



**HILLVIEW**  
SCHOOL FOR GIRLS

**PERSONAL, SOCIAL, CULTURAL  
AND ECONOMIC EDUCATION  
(PSHEE) POLICY  
Including RSE  
2024-2026**

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Hillview School for Girls is a fully inclusive school where independence is developed through an 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 DfE Guidance 2013 and Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance 2019.

## **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
- Students are equipped with the information, skills and qualities they need to take responsibility for their sexual health and wellbeing and have respectful and enjoyable relationships.

This policy should be read in conjunction with the Child Protection Policy, the Equal Opportunities Policy, Teaching and Learning Policy, Assessment, Marking and Feedback 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*)

## APPENDIX 1

## PSHE

1.1 Whole-school PSHE (including RSE) is delivered through Personal Development Learning lessons in Key Stage 3 and 4 and at Key Stage 5. In addition, PSHE is delivered within an assembly and mentor time 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

- **Trustees:** monitor and review this policy through Welfare Committee reports from the Assistant Headteacher.
- **Headteacher:** ensure structures are in place to support the effective implementation of the policy and that the school meets all legal requirements
- **Assistant Headteacher:** monitors delivery of whole-school PSHE, Line Manager for Curriculum Leader for PDL and Student Support Team.
- **PDL Curriculum Leader:** ensures high-quality of PSHE lessons at KS3 KS4 and KS5 through staff training, a scheme of work that complies with relevant legislation, teaching and learning reviews and input into whole school PSHE activities, including staff inset.
- **PDL Teachers:** deliver high-quality PSHE lessons at Key Stages 3, 4 and 5 following guidance and best practice established and shared by PDL Curriculum Leader. Undergo relevant subjects specific CPD, as required.

### 1.3 Monitoring and Evaluation

- The Trustees will review this policy on a 2-year cycle to ensure legal compliance and effective delivery.
- The Deputy Headteacher, Assistant Headteacher and Curriculum Leader for PDL will review this policy biennially to assess implementation and effectiveness; appropriate changes will be made, as required, to meet the needs of our students. The review process will seek feedback from students, teachers, support staff and parents.
- Teacher delivery and pupil progress and assessment is monitored as outlined in the Teaching and Learning policy and the Assessment, Marking and Feedback Policy

From time-to-time we may invite external experts and visitors to deliver parts of our PDL scheme of work (including RSE). External visitors will be selected in order to enrich and supplement our CURRICULUM by bringing particular skills, methods and expertise to the classroom and the whole school. A teacher will always be present throughout these lessons so as to build on the pupil's learning after the session/s as well as answer any questions the pupils may subsequently have. Any external visitor will be expected to comply with this policy and other related policies.

## APPENDIX 2

### **Sex and Relationships Procedure**

#### **1. Procedure Statement**

1.1 Hillview's Sex and Relationships 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.

This procedure is reviewed regularly and consultation and feedback from stakeholders is sought each academic year. Parents are made aware of what is taught in the PDL curriculum (including RSE) via the school website, which they are directed to annually.

1.2 This procedure is compliant with the DfE Relationships and Sex Health Education policy 2019.

#### **2 Aims**

- To provide a fully inclusive curriculum 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 all forms of discrimination including 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 including child on child abuse
- To support students experiencing damaging relationships or child sexual exploitation including child on child abuse
- To empower students to take responsibility for their own sexual health and well-being.
- To contribute to safeguarding

#### **3 Curriculum and whole-school delivery**

3.1 The delivery of RSE is primarily done through the the PSHE and Science Curricula which are fully compliant with DfE Guidance (ref DfE 0116/2000). Relationships education is defined as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. Sex education is defined as learning about the physical, social, legal and emotional aspects

of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

The content is delivered in a timely way and will be age and developmentally appropriate to meet the needs of our pupils including those with SEND. It is monitored and assessed as outlined in Appendix 1. An overview of the PDL curriculum (including RSE) for each year group can be found on the school website and is sent to all parents for feedback each academic year.

RSE explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others. Questions will always be answered in an age and developmentally appropriate way. School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable. We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

## 4 Confidentiality and Disclosure

Hillview School For Girls recognises that the teaching of RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in KCSIE 2022. RSE helps students to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing or have experienced, abuse.

The Child Protection 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. 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. These obligations are reinforced to all PDL staff prior to teaching lessons that could trigger disclosure by students.

The DSL 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 as well as those who may have been affected by the content covered in PDL lessons.

## 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 Sex Education delivered as part of SRE 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. There is no right of withdrawal from Relationships Education or Health Education, as set out by the DfE.
- Students who have been withdrawn have the right to make their own decision to opt into Sex Education three terms before they turn sixteen.
- Parents wishing to withdraw their child from the Sex Education element of the PSHE curriculum are advised to communicate their wishes in writing to the Curriculum Leader for PDL.

## APPENDIX 3

### 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 and others as unique individuals and celebrate our individuality.

2.2 To promote cultural awareness, diversity and tolerance of 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 PDL. The Curriculum Leader for PDL 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, mentor time, 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 peoples' 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

## APPENDIX 4

### 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 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 under 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 as 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') 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.

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<sup>1</sup> 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.'

## APPENDIX 5

### Substance Misuse Procedure

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

Successful drug education should start early, and build on skills such as emotional intelligence, resilience and decision-making.

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, Social and Health 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 and vape-free environment. This includes all buildings and school grounds/playing fields etc. Parent/carers, visitors and staff members are asked not to smoke or vape 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 and vaping directly 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 drugs education is an essential contributor to ensuring that all children and young people are able to reach their full potential. 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 students and, 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 physical substance, but also with the impact of drugs in their social and community settings. Drugs education at Hillview, therefore, 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.

#### **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 to access support structures such as We Are With You, Porchlight and The Kenward Trust
- To evaluate and review learning outcomes for students.
- To work with KCC and outside agencies, including the voluntary sector, to secure and support a balanced delivery of a drugs education programme.

#### **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 enable students to access support if they have concerns about their own or others’ drug use.

## **6 Principles of Teaching and Learning**

Science and Personal Development Learning provide opportunities for drugs education and cross-curricular links with Geography, PE, Health & Social Care, Psychology and Sociology are evident. PDL is compulsory at Key Stages 3, 4 and 5. Additional support is available to students in a display in a prominent part of the school and in school planners.

## **7 Attitudes, Values and Skills**

Students are taught:

- to develop assertiveness and coping skills through work on confidence-building and communication
- to recognise achievements, acknowledge mistakes, make positive changes and set personal goals
- to recognise risky behaviour and risk-taking within different situations and be able to respond appropriately
- to identify the origin of pressure to take risks
- how to seek/ask for help and use basic techniques for resisting peer or other pressure in order to minimise harm to themselves or others
- to take responsibility for actions that impact others
- To empathise with the experiences of others
- To respect the challenge and value of positive change

## **8 Staff Development**

Key members of staff receive regular training and other CPD to ensure all statutory guidance is acted upon. Local issues are addressed within a variety of appropriate forums.

## **9 Monitoring, Evaluating and Reviewing**

9.1 The Designated Safeguarding Lead liaises with the Safeguarding Trustee regarding drugs education.

9.2 Senior Leaders are involved in monitoring and evaluation.

9.3 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.

9.4 Drugs education is reviewed in line with current KCC and Government guidelines.

## **10 Management of Drug Related Incidents**

### **Remit of the Drug Incident Management Policy**

10.1 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.

## **11 Responding to Concerns about Student Drug Misuse**

11.1 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 Safeguarding 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.

11.2 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.

11.3 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 external agencies who can identify need and co-ordinate the help of specialist agencies.



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

- If a student(s) appears intoxicated by drugs or drink whilst at school, first aid or medical supervision must be the first consideration. The Student Support Manager or safeguarding team 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
  - (ii) The school's representative on the School Centered Policing Team will be the first point of contact with regard to confiscation of suspected illegal drugs in schools.
  - (iii) In "emergency" situations where the School's Police Officer 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 (111 or 999).
  - (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 DSL as soon as possible after they have ensured the safety of the student(s) and any other student(s) involved.

- (vii) The school will encourage co-operation from students when asked to empty their pockets/bags and hand over the suspected drugs, in line with Searching, Screening and Confiscation (July 2022). The school recognises that it is not legal for school staff to conduct a personal search of student(s). Police help will be obtained when a personal search is deemed necessary.
  - (viii) If the Police are called, s/he can carry out a search of the student(s) 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 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
  - 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 Safeguarding – Child Protection Guidelines will be followed.
  - 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 DSL. A teacher should sensitively indicate to a student that confidentiality cannot be maintained, preferably before any disclosure takes place. Normal safeguarding procedures will be followed and it will be reported to the DSL or Deputy DSL.

### **13 Further Response, Support and Sanctions**

13.1 The School's Police Officer 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.

#### **13.1 Sanctions will be given in line with the Behaviour Management policy**

### **14 Alcohol and Tobacco**

14.1 Research shows that the younger student(s) 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.

### **15 Residential and Off-site Visits**

15.1 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.

### **16 Confidentiality and Child Protection**

#### **Staff**

16.1 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.

16.2 This school is a smoke and Vape-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.

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

## **17 Parents/Carers and Drug Incidents**

17.1 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 the safety of the students. The school informs parents/carers of any local concerns/issues.

17.2 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.

17.3 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.

## APPENDIX 6

### **Managing Loss Procedure**

#### **1 Aim**

The aim of this procedure is to help prepare for and manage loss within the school environment and covers the death of staff and students as well as students' individual, personal bereavements.

It is important to remember that each situation is different and that the management of loss should be adapted and led by the individual circumstance; there is not one formal approach. Managing change is an on-going element of all PSHE lessons, with the particular challenges of bereavement covered in Year 8.

#### **2 The role of the Headteacher**

The main role of the Headteacher is to support staff and students, sharing accurate and valid information (when received) and dispelling any rumours which may occur.

The Headteacher may contact parents/relatives to offer condolences and to find out if and how they would like to school to respond.

#### **3 Informing Staff of a staff or student death**

When informing staff, it may be appropriate for some key staff to be told individually. If this is the case, the whole staff body should then be gathered and informed as soon as possible.

Staff must be mindful that students and the wider school parents may yet to be informed.

Staff will need to deal with their own emotions as well as those of students and colleagues. Staff should have the opportunity to gather and talk about their feelings. Staff may, in time, wish to access counselling available to them to manage their grief.

#### **4 Informing Students of a staff or student death**

When informing students of death, clear and accurate language is essential.

The students who are closest to the dead person may need to be informed individually or in a small group.

Other students will be told in sub-groups such as classes, year groups or communities, if appropriate.

Students will be given the opportunity to ask questions and openly discuss with friends in an appropriate environment.

If notification of a bereavement is necessary whilst on a school trip, students should be re-united with family as soon as possible.

Normal school routines will be maintained, wherever possible, and students' emotions will be monitored and specific support will be provided over the following weeks/months.

## **5 Informing staff and students of students' personal bereavement**

Decisions surrounding the sharing of this information are to be led by the student and family members.

If appropriate, Student Support Managers will contact the mentor and relevant teaching staff to inform them of the change in circumstance and provide any relevant information.

If a student wishes for Student Support Managers to help the student share the information with a small amount of close friends, this can be facilitated.

## **6 Informing Parents and Others of the death of a student or staff**

Where appropriate, the school will write to parents of other students expressing our sympathy and giving basic details of the circumstances of the death, omitting disclosure of any confidential information. It will include details of how students in school were informed of the death and, if appropriate, give a contact telephone number should they want someone to talk to or if they are in need of support.

The Chair of Trustees will be informed.

If there is an unexpected death of a child whilst in school, procedures outlined in Kent CDOP Unexpected Child Death Procedures' will be followed.

## **7 Student Support**

Where an individual student has been bereaved, the Student Support Manager or, if necessary, another identified member of staff, will co-ordinate information within the school and with outside agencies, if involved, and act as chief provider of emotional support for the student.

## **8 Strategies to support loss**

The school will identify a place in school where the student can go if s/he feels especially upset or anxious.

The student's Student Support Manager will be informed of the loss and be able to provide support and signpost to external agencies for additional support, if required. However, a student may wish to speak to another member of staff about their loss; this request should be supported.

School staff should acknowledge that a student has been bereaved, to offer condolences, for instance, without adding any pressure.

The school will, as far as possible, try to protect the student from any situations which exacerbate his/her feelings of loss. The school is aware that heightened emotions arise at significant times of the year and should be mindful of these situations.

## APPENDIX 7

### 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 Technical Education and Apprenticeships: Provider Access Statement**

#### **Introduction**

This statement sets out the school's arrangements for managing the access of providers to students at the school for the purposes of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

#### **Student entitlement**

Students in Years 7–13 are entitled:

- To find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- 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.
- To understand how to make applications for the full range of academic and technical courses.

#### **Management of provider access requests**

##### *Procedure*

A provider wishing to request access should contact **The Careers Team**

Telephone: **01732 352793**; Email: [admin@hillview.kent.sch.uk](mailto:admin@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:

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year 7</b>	Enterprise – Fundraising	Employability skills – assembly and PDL lesson opportunities	Employability skills – assembly and PDL lesson opportunities
<b>Year 8</b>	Employability skills – assembly and PDL lesson opportunities	KS4 options evening and events Enterprise	Employability skills – assembly and PDL lesson opportunities
<b>Year 9</b>	Employability skills – assembly and PDL lesson opportunities	KS4 options evening and event Event for University / Technical Colleges	Employability skills – assembly and PDL lesson opportunities
<b>Year 10</b>	Employability Skills – work experience preparation sessions	Event for University / Technical Colleges	Employability skills – assembly and PDL lesson opportunities Event for University / Technical Colleges Workshops – apprenticeship, CVs and personal statement
<b>Year 11</b>	Employability Skills – assembly opportunities post-16 Post 16 evening Workshops – apprenticeship, CVs and personal statement Labour Market Information – PDL lesson opportunities	Employability Skills – assembly opportunities post-16 Event for University / Technical Colleges Work Experience (over the summer holiday) Mock interviews and CV	
<b>Year 12</b>	Employability Skills – Post-18 assembly Apprenticeships assembly Labour Market Information – assembly opportunity Specialist Sessions	Small group sessions: future education, training and employment options Labour Market Information – assembly opportunity Specialist Sessions	Small group sessions: future education, training and employment options Employability Skills – work experience preparation sessions Work Experience Specialist Sessions
<b>Year 13</b>	Workshops – HE and higher apprenticeship applications Labour Market Information – assembly Opportunity Specialist Sessions	Mock interview and CV workshops Labour Market Information – assembly opportunity Specialist Sessions	

## **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 with the school's Employability and Career Leader who holds them in her office for students to view.

## **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 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, Trustees, 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 the sixteen plus programme.

## **8 Links to other policies**

It is underpinned by the school's on-going policies for Teaching and Learning, Assessment, Marking and Feedback, 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 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 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.

**Careers education and employability skills are taught explicitly and are embedded within all subject areas from Years 7 to 13.**

### **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. 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, 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 Trustees’  
PSHE Policy**

Main compilers:

Rebecca Edwins, Deputy Headteacher,  
Rachel Panikker, Curriculum Leader of PDL  
Emma Ongley, Lead Teacher of RS

Most recent update: June 2022

Date of Approval by Trustees: 16.6.2022

Anticipated Review date: June 2024