



HILLVIEW
SCHOOL FOR GIRLS

**PERSONAL, SOCIAL,
CULTURAL
AND ECONOMIC
EDUCATION
(PSHE) POLICY**

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Hillview School for Girls is a fully inclusive school where independence is developed through and innovative education and inspirational opportunities. We believe that the self-belief, resilience and character needed to secure success are founded within PSHE in accordance with DoE Guidance 2013.

AIMS

- Hillview is a fully inclusive, supportive community where discrimination (of any kind) does not exist
- Positive values and individual responsibility are inherent across the school
- Students experience a wide range of opportunities to develop the qualities and attributes they need to thrive and unlock their pure potential
- Students are highly resilient and have the strength to cope and have access to support when required

This policy should be read in conjunction with the Safeguarding Policy, the Equal Opportunities Policy and incorporates the following as procedures:

- PSHE (*Appendix 1*)
- Sex & Relationships (*Appendix 2*)
- Social, Moral, Spiritual and Cultural (SMSC) (*Appendix 3*)
- Collective Worship (*Appendix 4*)
- Substance Misuse (*Appendix 5*)
- Managing Loss (*Appendix 6*)
- Careers Education, Information, Advice, Guidance and Employability (CEIAG) (*Appendix 7*)

1.1 Whole-school PSHE is delivered through Personal and Spiritual Development lessons in Key Stage 3 and 4 and at Key Stage 5 through mentor time and assemblies. In addition, PSHE is delivered within an assembly programme that also contributes to the provision of Collective Worship, Sex and Relationships and Social, Moral, Spiritual and Cultural activities as set out within the incorporated procedures. It is augmented by the work of the Curriculum Support, Safeguarding and Student Support teams.

1.2 Roles and Responsibilities

- **Governors:** monitor and review this policy through Welfare Committee reports from the Senior Assistant Headteacher.
- **Headteacher:** ensure structures are in place to support the effective implementation of the policy and that the school meets all legal requirements
- **Senior Assistant Headteacher:** monitors delivery of whole-school PSHE, Line Manager for Curriculum Leader for PSD and Student Support Team.
- **PSD Curriculum Leader:** ensures high-quality of PSD lessons at KS3 and KS4 through staff training, a scheme of work that complies with relevant legislation, teaching and learning reviews and input into whole school PSHE activities and relevant staff training.
- **PSD Teachers:** deliver high-quality PSD lessons at KS3 and KS4 following guidance and best practice established and shared by PSD Curriculum Leader.

1.3 Monitoring and Evaluation

- The Governors will review this policy on a 2-year cycle to ensure legal compliance and effective delivery.
- The Senior Assistant Headteacher and Curriculum Leader for PSD will review this policy annually to assess implementation and effectiveness. The review process will seek feedback from students, teachers, support staff and parents through focus groups.

Appendix 2

Sex and Relationships Procedure

1. Procedure Statement

1.1 Hillview's Sex and Relationship Procedure acknowledges the value of morality, family, and individual choice within relationships. We respect privacy but strive to safeguard our students from exploitation and abuse. We work with parents and specialist agencies to promote stable, positive and loving relationships. We value the diversity of relationships and challenge homophobia.

1.2 This Procedure sets out statutory compliance with Department of Education Guidance (ref DfE 0116/2000) and Section 214/2 of the 1993 Education Act. The Curriculum Leader for Personal and Spiritual Development (PSD) works with key stakeholders inside and outside the classroom to ensure we effectively support our students to develop a sound understanding of risk and the knowledge and skills necessary to make safe and informed decisions. This procedure is a key component of our PSHE policy and should be read in conjunction with the school's Safeguarding and Equal Opportunities Policies.

2 Aims

- To ensure all students are able to develop the qualities and attributes they need to thrive as individuals, family members and members of society
- To challenge gender discrimination, stereotyping and homophobia
- To promote and develop positive values, self-esteem and individual responsibility within a framework of cultural diversity
- To promote positive, balanced relationships and to instill the importance of consent
- To educate students to identify and manage damaging relationships or child sexual exploitation
- To support students experiencing damaging relationships or child sexual exploitation
- To contribute to safeguarding

3 Curriculum and whole-school delivery

3.1 The delivery of the PSHE and Science Curricula are fully compliant with DfEE Guidance (ref DfEE 0116/2000), which defines sex education as 'learning about the physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect and care. It is also about the teaching of sex, sexuality and sexual health'. The Designated Safeguarding Lead heads the Student Support team

to meet the often complex needs of students at risk of sexual exploitation, those who are vulnerable or experiencing damaging or abusive relationships.

4 Confidentiality and Disclosure

4.1 The Safeguarding Policy clarifies the absence of absolute confidentiality and students are made aware of this in lessons and when accessing services across the school. Teachers must report any disclosure of child abuse or any suspicion of child abuse to the DSL via the school's internal referral system (lilac form). When a member of staff learns that a student under the age of 16 is having a sexual relationship or thinking of having a sexual relationship, safeguarding issues must be considered. Teachers are obliged to pass knowledge onto the DSL. However, they are not obliged to pass on information about students to their parents. Teachers must ensure that the student is aware of the risks and encourage them to seek support from their parents.

5 Parental Responsibilities & the Right to Withdraw

- Parents are informed by letter at the beginning of the academic year of the contents of the Sex and Relationships Curriculum.
- Parents are advised of their right to withdraw their child from the SRE part of the PSHE curriculum. Section 214 (2) of the 1993 Education Act enshrines this right but sets out that parents may not withdraw their child from those elements of sex education covered in the National Curriculum Science Order.
- Parents wishing to withdraw their child from the SRE element of the PSHE curriculum are advised to communicate their wishes in writing to the Curriculum Leader for PSD.

SMSC Procedure

1 Statement

1.1 The 2002 Education Act requires all maintained schools to promote the spiritual, moral, social and cultural (SMSC) development of students at the school and of society, as part of a broad and balanced curriculum.

1.2 Through ensuring students' SMSC development, at Hillview School for Girls, we aim to demonstrate the active promotion of fundamental British Values. In accordance with the DfE Guidance (November 2014), we aim to meet requirements for collective worship, establish a strong school ethos supported by effective relationships throughout the school, and provide relevant activities beyond the classroom to support students' SMSC development.

1.3 This procedure should be read alongside the Collective Worship Procedure and the Equal Opportunities and Safeguarding policies.

2 Development Aims

2.1 To ensure students find acceptance for themselves as unique individuals.

2.2 To promote cultural awareness and tolerance of those other faiths and traditions and provide opportunities to explore alternative views.

2.3 To place a strong emphasis on building positive, caring attitudes towards other people. All adults will model and promote expected behaviour.

2.4 To enable students to identify and develop moral values and place these within the context of individual liberty and the rule of law.

3 SMSC Delivery

3.1 Hillview School for Girls recognises that the promotion of SMSC needs to be an integral and focal element of school life, from the celebration of cultural festivals in the canteen through to an exploration of British and personal values in PSD. The CL for PSD will work closely with the Lead Teacher for RE to deliver a balanced, positive and reflective curriculum to Key Stage 3 and Key Stage 4 students and will support the promotion of SMSC at Key Stage 5.

3.2 Spiritual, moral, social and cultural issues will be explored where possible within all curriculum areas and will be augmented through assembly, school clubs and our Student Support structures.

4 Definitions for Spiritual, Moral, Cultural and Social Development

The following definitions are taken from the DfE Guidance 2014.

1. The ***spiritual*** development of students is shown by their:
 - ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
 - sense of enjoyment and fascination in learning about themselves, others and the world around them
 - use of imagination and creativity in their learning
 - willingness to reflect on their experiences.
2. The ***moral*** development of students is shown by their:
 - ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
 - understanding of the consequences of their behaviour and actions
 - interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.
3. The ***social*** development of students is shown by their:
 - use of a range of social skills in different contexts, for example working and socialising with other students, including those from different religious, ethnic and socio-economic backgrounds
 - willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
 - acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
4. The ***cultural*** development of students is shown by their:
 - understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others

- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

5 British Values definition

5.1 For the purposes of teaching British Values the following components are used:

Technically our British Values are defined in law as:

- democracy.
- the rule of law.
- individual liberty.
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

Collective Worship

1 Aim

1.1 The Education Reform Act 1988 sets out the central aim for the school curriculum that it should promote the spiritual, moral, cultural, mental and physical development of students and prepare them for the opportunities, responsibilities and experiences of adult life. The act of collective worship can make an important contribution to the spiritual, moral and cultural development of a student and every state school is required to provide a daily act of collective worship for all of its students.

1.2 Hillview School for Girls follows the guidance outlined in the Government Circular 1/94: Religious Education and Collective Worship (published 1994) in relation to our statutory obligations to Religious Education and collective worship. (It is worth noting that the document is explicit in stating that there is a distinction between the academic role of Religious Education lessons and the more spiritual elements of acts of collective worship).

1.3 Students are provided with the opportunity to worship God, consider spiritual and moral issues, and to explore their own beliefs. Acts of collective worship also encourage participation and response, develop a community spirit, promote a common ethos and shared values, and to reinforce positive values. The school also reflects and promotes British Values in line with the DfE guidance paper (November 2014), 'Promoting fundamental British Values as part of SMSC in schools'.

2 Responsibility

2.1 Each local Standing Advisory Council for Religious Education (SACRE) has a responsibility to ensure that the statutory guidance is complied with across the county. As an academy, Hillview likewise has an obligation as per its own funding agreement, to mirror the statutory requirements for collective worship.

2.2 Within Hillview it is the responsibility of the Headteacher, in consultation with the governing body, to organise collective worship in such a way to meet the national statutory requirements.

3 Character of collective worship

3.1 Acts of collective worship are intended to be appropriate for and to include all students attending a school (barring those that have been withdrawn). The majority of acts of worship over any given term should be 'wholly or mainly of a Christian character'. It should reflect the broad traditions of Christianity without being distinctive of any one Christian denomination. This means that an individual act of collective worship could be seen to be wholly or mainly of a broadly Christian character if it explored

a value such as love or forgiveness without specific reference to Christianity. However, explicit reference to Christianity is necessary over a number of acts of worship if legislation is to be met.

3.2 Hillview recognises the need to provide a clear distinction between the assembly and an act of collective worship as defined in Circular 1/94. 'Worship' is not defined in the legislation and, therefore, should be taken to have its natural and ordinary meaning: it must in some sense reflect something special or separate from ordinary school activities and should be concerned with reverence or veneration paid to a divine being or power. It is acknowledged that this does differ from the notion of corporate worship by a set of individuals with a shared belief system.

4 Organisation of collective worship

4.1 Hillview provides one community or Year group assembly per week, with further classroom-based assemblies facilitated by mentors. The content of each assembly (and by implication, acts of 'collective worship'¹) is determined by a set of themes provided annually by a working party of staff led by a member of the Senior Leadership Team (SLT).

4.2 The general approach by Hillview is to anchor the act of collective worship to the broad moral framework of Christianity and to link these aims with events and values drawn from personal, community, national and international experience. The assembly themes are broadly linked to the 'Every Child Matters' agenda and do allow staff to introduce ideas, teachings and stories from a range of traditions. However, the school does not insist that staff deliver a service of religious adoration or devotion.

5 Withdrawal

5.1 The right of withdrawal from collective worship stands for all parents and teachers, and parents are not obliged to state their reasons for seeking withdrawal. The school continues to be responsible for the supervision of any child withdrawn by its parent from collective worship.

¹ Paragraph 58, Circular 1/94: 'Collective worship and assembly are distinct activities. Although they may take place as part of the same gathering, the difference between the two should be clear. Collective worship can, nevertheless, be related to the day to day life, aspirations and concerns of the school.'

Substance Misuse Procedure

Drug and drug education in the context of this document are inclusive terms including tobacco, alcohol, illegal drugs, medicines and other substances such as solvents.

A teacher of drug education does not need to be an authority on drugs, as it is the life skills approach that is crucial to this area of learning.

Successful drug education should start early, the key to which is developing students' emotional intelligence, resilience and life skills. These same skills are crucial to successful Sex and Relationships Education and anti-bullying approaches.

This policy applies to all students, parents/carers, volunteers and staff members attending the school or whilst on school business including off-site visits and trips.

1 Hillview School for Girls believes it has a duty to inform and educate young people on the consequences of drug use and misuse. The school takes a pro-active stance on this matter, believing that health education is a vital part of the Personal and Social Education of every student. Fundamental to our school's values and practice is the principle of sharing the responsibility for education of young people with parents, by keeping them informed and involved at all times. Effective communication and co-operation is essential to the successful implementation of this policy.

2 In-line with government guidelines, our school is a smoke-free environment, which includes all buildings and school grounds/playing fields etc. Parent/carers, visitors and staff members are asked not to smoke on school premises or in the presence of students. This applies to off-site visits. In the interest of hygiene/cleanliness, we also ask that people refrain from smoking outside the school gates.

3 Principles

3.1 Hillview School is committed to the Health and Safety of all its members and believes that we have a duty to support and safeguard the well-being of all its students and staff. The school is committed to the principles of the National Healthy Schools Programme.

3.2 Hillview School for Girls believes that effective drug education is an essential contributor to ensuring that all children and young people are able to reach their full potential and that the school works towards the five Every Child Matters outcomes for all its students. Education about drugs is also crucial for the school to maintain Healthy Schools status and completion of the Healthy Schools Enhancement Model – a higher level award.

3.3 The school values the importance of its pastoral role in the welfare of its students and, through the general ethos of the school, we seek to encourage and develop young people's learning and ensure support appropriate to their needs is accessible.

3.4 Education about drugs is not concerned merely with substance, but with people in their social and community settings. Therefore, drugs education at Hillview involves the development of attitudes, values and skills, as much as the acquisition of appropriate knowledge.

3.5 Drug issues and concerns extend across socio-economic and ethnic boundaries, and students of all ages and abilities will encounter both the positive and negative effects of drugs, whether used legally or illegally. Many students have some knowledge about illegal drugs through the media, "street talk" and personal experience. The school welcomes and encourages parent/carer and community involvement in the development of school policy and curriculum delivery.

3.6 This policy has been developed collaboratively by members of the school community, including students, parents/carers, staff and others where appropriate.

4 Aims of Drug Education

- To provide a safe, healthy environment in which students and staff can learn and develop.
- To ensure all members of the school community know and understand the rules of the school, the expectations about their behaviour, and the policy regarding drug incidents and concerns about individuals.
- To promote clarity about the management of drug-related incidents in the school.
- To encourage and enable students to appreciate the benefits of a healthy lifestyle now and in the future.
- To enable students to make reasoned, informed choices.
- To minimise students' experimentation with illegal or harm-causing substances.
- To support and engage parents/carers and students in their own personal learning and responsibilities.
- To enable young people and staff to access support structures (including the voluntary sector), e.g. Connexions Service and counselling,
- To monitor, evaluate and review learning outcomes for students/students.
- To work with KCC and outside agencies, including the voluntary sector, to secure and support a balanced delivery of a drugs education programme, e.g. School Drug Education Advisers, Advisory Service Kent, other schools, the Healthy Schools

Programme, Health Promotion, Health Care professionals, Kent Police, Youth Service and Kent Safe Schools.

5 Objectives for Drug Education

- To provide opportunities for students to acquire knowledge and identify the distinction between authorised and unauthorised drugs.
- To develop and equip students with the knowledge, attitudes and skills necessary to build their resilience and avoid peer group pressure or unwanted drug offers from others.
- To build students' decision-making skills and increase self-esteem.
- To engage parents/carers in the school community and learning process.
- To enable students and staff to access support if they have concerns about their own or others' drug use.

6 Principles of Teaching and Learning

Science, Personal Development Learning and Citizenship provide opportunities for drug education. Personal Development Learning is compulsory at Key Stages 3 and 4. Students also learn about drug education through their mentors in our Vertical Tutoring system. Mentors carry out tasks related to Every Child Matters and have available to them drug helplines and websites such as 'Talk to Frank'. These are also available to students in a display in a prominent part of the school and in student planners.

7 Attitudes, Values and Skills

Students are taught:

- to value and trust in their own learning through positive reflections and development of assertiveness and coping skills
- confidence-building and communication skills
- about themselves and their achievements, seeing their mistakes, making positive changes and setting personal goals
- to recognise risky behaviour and risk-taking within different situations and be able to respond appropriately
- that pressure to behave inappropriately or to take risks can come from a variety of sources, including people they know, TV and the media
- how to seek/ask for help and use basic techniques for resisting peer or unwanted pressure in order to minimise harm to themselves or others
- that their actions affect themselves and others, to respect and care about other people's feelings, trying to see things from their point of view
- that communication and problem-solving skills are central to bringing about a positive change in attitudes and actions.

In teaching drug education, teachers use a range of teaching strategies, including role-play, discussion, group work, draw and write, debate and circle time. The use of circle time is a key strategy for developing life skills.

8 Cross-Curricular Links

Drug education has many cross-curricular links, with Science making a particular contribution. However, the development of life skills and Emotional Intelligence are themes throughout the school's curriculum, within the programme for Personal, Social and Health Education (PSHE) and enshrined in the values which are embodied in the schools' ethos. There are links to other subjects, such as Geography and Physical Education.

9 Staff Development

Hillview has an on-going programme for professional development. Support and Continuing Professional Development (CPD) opportunities for all school staff are made available through training strategies provided by Advisory Service Kent, Kent's School Drugs Education Advisers and the Healthy Schools Team.

10 Monitoring, Evaluating and Reviewing

10.1 At Hillview, there is a named co-ordinator who liaises with the Safeguarding Governor regarding drug education and policy development.

10.2 Senior Leaders are involved in monitoring and evaluation.

10.3 Students, staff, parents/carers and governors are consulted and the programme and policy are modified where appropriate through focus groups.

10.4 There is on-going monitoring and evaluation of the programme, teaching methodologies and learning outcomes to ensure that needs are met through line management of the Curriculum Leader for PDL by the Designated Safeguarding Lead.

10.5 Drug education is reviewed in line with current KCC and Government guidelines.

11 Management of Drug Related Incidents

Remit of the Drug Incident Management Policy

11.1 The school boundaries are defined as any area where a student is whilst he or she is in the charge of the school. Normally this means any area within the perimeter fence of the school. During any outside activities or trips it

means anywhere where the student is in the charge of the school and its staff, whether this is within or outside school hours.

12 Responding to Concerns about Student Drug Misuse

12.1 The school will follow the guidance of the KCC and Kent Drug Alcohol Action Team 'School incident management procedures'.

12.2 If a student is suspected of being involved in substance misuse, is causing concern about his/her substance use, or makes a disclosure about their own or their family's substance misuse, the Senior Assistant Headteacher – Inclusion, together with other members of the Senior Leadership Team will make an assessment of the extent of the drug misuse. Following this assessment, action must be taken to safeguard the student and, if appropriate, refer the student to local Young Person's Substance Misuse Services for further support. The Drug Use Screening Tool (DUST) will be used to help support this process. Referral to the local Drug Intervention and Support Programme will also be an option.

12.3 Communication between staff and early involvement of parents/carers and police should set the scene for early, supportive pastoral intervention. An appraisal should take place to determine the nature of the student's needs and the additional support a student might need if, for example:

- their knowledge about drugs is low
- they rely upon frequent use of drugs
- their drug use is affecting performance at school
- their drug use is causing problems such as conflict at home
- they feel under pressure to use, perhaps due to other problems
- their (or someone else's) drug use is impacting on their behaviour and/or emotional health.

12.4 In addition to the drug education students receive through the curriculum, extra support may include any or all of the following:

- providing information and advice in relation to specific drugs
- developing self-esteem and skills such as strategies for seeking support
- increasing their motivation to address their drug use
- facilitating access to activities of interest to them (such as Youth Clubs, extra-curricular events and activities, and external provision as part of Youth Service or Kent Drug & Alcohol Action Team (DAAT) activity)
- liaising with the Connexions Service who can identify need and co-ordinate the help of specialist agencies.

13 Procedures for Managing Students Suspected or Found in Possession of Unauthorised Drugs

- If a student/student appears intoxicated by drugs or drink whilst at school, first aid or medical supervision must be the first consideration. The Student Support Manager will contact his/her parents or carers and request they collect him or her from school. If they are unavailable, the student will be supervised in a suitable room until the parents/carers are able to collect him or her or other action appropriate to the individual and circumstances has been taken.

- If a student brings drink or drugs to school or the school has good reason to believe they have done so, or if a student is found with a substance or a drug thought to be unauthorised, the following procedures should be followed. All unknown tablets, powders and substances should be regarded as unauthorised.
 - (i) There are Health and Safety considerations associated with handling unidentified substances. If the substance needs to be moved then gloves should always be worn if available, or a bag can be turned inside out and used to pick up the suspected drug. Advice is available through KCC's Children, Families and Education Health and Safety Unit. (01622) 694144 in conjunction with "The Safe Retrieval and Disposal of Used Hypodermic Needles and Syringes"
 - (ii) The Police Youth Crime Reduction Officer (YCRO) will be the first point of contact with regard to confiscation of suspected illegal drugs in schools.
 - (iii) In "emergency" situations where the YCRO is unlikely to be able to attend immediately, the safety of all concerned is paramount and police assistance should be summoned in the most appropriate way (999 or local police station).
 - (iv) Substances will **NOT** be destroyed or flushed down the toilets.
 - (v) If a student has taken a drug, or there is reasonable evidence to assume so, a trained first-aider will be called immediately, and professional medical help sought where appropriate. If not, then another member of staff will be called for help and as a witness.
 - (vi) Staff will inform the Headteacher and the Assistant Headteacher - Inclusion as soon as possible after they have ensured the safety of the student/student and any other students/students involved.

- (vii) The school will encourage co-operation from students when asked to empty their pockets/bags and hand over the suspected drugs. The school recognises that it is not legal for school staff to conduct a personal search of a student/student. Police help will be obtained when a personal search is deemed necessary.
 - (viii) If the Police YCRO is called, s/he can carry out a search of the student/student and his/her belongings if he or she considers such a search is justified and within the law. The search must be done in the presence of an adult.
 - (ix) If a further search is necessary, a search of desks, drawers and lockers and other school property where students have access can be undertaken, but their consent should be sought before any search is undertaken. Where consent is refused the school will need to balance the likelihood that an offence has been committed against the risk that the student's/student's right to privacy may be infringed without just cause before deciding to proceed with the search without consent. This school will not search student's private property, including bags and school lockers rented from the school, unless we have good reason to believe there is a likelihood of harm to students or others.
- The Police YCRO can retain, secure and have the substance analysed and offer advice and guidance regarding the alternative options.
 - It is legal for a staff member to confiscate substances thought to be illegal. Confiscated drugs should be sealed in a clear plastic bag, with the completed incident form attached, and locked away until the police arrive. (See Appendix C for sample Incident Reporting Form).
 - Where it is considered that the student has been at risk, or it is thought that the drug or substance is unauthorised, the student's parent or carer will immediately be contacted and asked to attend the school, unless this is not considered to be in the best interests of the student in which case Kent Safe Guarding - Child Protection Guidelines will be followed. The DCPC or Deputy DCPC will do this.
 - If it is established that the incident is drugs related, the Headteacher will contact the Chair of Governors to inform him/her of the situation.
 - Contact will be made with the Local Education Officer (LEO), who will inform the KCC press office if there is a possibility that the media may become involved.
 - Teachers cannot guarantee confidentiality, and where a student discloses information that indicates he or she is at risk, the information will be

passed immediately to the school's Designated Child Protection Co-ordinator. A teacher should sensitively indicate to a student that confidentiality cannot be maintained, preferably before any disclosure takes place. A lilac reporting form should be completed and handed personally to the DCPC or Deputy DCPC.

- Staff should record what has happened and all actions taken as soon as possible and the witness should countersign your statement.

14 Further Response, Support and Sanctions

14.1 The YCRO can, on request, if they consider this to be appropriate, use the **Drug Use Screening Tool (DUST)** to assess the most appropriate intervention and will take legal action, including arrest, if considered necessary and requested by the Headteacher. A decision will be made in partnership with the school and with due consideration of all available information.

14.2 Students who are seen as at risk have early intervention by the Kent Drugs Education Advisory Team.

14.3 Sanctions will be given in line with the Behaviour Management policy

15 Alcohol and Tobacco

15.1 Research shows that the younger students/students enter into experimental use, the more likely they are to develop an unhealthy lifestyle and problematic drug use. The school will take action to safeguard the student/s and inform parents/carers as soon as possible.

16 Residential and Off-site Visits

16.1 Residential and off-site visits must comply with KCC "Regulations and Guidance for Offsite Activities" full risk assessment practice. Drug issues, including tobacco, alcohol and other substances including volatile substances, should be discussed. Students and parents/carers must be clearly informed of the school's expectations and repatriation policy and sign the code of conduct/consent form.

17 Confidentiality and Child Protection

17.1 Staff

17.1.1 Any staff bringing unauthorised drugs to work or their presence at work in an intoxicated state (including while staff are 'on duty' on school trips and activities off site) could be subject to disciplinary procedures and

possible police prosecution. All staff have a duty of care to the students. Therefore, the Headteacher must be informed immediately. All staff are expected to report any other member of staff suspected of bringing drugs to school or being intoxicated at work.

17.1.2 This school is a smoke-free school, in line with national legislation effective from 1 July 2007. Staff smoking on school premises or who bring illegal drugs on to school premises will be deemed to be in breach of their contract. All staff are expected to adhere to the KCC Smoking Policy.

17.1.3 The school will make every effort to support any member of staff in these circumstances and encourage them to seek appropriate professional help.

18 Parents/Carers and Drug Incidents

18.1 Hillview School informs parents about all aspects of its statutory policies via the website and upon request for sight of a specific policy. A pro-active approach is used. In the event of a school drugs incident, the school will take any appropriate actions. Confidentiality and students' safety issues are paramount. The school is not able to divulge any information about individual students. However, the whole school community can be reassured by the Headteacher that every effort and precaution is being taken to ensure the safe running of the school and students. The school informs parents/carers of any local concerns/issues.

18.2 This school aims to be aware of the impact parent/carer drug misuse can have on a child and his/her education. Children of drug misusing parents/carers may be at greater risk of emotional and/or physical harm, but this is not always the case. A parent/carer with a drug problem does not necessarily neglect their child or put them at risk. The school aims to be alert to behaviour which might indicate that the child is experiencing difficult home circumstances.

18.3 Where the help of external services might be needed, and the child's safety is not considered at risk, we will liaise with outside agencies about possible referral to other agencies. The school policy on confidentiality will be carefully followed and the student informed at every step.

Managing Loss Procedure

1 The importance of being wise before the event

1.1 Headteachers and teachers in schools, as well as support staff, may find themselves anxious when faced with loss. Most of us have little experience in handling loss, be it following a death or a traumatic event such as divorce or life threatening illness. This guide helps to prepare for death and loss in school, to enable us to be wise before the event.

1.2 This guidance is to raise awareness of the issues that face students and staff and the first thing to make clear is that there are no hard and fast rules. Each situation is different, as is each student and each teacher. The following information, ideas and strategies will add to the human dynamic of care and compassion that lie at the heart of our school.

2 The role of the Headteacher

2.1 The main role of the Headteacher when a student or school staff member dies is to support staff and students. The Headteacher will:

- Check the accuracy of the information.
- Clarify when and where the death occurred and any relevant details. It is important to be fully informed so that rumours can be quashed.
- Find out what arrangements have been made for the funeral.
- Contact parents/relatives, if not already done so at this point, to offer condolences and to find out how they want you to respond, for example, any representatives from the school attending the funeral.

2.2 Not all this information may be available straight away. However, when information is known, this will be shared with other staff.

3 Informing Staff

3.1 Some staff may need to be told individually, for instance the student's class teacher, whereas others may be informed in a group. The closer the relationship the more likely it is that the person will be upset.

3.2 As soon as possible after speaking with the student's class teacher, the rest of the staff will be gathered together to be informed. Absent staff will be informed as soon as possible. Where people are told as a group there is less likelihood of misinformation or misinterpretation of facts as they are passed from person to person. Discussion around how the students should be informed of the death will take place

4 Student Support Teacher (SST)

4.1 Where a student has been bereaved the school will identify one person who will be the key worker with the student. This designated Student Support Teacher (SST), can co-ordinate information within the school and with outside agencies, if they are involved, and act as the chief provider of emotional support to the student. Older students may be asked who they would prefer to have as their SST.

5 The importance of feelings

- Death triggers profound emotions and staff need to deal with their own emotions as well as those of students and colleagues. Opportunity for staff to gather together to talk through their feelings and to gain mutual support will be offered.
- Where teachers can express their feelings openly, it gives students a model for responding to grief. It gives permission to grieve and shows that painful feelings are normal as are feelings of anger, anxiety and guilt.

6 Informing the Students

6.1 The students who are closest to the dead person may need to be informed individually or in a small group by the staff member who is closest to them. This may be the class teacher alone or with the Headteacher or another member of staff.

6.2 Other students will be told in small groups or as a class. Once again, the class teacher should tell his/her own class. However, where this causes anxiety, the Headteacher can tell the students with the teacher. In some instances, the school assembly may be the most appropriate place to inform students.

6.3 Following bereavement, clear language is vital. Euphemism such as 'She lost her mother' may be translated literally. 'Her mother has gone to sleep' may make the student afraid of sleeping in case she never wakes again. Some students think that the dead person is asleep in the grave and have nightmares about that. Clarity is the key.

7 How? Where? When?

The School will:

- Prepare the students for sad news.
- Gently tell them what has happened – simply and with no euphemisms.
- Explain what the school is doing and that all students will receive a letter to take home to tell their parents what has happened.
- Be prepared for questions.
- Give time to respond to the student and give time for them to talk.

- Ensure that any student who seems unduly upset is comforted and keep a watchful eye on their progress over the following days.

8 The Support Network

Continuity at school and home routines provides bereaved student with an important support system. Changes in the student's life-style and environment at the time of death constitute additional stresses. In fact, many student experts believe that it is not the death of a parent that is so destructive for a student's future well-being but the cumulative effects of all the other changes that may be set in motion which disrupt the whole foundation of the student's life.

9 Informing Parents and Others

9.1 The school will write to parents of other students in the student's class, or all the parents, depending upon the situation, expressing our sympathy and giving basic details of the circumstances of the death, omitting disclosure of any confidential information. We will include details of how students in school were informed of the death and, if appropriate depending upon the circumstances, give a contact telephone number should they want someone to talk to or if they are in need of support.

9.2 The Chair of Governors will be informed.

9.3 The Chief Education Officer will be informed.

10 Critical Incidents: Giving Bad News

10.1 In rare instances, on a school trip for instance, a teacher or the Headteacher may have to tell a student particularly upsetting news of loss, serious injury/illness or death.

- Wherever possible, the person to whom the student feels closest will be the one to break the news. The history of trust, shared experiences and confidence will provide an important anchor at a time of crisis.
- The student will be re-united with a known, loving adult, family member or friend, as soon as possible.
- This person should then confirm the news. Often a student is so shocked at first that s/he finds it impossible to grasp what s/he has been told, so it is wise to clarify that s/he understands what has happened.

11 Reactions to Receiving Bad News

11.1 On receiving bad news the student may feel numb, devastated, shocked, hurt, disbelieving – any range of emotions. We will ensure that we accept the student's response in an open, compassionate way. Children are often inhibited and anxious about expressing feelings that are different and may express only those which are 'allowed' in case they are ridiculed or seen as babyish.

11.2 If a member of staff is present when the news is delivered, they will ensure that the student knows that member of staff is really there to help. Safe touch can reassure and comfort. However, we will respect any cultural or gender boundaries which may make this inadvisable. The student who feels isolated and abandoned will be reassured by the member of staff's physical presence, and act as an anchor when s/he feels tossed about by the sudden change.

12 Immediately following a death

- We will place the death in context. For example, that the person had been very ill for some time and had not improved after their time in hospital. Relating a person's death to recent events connects the student to what was happening in the past and makes it harder for the student to deny the news or to deny the impact on her/his own thoughts and feelings.
- When a student receives such news s/he may cry, ask questions or talk about what s/he feels. S/he may seem to be completely unaffected or overly concerned about practical issues such as who will sort out his/her lunch for school. We will not interpret this as being unconcerned, remembering that children have to somehow protect themselves from being overwhelmed.
- We will provide a student the time and space to react. That will enable the school to decide what will be the next most helpful action. We shall certainly encourage him/her to talk. If the student talks about changes they had noticed in the deceased person, we shall attempt to verify the truth or clarify misconceptions where found. This helps to increase the student's confidence in his/her own understanding of the new experience.
- We will keep students informed. Children need to be given information that is appropriate to their age and level of maturity and need to be told of changes which affect their lives.

STRATEGIES FOR SUPPORT

13 Create a Safe Haven

13.1 We all have a basic need for safety, and when we experience loss it touches our deepest fear of abandonment and annihilation. Children particularly need to feel safe when they have experienced loss. They become fearful that yet another unexpected, unwelcome event is going to upset their life so provide stability zones that familiar faces and places bring. Students need:

- Safe Places
- Safe People
- Safe Situations

14 Safe Places

We will identify a place in school where the student can go if s/he feels especially upset or anxious. Identifying a designated 'Safe Space' is important for the school as a priority.

15 Safe People

15.1 We will designate a Student Support Teacher (SST) to whom the student can go knowing that the person is fully informed of the loss that s/he has experienced. The student may wish to name a particular teacher and is entitled to make this choice.

15.2 All staff, including caretakers, lunchtime assistants and administrative staff who know of the loss can be prepared to support the student if s/he wishes it.

15.3 School staff should acknowledge that a student has been bereaved, to offer condolences for instance, without pressurising him/her to talk.

16 Safe Situations

16.1 The school will, as far as possible, protect the student from any situations which exacerbate his/her feelings of loss. It requires sensitivity and insight to be on the alert for possibly painful reminders of the loss.

16.2 Heightened emotions arise at significant times of the year. They include:

- Festivals such as Christmas, Eid and Passover. Be sensitive to increased feelings of vulnerability and isolation at these times.
- On Mother's Days, Father's Days for example. The student may need extra sensitivity particularly if the whole class or group are making cards for a parent. As a routine teachers need to be aware of this and can

suggest that the student makes two cards where there is a step-parent or step-partner.

- At special school events such as parents' evening or school plays.

17 Teacher support – teachers have feelings too

17.1 In the midst of loss that has happened in a student's life, remember that school staff have their own experiences of loss and current events may bring back past pain and sadness. Staff members who are under personal stress in their private lives, will probably react more emotionally than their colleagues.

17.2 The school will seek to offer support and time for all staff and be alert to those who seem more vulnerable to the loss. We will encourage staff to support each other and ensure that they have someone to talk to about the impact on them. This might be another member of staff, a colleague in another school or someone in the support services.

Key Tasks following Critical Incidents

The school will:

- Dispel myths and rumours.
- Use assemblies to do this if a school trip or community event has brought death or trauma – media mis-reports may lead to distortion of the facts.
- Make sure all staff know the systems put in place to support the student(s).
- Establish guidelines as to counselling, caring and guiding the student to ensure s/he is not overwhelmed by too much 'help'.
- Be prepared for tears, anger and lack of concentration.
- Keep students to the security of the normal school routine whilst still being sensitive to personal needs.
- Prepare an information sheet for parents so they can understand children's response to loss.
- Wherever possible allow the student to choose his/her own key Student Support Teacher.

Careers (CEIAG) Procedure

1 Introduction

1.1 The Education Act 2011 places schools under a duty to secure access to independent and impartial careers guidance for their students from September 2012. While complying with the requirement to secure careers guidance from an external source, schools will be free to make arrangements for careers guidance that fits the needs and circumstances of their students, and will be expected to work, as appropriate, in partnership with external and expert providers including the local authority.

1.2 The Education Act 2011 and subsequent statutory guidance requires schools to secure access to independent careers advice for students in Years 8-13. Careers guidance must be presented in an impartial manner and promote the best interests of the students to whom it is given. Careers guidance must also include information on all options available post-16 including apprenticeships and other work-based education and training options. Raising the Participation Age means all young people must be in full-time education or paid/voluntary work with accredited training until they are 18, but schools must make clear students do not need to stay at school.

1.3 Emphasis is now being placed by employers, universities and the local authority on skills for employability. These include Maths, English, IT, communication and people skills and other abilities valued by employers. New statutory guidance issued in April 2017 emphasizes the importance of bringing inspirational speakers from business and industry into schools.

Note:

- Independent is defined as external to the school.
- Careers guidance refers to services and activities, intended to assist individuals of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers.
- Impartial is defined as showing no bias or favouritism towards a particular education or work option. Students will be informed of all options and professional judgement will be applied in guiding them to make the best choice for themselves.

2 Entitlement

2.1 Students are entitled to careers education, information, advice and guidance that is impartial and have access to external sources of independent advice including employers. This will be integrated into the

whole curriculum and developed in partnership with teachers and parents or carers.

3 Provider Access

Student entitlement

Students in Years 7-13 are entitled:

- a) To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- b) To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options evenings, assemblies and group discussions and taster events.
- c) To understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

A provider wishing to request access should contact Leonora Hayes, Employability and Careers Leader.

Telephone: 01732 352793; Email: <mailto:hayesl@hillview.kent.sch.uk>

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents. Below is a summary of plans by year group, by term. This is not an exhaustive list as we continually look for opportunities to supplement and enhance our careers and employability offer:

	Autumn Term	Spring Term	Summer Term
Year 7	Enterprise – Fundraising	Life skills – assembly and PDL opportunities	Life skills – assembly and PDL lesson opportunities
Year 8	Life skills – assembly and PDL lesson opportunities	KS4 options evening and events Enterprise	Life skills – assembly and PDL lesson opportunities
Year 9	Life skills – assembly and PDL lesson opportunities	KS4 options evening and event Event for University Technical Colleges	Life skills – assembly and PDL lesson opportunities
Year 10	Life Skills – work experience preparation sessions	Event for University Technical Colleges	Life skills – assembly and PDL lesson opportunities Event for University/ Technical Colleges Workshops – apprenticeship, CVs and personal statement

	Autumn Term	Spring Term	Summer Term
Year 11	Life Skills – assembly opportunities post-16 Post 16 evening Workshops – apprenticeship, CVs and personal statement Labour Market Information – PDL lesson opportunities	Life Skills – assembly opportunities post-16 Event for University/ Technical Colleges Work Experience over the summer holiday Mock interviews and CV	
Year 12	Life Skills – Post-18 assembly Apprenticeships assembly Labour Market Information – assembly opportunity	Small group sessions: future education, training and employment options Labour Market Information – assembly opportunity	Small group sessions: future education, training and employment options Life Skills – work experience preparation sessions Work Experience
Year 13	Workshops – HE and higher apprenticeship applications Labour Market Information – assembly opportunity	Mock interview and CV workshops Labour Market Information – assembly opportunity	

Please speak to our named Careers Leader to identify the most suitable opportunity for you.

The school policy on [Child Protection](#) sets out the school’s approach to allowing providers into school as visitors to talk to our students.

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available Smart Board with projector and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource area within the main school Library and the Sixth Form Library and Resource Centre, which is managed by the school Librarian. The main school and Sixth Form libraries are available to all students at lunch and break times.

4 Commitment

Hillview School for Girls is committed to providing a planned programme of careers education, information, advice and guidance for all students in Years 7-13, based on an annual careers plan. The school works in partnership with selected external agencies as needed.

5 Objectives

5.1 Careers Education, Information, Advice and Guidance is an essential part of every student's curriculum. Our central concern is to prepare students for the choices, changes and transitions affecting their future education, training, career and life as an adult member of society and to raise their expectations, aspirations and achievement throughout.

The delivery of CEIAG and employability skills is underpinned by:

- Careers Guidance and Inspiration in Schools April 2017
- Getting Ready for Work. Ofsted Report 2016
- Investors in Careers

5.2 The careers and employability programme is designed to meet the needs of all students at Hillview School for Girls. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. It will be tailored as required to meet the needs of any individual with SEN and/or disabilities to be totally inclusive. Targeted, intensive support will be provided where needed particularly to students at risk of not participating post-16.

6 Procedure:

- The school develops employability skills and ensuring students are well-equipped for the current and future labour market.
- Provide clear, impartial advice and information about all the options available, so that students understand what is involved.
- Support and guidance to help students make choices and complete a career plan for the future from qualified careers advisers.
- Provide personalised support and guidance through subject options processes.
- Guide students in their choices when they leave, including further learning, employment or apprenticeships.
- Provide a programme of careers education helping students develop skills and knowledge to make choices and the transition to work and learning. This includes skills for life such as self-awareness, decision-making opportunity awareness, transition skills and information about the current labour market.
- Provide opportunities to learn about the world of work.
- Supply information about, and access to, independent sources of guidance, including a contracted careers adviser, employers or inspirational professionals and websites, including The National Careers Service.
- Work with other departments to embed CEIAG within each subject curriculum.

- Support students to gain work experience.
- Provide the opportunity to develop practical skills relevant to the workplace.
- Provide a range of employability learning experiences and exposure to a range of occupational sectors.
- All forms of stereotyping will be avoided.

7 Development

7.1 This policy was developed and is reviewed regularly through discussions with teaching staff; the school's contracted career adviser, students, parents, governors, advisory staff and other external partners.

7.2 The latest revision is in response to new statutory guidance (April 2017), raising the participation age, and destination measures, and developments in sixteen plus programme.

8 Links to other policies

It is underpinned by the school's on-going policies for Teaching and Learning, Assessment and Recording, PSHE, Health and Safety and Special Educational Needs (SEN).

9 CEIAG IMPLEMENTATION

9.1 Management

9.1.1 The Employability and Careers Leader co-ordinates the careers programme, and works closely with the school's contracted external provider and Student Support Managers and is responsible to a Deputy Head teacher. Work experience is also planned and co-ordinated by the Employability and Careers Leader. Good use is made of the Kent Choices database for information and UCAS progress for applications. Other activities may take place on an individual or group basis and may be face-to-face or at a distance (including help lines and web based services). They include careers information provision, assessment and self-assessment tools, counselling interviews, careers education programmes, taster programmes, work search programmes and transition services.

9.2 Staffing

9.2.1 All staff are expected to contribute to the careers education and guidance programme through their roles as mentors and subject teachers. Careers education is planned, monitored and evaluated by The Employability and Careers Leader. It is delivered primarily through PDL lessons. Careers

information is available in the Library Careers Area, Sixth Form Common Room and Sixth Form Study Room which is maintained by the school librarian. Administrative support is available to the the Employability and Careers Leader as resources allow.

9.3 Curriculum

9.3.1 The careers programme includes careers education lessons, careers guidance activities, information and research, work-related learning, action planning and recording achievement. Other careers events are provided as required and resources allow. Use is made of web based external support services as required. A 16+ work experience programme has been introduced in the Sixth Form to expand the potential for students to develop employability skills.

9.4 Work Experience

9.4.1 The importance of finding volunteering and work experience opportunities is emphasised and students are encouraged to undertake work experience in their own time. Year 12s are encouraged to organise their own work placements with support. New government guidelines place the responsibility for work experience students on employers. By agreeing to allow their child to do work experience during school time parents or carers accept responsibility for their welfare while travelling to the placement and while they are with the employer. Parents are responsible for students on work placements outside school time.

9.5 Partnerships

9.5.1 Extensive partnerships are being developed, focussing directly on employers and educational establishments including universities, colleges and training agencies offering apprenticeships. These will be supported by local and county partnership groups focusing on CEIAG policy development and implementation. Links with employers are actively promoted with staff and students visiting workplaces and employers visiting the school.

9.6 Resources

9.6.1 A careers budget is agreed annually to cover the cost of contracting in independent careers advice and other activities including maintaining contact with universities and employers. Funding for developments in the school's improvement plan are considered in the context of whole school priorities.

9.7 Staff Development

9.7.1 Staff training needs for planning and delivering the careers programme will be identified in the staff development plan and activities will be planned to meet them.

10 Monitoring, Review and Evaluation

The Investors in Careers renewal (achieved in May 2016), provided an opportunity for a full review of CEIAG. The programme is reviewed by the Employability and Careers Leader every three years or as required using The Quality in Career Standards to identify desirable improvements. Progression routes and destinations are closely monitored and information fed back into strategic planning. Destinations are tracked in partnership with the local authority and information used to measure successful transitions particularly in Year 11 and 13.

Hillview School for Girls Governors'
PSHE Policy

Main compilers:

Debbie Ellis, Senior Assistant Headteacher,
Aston Smith, Deputy Headteacher
Rachel Panikker, Curriculum Leader of PDL
Emma Ongley, Lead Teacher of RS
Leonora Hayes (Employability and Careers Leader)

Most recent update: September 2017

Date of Approval by Governors:

Anticipated Review date: May 2020