support agencies with relevant expertise, and the federation's Parent Support Adviser, are used to support the PDL curriculum where appropriate.

### **Staff support and training**

The Finance and Personnel Manager will share this policy with all new staff as part of their induction.

The Chair of Governors will share this policy with all new Governors as part of their induction.

The Federation Curriculum Manager and PDL Managers for both schools will remain informed of current best practice by attending relevant training and reading relevant publications.

The PDL Managers for both schools are responsible for ensuring all staff, including LSAs, are kept informed of current best practice.

### **Assessment, monitoring, evaluation and reviewing**

The teaching and learning of PDL will be monitored and assessed by the PDL Manager and Curriculum Manager in line with the federation's annual Monitoring and Evaluation Plan.

Governors will be kept informed of the outcomes of the monitoring and evaluation through the Position Statements produced by subject managers at the end of each academic year. The Governors may ask the Curriculum Manager or PDL Managers to report to their Curriculum Committee regarding matters pertaining to the development of PDL across the schools, including initiatives at local and national level.

### **The needs of pupils**

At the Federation of Winklebury Infant and Junior Schools the following systems are in place to support children's personal development learning:

- DSLs – the Head of Federation, Deputy Head of Federation, Assistant Headteachers of both schools, Team Leaders of both schools and the Parent Support Adviser are all trained DSLs (or being trained 2015-2106 following appointment September 2015)
- Welfare forms – all staff complete welfare forms to raise concerns about individual children. These are passed to the class teacher, Deputy Head of Federation and Head of Federation as appropriate.

- ELSA – there is a trained ELSA at both schools.
- Nurture – the junior school runs a nurture group 2 afternoons a week.
- PSA – there is a Parent Support Adviser , who works across both schools to provide support to children and their families.
- PCSOs – the local PCSOs support the curriculum where appropriate.
- School Health – we have a close working relationship with our School Nurse and refer children when necessary. Our School Nurse has also supported our sex and relationships education programme.

### **Referral and external support**

At the Federation of Winklebury Infant and Junior Schools we are proactive in finding the most appropriate support for our children and their families when necessary. In particular we regularly draw on the expertise of:

- PSA
- PCSO
- School Health including Paediatrician
- EMTAS
- Children’s Services
- Early Help Hub
- Troubled Families Programme
- Primary Behaviour Support
- CAMHs
- Educational Psychology

### **Involvement of parents/carers**

Parents and carers will be informed that the draft policy is available to view through the school website and invited to give their views.

The final policy will be made available to all parents and carers through the school website or on request at the Federation Admin Office.

Parents and carers are kept informed of curriculum content through termly Curriculum Booklets for all year groups.

Parents of children in Years 5 and 6 and invited to a meeting prior to the sex and relationships programme to view the materials used and talk to teachers about the content.

All mothers and daughters from are invited to an evening workshop on puberty led by the Parent Support Advisor.

Where required, children will have a next step in PDL discussed and set at the autumn and spring parental consultations so that parents can support their child in this at home.

### **Management of drugs at school**

The possession, use or supply of illegal and other unauthorised drugs within the federation site is unacceptable. The Federation of Winklebury Infant and Junior School follows the advice issued in Drugs: Guidance for Schools (DfES, now DfE, 2004).

### **How will the school deal with drug paraphernalia and suspected illegal and unauthorised drugs?**

Needles or syringes found on federation premises will be placed in a sturdy, secure container (for example, a tin with lid), using protective gloves. Soft drink cans or plastic bottles should not be used.

Used needles and syringes will not be disposed of in domestic waste. If incidents of finding needles are high then the federation may choose to obtain a properly constructed sharps container, which will be kept out of reach of pupils and members of the public who may not appreciate the associated risks.

The federation will liaise with the Local Authority or Local Authority Environmental Health Department on the best way to dispose of the contents of a sharps container.

### **What will be the school's policy on searches, including personal searches and searches of school and pupils' property?**

If the Head of Federation suspects that anyone on the school site is in possession of drugs she will take advice from Children's Services and/or the police and/or discuss her concerns with the individuals concerned depending on her assessment of the situation and the level of risk posed to staff and pupils.

Personal searches and searches of property are carried out at the discretion of the Head of Federation. The federation will always seek consent and ensure that a second adult witness is present if a search is to take place. If this is refused the Head of Federation will consider whether to call the police. Searches will be conducted in such a way as to minimise potential embarrassment or distress.

### **Procedures for managing parents/carers under the influence of drugs on the federation site**

When dealing with parents/carers under the influence of drugs on school premises, staff will attempt to maintain a calm atmosphere. Should an adult have concerns about discharging a pupil into the care of a parent/carer who they suspect to be under the influence of drugs (including alcohol), the Head of Federation or the next most senior member of staff on site will be asked to assist. If there are safeguarding concerns these will be made known to the parent and alternative arrangements for the care of the child suggested, 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.

Children's Services and/or the police will be informed if the most senior DSL on site deems this to be appropriate.

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 will invoke child protection procedures and/or the involvement of the police.

### **The agreed criteria for when police should be informed, consulted or involved**

The Head of Federation will decide on a case by case basis as to whether to inform, consult or involve the police

### **Confidentiality**

All members of staff will ensure that they are familiar with procedures set out in the statutory guidance March 2015 – 'Working Together to Safeguard Children' and DfE 2015 'Keeping Children Safe in Education'. All members of staff and governors are aware of the federation's confidentiality policy and this is included as part of induction procedures for all staff, governors, voluntary helpers and students.

### **Linked policies**

This policy needs to be read in conjunction with the:

Behaviour Policy  
Anti-bullying Policy  
Child Protection Policy  
Curriculum Policy  
Safeguarding Policy  
Sex and Relationships Education Policy  
Confidentiality Policy

### **Dissemination of the policy**

This policy will be:

\*shared with all staff via e-mail;

\*part of the induction process for all new staff, governors, voluntary helpers and students;

\*available to all stakeholders on our federation website.

**Policy reviewed by:** Deputy Head of Federation

**Date:** April 2016

**Signed:** (Chair of Governors)

**Next review date:** April 2018