

S.P.H.E
Policy
2017

S.P.H.E Policy 2017

Social, Personal and Health Education (SPHE) Policy for

Robertstown National School, Naas, Co. Kildare. Roll No. 18430B

Introductory Statement:

The original plan for SPHE was developed by staff, at a staff meeting in 2011. Many developments have taken place since then and this policy required a review and revisions based on our school experiences to date. This policy was reviewed in February 2016. It was further reviewed in 2017 and an amendment was added following consultation with teachers, Parents Association and board of management.

Rationale:

To foster the personal development, health and well-being of all the children in our care.

To help them to create and maintain positive and supportive relationships.

To help them to become active and responsible members of society.

To help them develop a framework of values, attitudes and skills which will enable pupils to make informed and responsible choices now and in the future.

To benefit the teaching and learning experiences of the S.P.H.E Curriculum.

To conform to the principles of learning outlined in the Primary School Curriculum.

Vision:

Robertstown National School values the uniqueness of all individuals within a caring school community. We recognise that S.P.H.E. is intrinsic in the learning and teaching that occurs both formally and informally in the school and in the classroom. Through our SPHE programme we wish to assist children develop feelings of self-worth and self-confidence while encouraging their ability to relate to others in a positive way. The programme encourages children to be aware of their rights as individuals while at the same time accepting responsibility for their actions as members of the school and the wider community. Parents have the primary role in the Social, Personal and Health Education of their children so their involvement will be encouraged as much as possible.

Aims:

We endorse the aims of **Social, Personal and Health Education Curriculum for Primary Schools:**

To promote the personal development and well-being of the child.

To foster, in the child, a sense of care and respect (for himself/herself) and others and an appreciation of the dignity of every human being.

To promote the health of the child and provide a foundation for healthy living in all its aspects.

To enable the child to make informed decisions and choices about the social, personal and health dimensions of life both now and in the future.

To develop in the child a sense of social responsibility, a commitment to active and participative citizenship and an appreciation of the democratic way of life.

To enable the child to respect human and cultural diversity and to appreciate and understand the interdependent nature of the world.

Objectives:

When due account is taken of intrinsic abilities and varying circumstances, the SPHE curriculum should enable the child to:

Be self-confident and have a positive sense of self-esteem.

Develop a sense of personal responsibility and come to understand his/her sexuality and the processes of growth, development and reproduction.

Develop and enhance the social skills of communication, co-operation and conflict resolution.

Create and maintain supportive relationships both now and in the future.

Develop an understanding of healthy living, an ability to implement healthy behaviour and a willingness to participate in activities that promote and sustain health.

Develop a sense of safety and ability to protect himself/herself from danger and abuse.

Make decisions, solve problems and take appropriate actions in various personal, social and health contexts.

Become aware of, and discerning about, the various influences on choices and decisions.

Begin to identify, review and evaluate the values and attitudes that are held by individuals and society and to recognise that these affect thoughts and actions.

Respect the environment and develop a sense of responsibility for its long-term care.

Develop some of the skills and abilities necessary for participating fully in groups and in society.

Become aware of some of the individual and community rights and responsibilities that come from living in a democracy.

Begin to understand the concepts of personal, local, national, European and global identity.

Appreciate and respect the diversity that exists in society and the positive contributions of various cultural, religious and social groups.

Promote the values of a just and caring society in an age-appropriate manner and understand the importance of seeking truth and peace.

Curriculum Planning

1. Strands and Strand Units:

SPHE is planned so that children receive a comprehensive programme over a two-year cycle. Teachers have allocated strand units from each of the strands to each class. This ensures that the strand units not covered in Year One are included in the programme of work for the following year. In some cases it may be necessary to revise specific objectives from the previous year. The content objectives for the sensitive areas of the R.S.E will be addressed in discrete time in both classes at a particular level, year two serving to revise the content covered in Year One.

Since SPHE is spiral in nature we will cover the following content at each level throughout the school over a two year period.

Odd Units (Year 2)

Strands	Strand Units Year 1: (J.I.,1st,3rd,5th)	Strand Units Year 2: (S.I.,2nd,4th,6th)
Myself	Self-identity Taking care of my body Growing and Changing Programme	RSE Growing and Changing RSE Programme Safety and Protection (Stay Safe) Making decisions [3rd to 6th Class]
Myself and others	Myself and my family	My friends and other people Relating to others
Myself and the wider world	Developing Citizenship	Media Education

2. Contexts for SPHE

SPHE will be taught through a combination of contexts:

Positive School Climate and Atmosphere.

Discrete Time.

Integration with other subject areas.

Positive School Climate and Atmosphere:

At the first staff meeting of the year all members of the school community are reminded of the importance of promoting a positive school climate. These key messages dealing with school climate and atmosphere are also referred to, as appropriate, during the year through newsletters, meetings with parents, at assembly and on a regular basis in classes.

Our key messages are:

We cater for the individual needs of the children. Individual needs may be social, emotional, spiritual, physical or intellectual. Through assessment, observation and discussion with parents we strive to identify and meet individual needs.

We provide opportunities to enhance the self-esteem of all members of the school-community.

The staff is aware that their role in helping children to develop their self-esteem is to create an environment within the school that is as positive as possible for all concerned. The five building blocks of self-esteem, as outlined in the curriculum, have been adopted as our approach to self-esteem development.

They are:

- A sense of identity.
- A sense of belonging
- A sense of security.
- A sense of purpose.
- A sense of competence.

We aim to actively value diversity and to prioritise inclusive and respectful language. We will prioritise both racial and gender equality and respect for those with special needs. We believe that children learn to respect themselves and others through experiencing respect in their own lives and through witnessing respect being shown to others.

We work to develop an effective communication system within the school and between the school and home. Attention will be paid to encouraging everyone to express opinions and concerns and to respond to the opinions and concerns of others as a dimension of classroom work and general school life. We have an active student council to ensure the children's voice is heard.

We support a health promoting physical environment. Through our Health and Safety Policy and the Health Education section of our PE programme we have set out how we promote health and safety awareness and how we intend to deal with unsatisfactory aspects of our environment. Emphasis on healthy lunches, healthy lifestyle, road, water, farm safety and regular fire drills are some of the areas promoted. Taking responsibility and pride in the school environment is encouraged through our litter prevention programme, our involvement in the Green Schools/Active Schools programme and through constant review and promotion of behaviour and habits required for maintaining a clean environment. Playground markings for yard time activities, children's work on display throughout school and the school garden also promote a healthy physical environment.

We promote democratic processes in all levels of school life while balancing roles, rights and responsibilities. As well as having a Student Council to represent children's democratic rights, children experience and practice the democratic process by:

- Negotiating the class rules at the start of the year.
- Sharing responsibility.
- Valuing the opinions of others.
- Experiencing a sense of belonging to their own class group and the wider school community.
- Develop a sense of commitment to common goals.

We have agreed that we will prioritise care in our own behaviour as adults and in our expectations of children. We will help children to learn to care for each other through actively building relationships within each class. We will seek to build identity, security and belonging, competence and purpose through:

- Discussion, promotion of and valuing difference.
- Agreeing ground rules for responsible behaviour and clarifying values on an ongoing basis.
- Learning anger management skills in the classroom in order to be able to apply them on the playground and at home; self-regulation exercises from the Prim-Ed manuals that children could learn and be referred to in times of anger/anxiety.
- Caring for and promoting inclusion of others and learning that it's OK to be different.
- Promoting inclusive and respectful language.
- Promoting support and co-operation.
- Respecting individual strengths.
- Supporting individual needs through teacher support.
- Supporting individual needs of children in times of family or individual personal crises (children who suffer serious illness and need to be in hospital

or out of school for long periods; children who suffer bereavement, especially bereavement in the immediate family; engaging exterior services e.g. NEPs, CAMHS, Túsla, Rainbows to assist in this difficult area).

- Create meaningful differentiated learning opportunities.
- Celebrating the wide range of children's strengths at assemblies.
- Communicating regularly about learning and general development with the home.

Discrete Time:

SPHE may be timetabled for 30 mins per week, one hour per fortnight or blocks of 1-2 hours per month where feasible or appropriate. Children who are withdrawn for supplementary teaching must be included for as much of the SPHE programme as possible. This discrete time is used to develop and practise particular skills, deal with sensitive issues or explore issues that are not addressed in other areas of the curriculum. It has been agreed that content objectives dealing with RSE and Child Protection are addressed through discrete time.

Integration:

At each class level, teachers should seek to integrate SPHE with other curricular areas. Many aspects of SPHE can be dealt with in the context of English, Gaeilge, SESE, Visual Areas and Drama. Teachers have identified the objectives that can be acquired through cross-curricular work. In order to ensure that these are being adequately covered, teachers will make specific provision in their short-term planning and will use the cuntas miosuil as a form of self-assessment for these and other objectives.

3. Approaches and Methodologies:

Teachers are in agreement that active learning is the principal learning and teaching approach used in the SPHE programme. The following active learning strategies are promoted for SPHE:

- Drama activities.
- Co-operative games.
- Pictures, photographs and visual images.
- Discussion: in pairs, small groups, with whole class.
- Written activities: surveys, questionnaires, lists, check-lists, projects, worksheets.
- Media Studies.

Use of external speakers/visitors who are specialists in their own fields:

- e.g. nutritionist (helping children understand food-labels)

- Yoga teacher to teach relaxation methods and mindfulness
- Skincare expert to talk to children about common problems like skin acne in older pupils—how to cleanse skin; eating healthy non-oily foods; coping skills for dealing with acne when it does appear despite following all good habits
- Dental nurse visits to classroom to discuss healthy eating, healthy drinking, cleaning teeth and regular visits to the dentist.
- Local Garda to talk to pupils about safe use of the internet and social media
- Engaging experts for both pupils and parents talks on safety on internet and prevention of cyberbullying
- Road Safety Officer to speak about safety on the roads when cycling/walking in Ireland
- Information and communication technologies.
- Looking at children’s work: portfolios, projects ...
- Other strategies as devised by the class teacher.

4. Assessment

Children’s progress in SPHE is assessed mainly through:

4. 1 Teacher observation:

The ability of the child to co-operate and work in groups or to work independently
 The informal interactions between the child and adults and between the child and other children
 Physical and emotional maturity
 The quality of presentation of work
 The participation and interest of the child in a variety of activities.

4. 2 Teacher-designed tests and tasks:

SPHE includes areas of knowledge and understanding that will need to be assessed at regular intervals. Specific tasks can be used to ascertain a child’s ability to apply particular skills in different situations.

4. 3 Portfolios and Projects:

Teachers may decide that children will keep personal folders of their work.

4. 4 Self-Assessment by Children:

Children are encouraged to engage in assessing their own progress in SPHE and to reflect on their learning.

5. Children with different needs:

The SPHE programme aims to meet the needs of all children in the school. This will be achieved by teachers varying the pace, content and methodologies to ensure

learning for all pupils. Evidence of this differentiated approach will be recorded in teacher's planning documentation. The requirements of children with special needs will be taken into consideration when planning class lessons and related activities. Members of the Learning Support Team and Resource Teachers will positively support the work of the class teacher. The SNA supports particular children or groups as directed by the class teacher. Children who experience bereavement or loss, serious illness or other major personal situations are supported and consideration is given to meeting their individual needs in the most appropriate manner.

6. Equality of Participation and Access:

We view the SPHE programme as playing a key role in ensuring equality of opportunities for all children. The programme at each class level will be flexible so that the learning requirements of all children may be addressed. We provide an equal educational experience for both boys and girls as we recognise that stereotyped expectations of gender roles can inhibit children's educational achievements. Children with special needs will be included in all activities. Diversity within our school community will be recognized by valuing and promoting the needs, interests, skills and talents of members of the Travelling Community, children with special needs and international children.

7. Policies and Programmes that support SPHE:

Policies/ Programmes

SPHE links with other policies/programmes used in the school- Stay Safe, Child Protection, Enrolment, Attendance, Code of Behaviour, Anti-Bullying, Substance Abuse and Healthy Eating. Teachers are expected to be familiar with these policies and ensure that the school's agreed policy is followed when addressing these issues.

7. 1 Substance Abuse Prevention Policy (Refer to policy appendix).

The aim of this policy is the welfare, care and protection of every member of the school community in line with the Education Act 1998 and the Education Welfare Act 2000.

Our Aims for each child:

- Providing a safe and healthy environment
- Promoting positive health behaviours
- Increasing knowledge about health
- Promoting the self-esteem and self-awareness of students
- Working in partnership with parents and pupils

7. 2 Relationships and Sexuality Education (RSE):

RSE is a lifelong process of acquiring knowledge and understanding and of developing attitudes, beliefs and values about sexual identity, relationships and intimacy. In a school situation RSE, provides structured opportunities for pupils to acquire a knowledge and understanding of human relationships and sexuality through processes which enable them to form values and to establish behaviours within a moral, spiritual and social framework, appropriate to their age. RSE will be taught in accordance with the Department's directives and within the philosophy framework of the school. Teachers will not teach any content outside the Religion programme used by the school or the DES curriculum. The teaching methods used in the school are child centred and reflect the age and stage of development of each child. Sensitive issues will be dealt with appropriately.

Overview of RSE PROGRAMME

Aims

In partnership with the home our aims are:

- To promote self-esteem.
- To promote respect for the rights of others, encouraging tolerance and understanding of differences between people.
- To foster responsibility in decision-making.
- To help children develop healthy friendships and relationships.
- To promote an understanding of sexuality leading to a healthy attitude to it and to relationships.
- To help pupils think and act in a moral caring and responsible way
- To learn about their own development and about their friendships and relationships with others.
- To promote knowledge and respect for human love.

The development of relationships is an integral part of all curricular subjects. Aspects of RSE are taught during SPHE, Religion, Science, implementation of the Code of Behaviour etc. An integrative approach towards RSE ensures that the children encounter RSE in a holistic manner rather than in isolation.

Content to be addressed during discrete time for the sensitive areas of RSE

Junior Infants, Senior Infants, 1st/2nd class

Naming parts of the body including parts of the male and female body using appropriate anatomical terms.

3rd/4th classes

Sequence of development of the human baby from conception to birth.

5th /6th classes

Changes in male and female bodies as they grow.

Puberty.

Reproductive system of male and female.

Understanding sexual intercourse, conception and birth.

In Robertstown N.S. children will be segregated (i.e. 5th from 6th) for RSE lessons where appropriate.

Dealing with Questions:

Teachers do not cover content outside that of the DES curriculum or the school's religion programme. At the same time teachers should answer questions sensitively, aware that there are children in our school from many social backgrounds. No child should be made feel uncomfortable or embarrassed when these issues are raised. Ground rules will be set before the lessons are taught. The teacher will tell the class that they will do their best to answer as many questions as possible but may not be able to answer every question. It is reasonable for the teacher to say that the children will learn further information as they get older.

Children, who ask questions in class on content outside the curriculum taught, should be talked to individually and discretely, as soon as is possible, by the teacher and encouraged to seek answers from their parents. If a child poses such a question the parents will be informed and asked not to ignore it but to deal with it as they see fit.

GENERAL POINTS

- Robertstown N.S. fosters a culture that is accepting of difference.
- An integral part of RSE is learning to respect others; this will include respect for families or individuals who are different from the majority.
- The Equal Status Acts 2000 and 2004 provide protection against discrimination on nine grounds, one of which is sexual orientation. The Acts oblige those who manage schools to protect students and staff from discrimination or sexual harassment.

- If children are using the word 'gay' in a negative fashion it is better not to ignore it in the hope that it will go away. The same advice would apply for any instance of bullying.
- We have the following strategy for responding to children who have questions about sexual orientation or who are taunting others in a negative fashion about being gay. This is done in the context of the school's ethos and RSE policy and with the awareness that primary school children are probably too young to engage in any detailed discussion of sexual identity.

RESPONDING TO CHILDREN WHO HAVE QUESTIONS ABOUT SEXUAL ORIENTATION OR WHO ARE TAUNTING OTHERS IN A NEGATIVE FASHION ABOUT BEING GAY:

- Depending on the context and the age group of the children, the teacher could ask a child or a class group what they mean by the word 'gay'
- The general response we would give: *'The majority of people are attracted to people of the opposite gender. This is called being heterosexual. Some people are attracted to people of the same gender. This is called being homosexual or gay.'*
- By giving factual information like this in an open and straightforward method we may help to remove the secrecy which is necessary for bullying to flourish.
- Homophobic insults will be treated in exactly the same way as racist or other insults – the teacher will calmly explain to the child that such insults are hurtful to the other person and are not acceptable in Robertstown N.S.
- If a pupil persists in homophobic insults despite being told it is hurtful they will be subject to the current Robertstown N.S. Behaviour and Anti-bullying procedures.

Parental Concerns:

If parents are concerned about any aspect of the school's programme for the RSE elements of SPHE they should discuss their concerns with the Principal.

Arrangements will be made to allow the parents to view and access the RSE programme and every effort will be made to accommodate their concerns.

Teachers' Concerns:

If teachers are concerned about any aspect of the school's programme for the RSE elements of SPHE they should discuss this with the Principal. Every teacher has the right to opt out of teaching the sensitive areas of SPHE and in this event it is the responsibility of the Principal to ensure that the sensitive areas of RSE are taught to that particular class. A swop with another teacher for the duration of these lessons may be deemed acceptable.

7. 3 STAY SAFE Programme (see attached appendices):

The Stay Safe programme is a personal safety skills programme for primary schools. It aims to reduce vulnerability to child abuse and bullying. It helps to develop children's ability to recognize, resist and report situations of risk or abusive encounters.

The objectives of the programme are:

- To help children to identify an express safe and unsafe feelings.
- To teach children safety skills for dealing with common unsafe situations such as getting lost.
- To encourage children to value friendships and to teach them skills for making and keeping friends.
- To teach children safety strategies for dealing with bullying.
- To teach children that it is not acceptable to bully others.
- To encourage children to value and enjoy normal affection.
- To teach children how to deal with an unsafe or inappropriate touch.
- To teach the rule: 'Never keep secrets about touching'.
- To help children recognise the difference between a good secret and a bad secret.
- To help children identify the adults they could tell about a bad secret and to give them the opportunity to practice telling.
- To clarify for the children who strangers are.
- To give the children safety strategies for dealing appropriately with strangers.

Content:

The lessons cover the following topics:

- Feeling Safe and Unsafe
- Friendship and Bullying
- Touches
- Secrets and Telling
- Strangers

Children participating in this programme will learn:

- To distinguish between safe and unsafe feelings
- What to do if lost
- What to do if the phone or doorbell rings when they are alone in the house
- The importance of friends in children's lives
- What to do if bullied
- Stay Safe Rules: Say No/ Get Away/ Tell
- Why not to bully others

- Appreciating normal, appropriate touches
- That unsafe touches should never be kept secret
- How to respond to inappropriate touches (Stay Safe Rules)
- Good and bad secrets
- That some secrets should not be kept
- Who and how to tell if in trouble
- About strangers and safety strategies

In Robertstown N.S. the Stay Safe Programme is taught annually in all class groups. Children are not segregated for Stay Safe lessons. All topics are addressed on a whole-class-basis. Please See appendix for Stay Safe Planning Grids.

Parental Concerns:

If parents are concerned about the more sensitive aspects of the Stay Safe programme, they are welcome to visit the school to view the curriculum and discuss their concerns with the Principal.

A teacher who is concerned about teaching a particular topic within the Stay Safe programme should talk to the principal about his/her concerns. Such concerns will be handled discreetly. The Principal will endeavour to accommodate such teachers. Resources outside the school profession will be availed of if considered appropriate.

Child Protection (c/f Child Protection Policy appendix):

Robertstown N.S. follows the DES Child Protection Procedures, which are based on Children First Procedures for the Protection and Welfare of Children. The Principal Mrs. Marion Sherlock is the Designated Liaison Person (DLP) and Mrs. Aoife Coughlan is the Deputy Designated Liaison Person. Each teacher has a copy of our recently (2017) updated policy on Child Protection and a copy is available to parents, through the school website or the Parents' Association.

Homework (c/f Homework Policy):

Children are encouraged to discuss work done in school at home with their parents. Worksheets begun at school are often finished as homework to enable parents to engage with the topics covered. Homework will reflect the active learning approach as prescribed in the curriculum and in our school policy.

Resources

Programmes, ICT, DVDs, Textbooks, Supplementary Materials

Resources to support the provision of SPHE will include the curriculum statement and teacher guidelines from the Department of Education and Skills, text books, DVDs, ICT, the internet, programmes which target specific issues and guest speakers.

Resources available within the school include:

Walk Tall Programme.

RSE Programme.

Be Safe

Friends for Life

Stay Safe Programme.

Weaving Wellbeing

Criteria for selecting resources include:

Conformity with the aims and objectives of the class programme in SPHE and the general principle of the SPHE Curriculum.

Freedom from bias, racial or sexual stereotyping.

Compliance with existing school policies.

Appealing to the pupils and teacher and be reflective of collaborative, active methods of learning.

Suitability and trustworthiness of guest speakers, notwithstanding the fact that the class teacher is responsible for his/her class and should remain with the class at all times for the duration of the visit of the guest speaker.

Materials purchased with school funds remain the property of the school.

Guest Speakers:

For some topics such as nutrition, oral health care, hygiene, RSE, etc. we may occasionally avail of external personnel to enhance the learning that is ongoing in the classroom. We have engaged the services of a nutritionist, dental hygienist and Internet specialist to assist in the delivery of those sections of the SPHE programme in Robertstown NS. Before the visit the teacher must agree with the visitor the aims and objectives of the lesson(s) to be covered and a detailed discussion of the content to be delivered will also take place.

Following the workshops a note will be sent to all parents to let them know these have taken place and to give parents the opportunity to discuss the issues with their children while it is still fresh in the children's minds.

The class teacher is responsible for his/her class and should remain with them at all times. The class teacher has ultimate responsibility for the class during these visits. Parents will be made aware of these speakers through the homework journal, school text system or preparatory work done by the teacher beforehand.

8. 1 Individual Teachers Planning and Reporting:

The SPHE Curriculum Documents will inform the planning of content, approaches and methodologies employed by individual teachers. Coverage of the strand units each year will be as outlined in this plan. The recording in the Cuntais Mhíosúla of work done will help to monitor progress and assist in future planning.

8. 2 Staff Development:

Staff development will be promoted by:

- Availing of in-service training, summer courses, conferences and seminars where possible.
- Sharing and exchanging skills, expertise and experience.
- Increasing our stock of resources.
- Allocating time at staff meetings in order to discuss issues relevant to SPHE.
- Familiarising members of the Learning Support Team, Resource Teachers, Special Needs Assistants and ancillary staff with the content and vision enshrined in policies relevant to SPHE.

9. Parental Involvement:

Since parents are the primary educators of their children, we welcome their support of teachers in implementing the SPHE Programme and in the formulation of policies relevant to SPHE. Parents are consulted through the Parents' Association committee when policy is being revised. Their consent is sought prior to teaching the more sensitive issues of the SPHE programme. The updated policy is placed on the school website when completed and the website carries links to related policies (Child Protection policy) and related sites (Accord schools programme; Stay Safe programme; Internet Safety website; DES)

10. Community Links:

We value the contribution which members of the local community can make towards furthering the aims and objectives of SPHE in our school. The community Garda, medical persons, people of other cultures and backgrounds, members of local community groups and the media have much to offer in supporting the SPHE programme. We will avail of the services of statutory bodies such as the HSE and An Garda Síochána, as required. Personnel from these agencies have been invited and have already participated in staff-training and awareness programmes along with parents, school coaches and volunteers.

11. Success Criteria:

Success achieved will depend on thorough preparation of teachers’ work and consistently following procedures outlined in the plan. Indications of success will come through positive feedback from the main stakeholders in our school community- teachers, parents, pupils and the local community and from the second-level schools attended by our past pupils. However, in many situations, success can only be measured in the medium and long-term by the way in which children mature and live their lives.

12. Implementation:

This plan has been formulated by the staff of our school. It will be supported, developed and implemented by teaching and non-teaching staff members alike. The school principal will co-ordinate its progression.

13. Review:

In order to ensure optimal implementation of the SPHE Programme in our school this plan will be reviewed on a bi-annual basis. Those involved in the review will include teachers and the Board of Management. The Principal and the staff will be responsible for the co-ordination of this review.

14. Ratification and Communication:

Following ratification by the Board of Management, this plan will be circulated to all staff members. A copy of the plan will be available to parents and guardians on the school website.

Signed by: *William Byrne*
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(Chairperson B.O.M)

Principal:

Date 14th of June 2017

Robertstown N.S.

Substance Abuse Prevention Policy

Introduction

A drug can be defined as a chemical, which causes changes in the way the human body functions mentally, physically or emotionally. For the purpose of this policy we are concerned with drugs which have the power to change a previous mood and the way a person thinks about things, and drugs which the taker may become physically or more often psychologically dependent.

Aims

The school sees itself as having a role in the process of enabling students to increase control over and improve their health. We endeavour to promote the well being of students by:

- Providing a safe and healthy environment
- Promoting positive health behaviours
- Increasing knowledge about health
- Promoting the self-esteem and self-awareness of students
- Working in partnership with parents and pupils

To this end, and in response to the encroaching drug culture in our society we feel the need to implement a comprehensive policy to address the problem of substance misuse.

The Policy will focus on:

- Strategies for prevention of substance misuse problems i.e Walk Tall, S.P.H.E., etc.
- Procedures for dealing with drug incidences in the school
- Guidelines and information for teachers to improve their response to the problem of substance misuse

This document should read with the Code of Behaviour/Discipline policy of the school.

Implementation of the Policy

This policy will be regularly evaluated and updated where necessary.

The school wishes to make clear that the primary role of substance use rests with the parents.

The school Substance Abuse Prevention Policy is implemented through the use of programmes from S.P.H.E. and Walk Tall and will also draw on the expertise available from the community i.e. Parents, Garda and HSE.

Smoking

- The school is a restricted non-smoking area
- Students are not permitted to smoke or possess cigarettes on the school premises
- Visitors will comply with the restricted non-smoking policy
- Pupils found smoking on school premises will be reported to the Principal and parents will be informed
- Tobacco or alcohol will not be permitted as a prize for school raffles
- We ask local Gardai to visit schools and speak to classes
- We purchased additional CCTV camera for back stairs and front foyer.

Alcohol

- Pupils will not be allowed to consume alcohol in school or during any activities
- If the teacher is of the opinion that a student is under the influence of alcohol, s/he will immediately inform the Principal and consult on what action should be taken
- Where a student comes to school under the influence of alcohol, their parents will be called in to take them home
- Students breaking these rules will be dealt with according to the school's disciplinary procedure

Illicit Drugs and Solvents

- Students are forbidden from being in the possession of or using illicit drugs or solvents on the school premises
- Use of spray deodorants or hair sprays is forbidden even at swimming pool.
- Illicit drugs found on school premises should be locked away and the Garda contacted to dispose of them. Teachers are advised not to transport illicit substances at any time
- If a teacher is of the opinion that a student is under the influence of illicit drugs or solvents, s/he will immediately inform the Principal and consult on what action should be taken
- Where the school suspects trafficking of illicit drugs, parents of any student involved will be informed and the advice and assistance of the Gardai will be sought.
- The school Board of Management will expect parents to inform the Principal or teacher if they suspect their child of drug taking

In implementing this policy, due care will be taken in deciding on the balance between a pastoral and a disciplinary response.

Appropriate reporting and confidentiality will be observed in implementing this policy.

This policy document has been ratified by the Board of Management of Robertstown NS, Naas, co. Kildare.

Roles and Responsibilities:

The school community of BoM, staff, pupils and parents play a key role in the formulation and implementation of the plan.

Review:

This policy was reviewed in May 2017. It was ratified by the B.O.M. at its meeting in May 2017.

A signed copy of the full policy is included in the B.O.M. minutes file.

Signed: _____ Date: _____
Chairperson BOM

Appendix 1 – Stay Safe Grid

Stay Safe Junior Infants/ Senior Infants

Topic	2016/2017	2017/2018
Feeling Safe and Unsafe	TR1 – Listening Song TR2 – Feeling faces WS1 – Draw a feeling WS2 – Feeling safe & unsafe TR4 – Tom’s Story WS3 – Tom’s Story TR5 – What if WS4 – Tell 5 TR6 – Stay safe song	TR1 – Listening Song TR2 – Feeling faces WS1 – Draw a feeling TR3 – Video Link WS2 – Feeling safe & unsafe TR4 – Tom’s Story WS3 – Tom’s Story WS4 – Tell 5 TR6 – Stay safe song
Friendship and bullying	TR 7 – Friendship TR8 – What would you do if.. WS5 – I show friendship when TR9 – Bella and George storyboard TR2 – Feeling faces TR10 – What is bullying WS6 – Bella and George TR11 – Our Friends (Poem) WS7 – Stay safe rules	TR 7 – Friendship TR8 – What would you do if.. WS5 – I show friendship when TR9 – Bella and George storyboard TR2 – Feeling faces TR10 – What is bullying WS6 – Bella and George TR11 – Our Friends (Poem) WS7 – Stay safe rules
Touches	TR12 – Video Link (5 senses song) WS8 – Touches WS9 – Touches TR14 – What if.. TR15 – The Tickling Game story	TR12 – Video Link (5 senses song) WS8 – Touches WS9 – Touches TR14 – What if.. TR15 – The Tickling Game story
Secrets and Telling	TR16 – What if.. WS10 – Secrets and telling	TR16 – What if.. WS10 – Secrets and telling
Strangers	TR17 – Maria’s Story WS11 – The playground	TR17 – Maria’s Story WS11 – The playground

Stay Safe 1st /2nd Class

Topic	2016/2017	2017/2018
Feeling Safe and Unsafe	<ul style="list-style-type: none"> • TR 1 – Feelings Faces • WS 2 – I Feel Safe When • TR 3 - Safe/Unsafe Music Clips • TR 4 – The Stay Safe Song 	<ul style="list-style-type: none"> • TR 2 – Sammy’s Story • WS 3 – Sammy’s Story • WS 4 - Making Choices • WS 5- My Personal Safety Passport
Friendship and bullying	<ul style="list-style-type: none"> • TR 5 – Video Link – Friendship • WS 6 – Interview a Classmate • WS 7 – ‘In this class we show kindness and respect to everyone by’ • TR 6 – Basketball Storyboard • TR 7 – What is bullying? • TR 8 – Bullying Hurts in Three Ways 	<ul style="list-style-type: none"> • WS 8 – Bullying • TR 9 – Video (An Unhappy Day for Molly) • TR 10 – The Tell Song • TR 11 – Tell • TR 12 – Video (A Happier Day for Molly) • TR 13 – Tripping/Excluding • TR 14 - Safety Tips • TR 15 – Good Things to Say • WS 9 – Class Agreement
Touches	<ul style="list-style-type: none"> • TR 16 – The Senses • TR 17 – Touches I like • WS 10 – Touch ...What if • WS 11 – Stay Safe Rules • TR 18 – Public/Private 	<ul style="list-style-type: none"> • TR 18 – Public/Private • TR 19 – Video Link – Body Ownership • TR 20 – The Birthday Party Story • WS 12 – Beach
Secrets and Telling	<ul style="list-style-type: none"> • WS 13 – Good secret/Bad secret/Don’t Know • TR 21 – Martin’s Secret 	<ul style="list-style-type: none"> • WS 13 – Good secret/Bad secret/Don’t Know • TR 21 – Martin’s Secret
Strangers	<ul style="list-style-type: none"> • WS 14 – The Stranger Quiz • TR 23 – Video Link Stay Safe Online 	<ul style="list-style-type: none"> • WS 15 - Strangers, What If... • TR 22 – Lee and Kim Video Clip

Stay Safe 3rd /4th Class

Topic	2016/2017	2017/2018
Feelings 3 rd – Lesson 1 & 2 4 th – Lesson 2 & 3	<ul style="list-style-type: none"> • TR 1 – ‘Feelings’ Loop Game • WS 1 – Me and My Feelings • TR 2 – Olivia’s Story 	<ul style="list-style-type: none"> • TR 2 – Olivia’s Story • TR 3 – Luca’s Story • WS/ HSL 2 – Feeling Safe and Unsafe • WS/ HSL 3 - Tell 5
Friendship and bullying 3 rd – Lesson 1, 2 & 3 4 th – Lesson 4, 5 & 6	<ul style="list-style-type: none"> • WS 4/ HSL – Friend Poem • TR4 – Do you wanna be on my team? Part 1 (Video) • TR5 – Do you wanna be on my team? Part 2 (Video) • TR 6 – Physical Bullying • TR 7 – Verbal Bullying • TR 8 – Emotional Bullying • WS5/ HSL – Bullying Definition • WS6 – What do I know about bullying? 	<ul style="list-style-type: none"> • TR9 – Video Link – Cyberbullying • TR10 – Stop, Block, Tell Video • WS7/ HSL – Stop, Block, Tell • TR11 – First Line Improv worksheet • TR12 – Safety Tips • TR13 – Good things to say • WS8/ HSL – Our Class Agreement • WS9 – Keeping our Agreement
Touches 3 rd – Lesson 1 4 th – Lesson 2 (May be appropriate to teach both lessons each year)	<ul style="list-style-type: none"> • TR 14 – Video Link – Body Ownership • WS 10 – What if • WS 11/ HSL – Touch I Like/ Touches I don’t like 	<ul style="list-style-type: none"> • TR 15 – Ali’ Story • TR16 – Rachel’s Story • TR 17 – Video Link – UNICEF Good Touch, Bad Touch • WS 12/ HSL – Never keep a touch secret
Secrets and Telling 3 rd – Lesson 1 4 th – Lesson 1	<ul style="list-style-type: none"> • TR18 – James’s Story • WS13/ HSL – Good or Bad Secrets 	<ul style="list-style-type: none"> • TR18 – James’s Story • WS13/ HSL – Good or Bad Secrets
Strangers 3 rd – Lesson 1 4 th – Lesson 1	<ul style="list-style-type: none"> • TR19 – Spot the Stranger • TR20 – Ciara’s Story • WS14 – What would You Do? • WS15/ HSL – Stranger rules 	<ul style="list-style-type: none"> • TR19 – Spot the Stranger • TR20 – Ciara’s Story • WS14 – What would You Do? • WS15/ HSL – Stranger rules

Stay Safe 5th/6th Class

Topic	2016/2017	2017/2018
Feelings	<ul style="list-style-type: none"> • TR 1: Same Story - Different Feelings • WS 1: Feelings • TR 2: Feeling Safe and Unsafe. • TR 3: I Feel Safe When... 	<ul style="list-style-type: none"> • TR 2: Feeling Safe and Unsafe. • TR 4: Link to Children’s Rights alliance animation about the UN Convention on the Rights of the Child. • WS 2: A Child’s Right to Be Safe.
Friendship and Bullying	<ul style="list-style-type: none"> • WS 3: A Good Friend is someone who... • TR 5: What Would You Do? • TR 6: Bullying is.... • WS 4: What do I know about bullying? • TR 7: Different Types of Bullying. • TR 8: John Bullies Mark. • TR 9: Name Calling. • TR 10: New Runners 	<ul style="list-style-type: none"> • TR 11: Video: Let’s fight it together. • TR 12: Rap: Stop, Block, Tell. • TR 13 Audio: Protect yourself from Cyberbullying. • WS 5/HSL: Protect yourself from Cyberbullying. • Extension activity: going Viral from Webwise: My Selfie. • TR 8/9/10: John bullies Mark; Name calling; New runners (from Lesson 3) • TR 14: Good body language. • TR 15: Safety Tips. • TR 9: Name Calling. • TR 10: New Runners. • TR 16; What Kind of Bystander. • WS 6/HSL: Class Agreement.
Touches	<ul style="list-style-type: none"> • TR 17: Airport Arrivals. • TR 18: Emma’s Dilemma. • WS 7/HSL: Stay Safe Safety Rules. 	<ul style="list-style-type: none"> • TR 17: Airport Arrivals. • TR 18: Emma’s Dilemma. • WS 7/HSL: Stay Safe Safety Rules.
Secrets and Telling	<ul style="list-style-type: none"> • TR 19: Colm’s Story. • TR 20: Parallel Talking Lines. • WS/HSL: Secrets and Telling. 	<ul style="list-style-type: none"> • TR 19: Colm’s Story. • TR 20: Parallel Talking Lines. • WS/HSL: Secrets and Telling.

Strangers	<ul style="list-style-type: none">• TR 21: Strangers – What would you do?• TR 22: Tony’s Story.	<ul style="list-style-type: none">• TR 23: Strangers on the Internet.• TR 24: Stand up/ Sit Down.• WS 9/HSL: Safe Use of the Internet.
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