



CORPUS CHRISTI
CATHOLIC SCHOOL

Drug and Alcohol Policy

September 2020

MISSION STATEMENT

Corpus Christi Catholic School is a welcoming, vibrant and diverse community with the Christian values of respect, equality and love for all at its core.

We aim to nurture, motivate, educate and to inspire all children to become lifelong learners and to achieve the best that they can.

Following the example of Jesus, we uphold our school motto:
To Learn, To Live, To Love.

Discere Vivere Amare



POLICY STATEMENT:

.....

Date	Review Date	Subject Leader	Nominated Governor
September 2020	September 2021	Gisele Jenson	Mrs Starkey

CURRICULUM AIMS AND OBJECTIVES:

Aims

To set out the Corpus Christi Catholic School’s approach to:

- teaching and learning about drugs and alcohol,
- the management of situations involving drugs and alcohol

Objectives

- to promote the development of the ‘whole person’ which encompasses physical, mental, emotional, social and environmental health;

- to equip pupils with the knowledge, skills, attitudes and values to handle their lives effectively in the present and prepare them for adulthood.

This policy applies to all staff, pupils, parents / carers, governors and partner agencies working with the school.

LEGISLATION AND GUIDANCE

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils((England) Regulations 2000
- Education Act 2003
- Equality Act 2010

The following documentation is also related to this policy:

- The Education Inspection Framework (Ofsted 2019)
- An investigation into how to assess the quality of education through curriculum intent, implementation and impact (Ofsted 2018)
- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)
- Equality Act 2010: Advice for Schools (DfE)
- The National Curriculum in England Framework Document (DfE) 2014
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

ORGANISATION AND PLANNING

INTRODUCTION

This policy has been developed by staff, and national guidance produced by the Department for Education (DfE and ACPO drug advice for schools, September 2012) has underpinned the writing of this policy. It has been approved by the Senior Management Team and Governing body. The policy is saved on the staff drive and is accessible to all staff, it is shared with new staff and has also been shared at staff meeting.

Our school believes that the misuse of drugs endangers not only our pupils but also affects the wider community in which we live. It is the school's responsibility to ensure the child's health and safety while in our care and we also strive to promote their personal and social wellbeing (for more details on the schools provision for personal, social, health and well-being see the PSHE statement). Drug misuse undermines this and hinders the development of the young person.

This policy provides a focus for the school to consider how drugs education should be implemented and developed within the curriculum, and outlines the roles, responsibilities and legal duties of staff. From a wider perspective, it gives parents and the local community an opportunity for involvement in drug issues.

This policy does not stand in isolation, but is linked to many other policies across the school including the Safeguarding Policy, Behaviour Policy, PSHE Statement, and the Teaching and Learning Policy.

1.1 RATIONALE

Corpus Christi Primary School recognises that young people in today's society are exposed to the risks associated with the drug culture that exists.

Corpus Christi School wishes to promote the development of the 'whole person' which encompasses physical, mental, emotional, social and environmental health; by equipping pupils with the knowledge, skills, attitudes and values to handle their lives effectively in the present and prepare them for adulthood.

Drugs and alcohol education should therefore form an integral part of the school curriculum.

1.2 DRUGS EDUCATION IN CONTEXT

A life skills approach to drug prevention is essential and within the programme, pupils are taught about raising self-esteem, self confidence and assertiveness to prepare them for making informed decisions about drug use, the main focus being on knowledge, social skills, attitudes and values.

2 THE RANGE OF SUBSTANCES

Corpus Christi School defines a drug as any substance which, when taken, has the effect of altering the way a person behaves, feels sees or thinks. As well as everyday substances such as tea and coffee, drugs include:

- alcohol and tobacco

- over the counter medicines' such as paracetamol for headaches
- prescribed drugs, such as antibiotics and tranquilisers
- volatile substances such as glues and aerosols
- illegal drugs such as cannabis, LSD and ecstasy
- new psychoactive substances (NSP's)

The school recognises that this policy focuses mainly on illicit drugs.

Procedures for handling alcohol and tobacco misuse are outlined in Appendix 1 and are also covered the Behaviour Policy. Procedures for handling prescribed medicines and volatile substances are also outlined in Appendix 1 and are in the school Health and Safety policy.

If the Head Teachers have reasonable grounds to suspect that drugs are being used or supplied on the school premises, they will take appropriate steps to inform the relevant bodies in order to avoid any liability as a 'manager or occupier' of premises.

If staff have taken possession of a substance for the purposes of protecting a pupil from harm and from committing an offence; they should under no circumstance, try to analyse or identify it. If they suspect it to be LSD, they should wear gloves when handling it, to avoid ingestion through the skin. The drug should be immediately stored in a safe place, and the police contacted.

3 PROCEDURES FOR HANDLING AND REPORTING INCIDENTS

A suspected drug related incident is described as:

- suspect drugs found on the school premises
- a pupil suspected of being in possession of drugs
- a pupil found to be in possession of drugs
- a pupil suspected of being under the influence of drugs
- an adult suspected of being under the influence of drugs

When an incident occurs the member of staff involved should:

- Make the situation safe
- Send for support

- Administer first aid if necessary
- If an illegal drug is found it should be secured in a safe place until dealt with by the police
- Report the incident

The incident will be in the first incidence reported to the Head Teachers who will contact the police in this area. The parents will also be contacted and made aware of the situation. The incident will be recorded by the teacher involved and by the designated teacher.

All staff are made aware of the procedures and where necessary emergency procedures will be followed. If a search needs to be made the Head Teachers will conduct this with an appropriate witness.

3.1 EMERGENCY PROCEDURES

For the purposes of this policy, an emergency is considered to be either:

- a situation in which a pupil or staff is in danger, or
- a sequence of events which require urgent attention.
- an alert card will be sent to each classroom to inform staff to follow agreed emergency procedures.

3.2 CONFIDENTIALITY

Where a pupil discloses to a teacher that he or she is taking drugs, the teacher should make it clear that he or she can offer no guarantee of confidentiality. However the teacher can advise the pupil of other sources of confidential information or advice. Pupils should also be encouraged to talk to their parents. A record will be made of the disclosure and the Head Teachers are to be informed.

4 THE PLACE OF DRUGS EDUCATION WITHIN THE CURRICULUM

Education surrounding drugs must be embedded across the curriculum. Drug education should not be seen as a one off topic but as a continuous process which involves the development of skills and attitudes enabling pupils to make informed choices. Effective drug education should take account of not only the individual, but also the family, their peer groups, and the wider community. Where possible, the school promotes the partnership between the parent and child, when addressing drug issues.

The alcohol and drugs curriculum within the school is mainly delivered as part of the of the PSHE education at the school. The PSHE statement describes how the skills, knowledge and understanding surrounding healthy lifestyles, personal responsibility and self-esteem in an age appropriate way (see appendix 3).

Drugs education is also taught through cross-curricular learning, for example within the Programmes of Study for Science, and within other subjects, such as Religious Education, English, and Physical Education, there are opportunities for considering drug-related issues from a variety of perspectives. The statutory Science curriculum at Key Stage 2 also requires children to learn about the effects of drugs on the body.

5 THE AIMS AND OBJECTIVES OF THE DRUGS EDUCATION CURRICULUM

The goal of drug and alcohol education is:

- for pupils to develop the knowledge, skills and attitudes to appreciate the benefits of a healthy lifestyle,
- promote responsibility towards the use of drugs and relate these to their own actions, both now and in their future lives.

The learning objectives for drug and alcohol education include:

Attitudes and Values.

- to examine own opinions and values, and those of others
- to promote a positive attitude to healthy lifestyles and keeping self safe
- to enhance self awareness and self esteem
- to value and respect self and others
- to value diversity and difference within society
- to promote a sense of responsibility towards the use of drugs

Personal and Social Skills

- to identify risks to health
- to communicate with peers and adults, including parents/carers and professionals
- to learn how to give and secure help
- to develop decision-making, negotiation and assertiveness, particularly in situations related to drug use

- to develop an appreciation of the consequences of choices made
- to be able to cope with peer influences, and in resisting unhelpful pressures from adults and the media
- to make choices based on an understanding of difference and with an absence of prejudice
- to be able to talk, listen and think about feelings and relationships.
- to develop critical thinking as part of decision-making.
- to develop coping strategies to deal with peer pressure.
- to explore their own attitudes towards drugs and drug issues.
- to develop a competence in challenging attitudes and patterns of behaviour associated with drug misuse.
- to develop self-discipline.
- to recognise potential drug exploitation and how to take avoiding action.

Knowledge and Understanding

- to develop an understanding of drugs and of the effects and risks of using drugs
- to gain an understanding of how the body functions
- to gain an understanding of what is safe and appropriate drug use
- to gain an understanding of the role of drugs in society and the laws and rules relating to their use
- to gain knowledge of people who can help if pupils have worries and an understanding of confidentiality
- to gain an understanding of the changing nature of relationships, including families and friends, and ways of dealing positively with change.
- to understand their own personality, needs, abilities and interests.
- to understand the process of reasoning required to make informed choices.
- to understand what is meant by 'a drug' and the definition of 'addiction'.
- to understand how some drugs affect the body.

- to be aware of the benefits of healthy lifestyles.
- to be aware of the current drug culture and the effect of advertising campaigns.

6 THE DELIVERY AND ORGANISATION OF THE DRUGS EDUCATION PROGRAMME

Drugs Education is a whole staff issue. Corpus Christi Catholic Primary School ensures that staff are regularly updated with changes in the curriculum and changes to the policy, which have an effect on their delivery of the curriculum. Where possible staff have received in-service training on drug issues.

6.1 OUTSIDE AGENCIES

Corpus Christi Catholic Primary School may use outside agencies to help deliver the drug education programme if the teacher ensures that the following criteria are met:

- The content and delivery of the programme has been jointly agreed.
- The programme and methods of delivery are consistent with the aims and objectives outlined in this policy.
- The Head Teachers have given approval for the use of the outside agency.
- CRB disclosure will be required from any person delivering drug education.

7 LINKS WITH PARENTS, THE COMMUNITY AND THE POLICE

Parents play a vital role in the prevention of drug misuse. They are involved in the planning of the school drug policy and they should be involved fully in the education of their child. This is especially so with the drug education programmes. Parents are encouraged to play an active role in homework tasks, and discuss drug issues with their child whenever possible. Parents are also aware of the school's procedures for dealing with drug related incidents.

The school endeavours to work closely with the local community to help reduce the number of drug related incidents.

Corpus Christi School has developed good working relationships with the local police. This helps to ensure that if a drug related incident is reported, it will be dealt with in a professional and discrete manner, and in keeping the best interests of the child concerned in mind.

The school aims to work closely with parents and carers. As a result, when parents have requested that prescription drugs are administered to children whilst under the

care of the school, staff will administer prescription drugs. This must be arranged in advance with the school office, and all necessary agreements must be in place.

8 THE ROLE OF THE HEAD TEACHERS FOR DRUG RELATED INCIDENTS

The Head Teachers are responsible for the co-ordination of the arrangements to deal with individual cases of suspected or actual drug misuse. Her role includes:

- Implementing procedures as outlined in this policy for dealing with an incident
- Receiving any substance found in school
- Liaison with the appropriate authorities on any drug related incident
- Regularly updating staff on the policy and the procedures for dealing with a drug related incident
- The induction of new staff as appropriate
- Liaison with outside agencies in relation to drug related incidents
- Reviewing and updating the school drug policy, when required

9 MONITORING AND EVALUATING

The school drug education policy is periodically reviewed to reflect changing circumstances and trends in drugs use. The programmes of study for drug education are continually reviewed and any changes deemed necessary are implemented.

The induction of new staff will include introduction to this policy.

APPENDIX 1

PROCEDURES FOR HANDLING ALCOHOL MISUSE

The school does not allow any alcohol to be consumed on school premises during school hours. This applies to visitors, staff and pupils.

Alcohol is permitted to be brought into school for special events that take place outside of school hours, when permission has been granted by the Head Teachers.

Adults breaking this rule will be referred to the Head Teachers directly.

Pupils will be dealt with under the school's discipline policy.

PROCEDURES FOR HANDLING TOBACCO MISUSE

The school is a restricted environment with no one being permitted to smoke on the school premises.

Adults breaking this rule will be advised by other members of staff.

Pupils breaking this rule will be dealt with under the school's discipline policy.

THE MANAGEMENT OF PRESCRIBED MEDICINES

At the start of the school year, parents must complete a medical form indicating any medical illness their child has. The parent is also advised that the school will not, as a matter of course administer medicine to a pupil. If an emergency arises, the parent will be contacted and permission sought if necessary.

If a pupil needs to bring a prescribed medicine into school, the following guidelines must be adhered to:

- A letter from the parent explaining the nature of the illness and the dosage required must be sent with the pupil
- The pupil must immediately give the medicine to their class teacher
- The class teacher must store the medicine in a secure space and ensure that only the pupil for whom the medicine is prescribed, takes the medicine.

THE MANAGEMENT OF SOLVENTS

Pupils are not permitted to bring solvents or aerosols into school. This includes tippex fluid and pens, tippex thinners, glue, marker pens and spray deodorants. Pupils are permitted to bring felt tip pens to school.

All members of staff are responsible for the safe storage and usage of solvents in their classroom. Where possible they should be locked away when not in use. This includes white board markers, glues and paints. The cleaners and caretakers should also ensure that their stores are locked when not in use and that solvents are held in a secure place.

APPENDIX 2 - HANDLING INCIDENTS

Action to be taken in the event of a suspected incident of drug misuse where the designated teacher for drug issues is the Head Teachers.

Strategies

Implementation of National Curriculum 2014

In the National Curriculum for 5 - 11 year olds, understanding of drug and alcohol misuse is developed through

KEY STAGE 1

KNOWLEDGE AND UNDERSTANDING

- Basic information about how the body works and ways of looking after the body
- Safe and unsafe substances in the home
- Simple safety rules
- Medicines and tables – reasons why they are used.
- School rules
- People who are involved with medicines and drugs
- People who can help pupils when they have concerns
- Introduction to the drugs pupils may encounter
- Understanding that drugs can be harmful if not used properly

SKILLS

- Personal likes and dislikes
- Being friends with others
- Communicating feelings and concerns about illness and taking medicines
- Following simple instructions to keep themselves and others safe
- When and how to get help from adults
- Knowing how to say NO

ATTITUDES

- Respect and caring for yourself and valuing the uniqueness of your own body
- Respect and caring for others
- Realising that it is sometimes appropriate and important to say “NO”
- Realising that adults or older children are not always “friends”.

KEY STAGE 2

KNOWLEDGE AND UNDERSTANDING

- Detailed information on how the body works and how to keep it healthy
- Different types of medicines, the value of some drugs, safety when using medicine
- Effects of caffeine, alcohol and tobacco on the body and associated risks of drug taking
- School rules relating to medicines, alcohol, tobacco, solvents and other drugs
- Consideration of why some people take drugs
- People who persuade others to take drugs: friends, known adults, peers, older children
- Identifying pressures and influences.

- Dangers from handling discarded drug- related equipment
- First aid, where to get help, the law relating to legal and illegal drugs

SKILLS

- Personal strengths and weaknesses
- Handling social relationships
- Expressing and communicating feelings and concerns about drugs and their use
- Identifying risks
- Coping with peer influences
- Communicating with adults
- Making choices and knowing the consequences of actions
- Keeping safe, giving and getting help

ATTITUDES

- Valuing yourself and others
- Attitudes towards the use of alcohol and tobacco within the home and the wider society
- Parents' and teachers' reactions to drugs and their use
- Attitudes and beliefs about different drugs, the people who use/misuse them, and why they use them
- Responses to media and advertising presentations of medicines, alcohol, tobacco and other legal drug

REMOTE LEARNING

As appropriate

Teachers in each year group will together develop contingency plans to deliver the drug and alcohol curriculum to pupils in the event that remote learning is required.

Contingency plans will:

- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- Give access to high quality remote education resources
- Make use of the online tools that are consistently used across the school in order to allow interaction, assessment and feedback to pupils

- Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- Be inclusive of SEND pupils and their families

MONITORING ARRANGEMENTS

Monitoring of standards of children's work and the quality of teaching is the responsibility of the subject coordinator supported by the Co-Headteachers and the Senior Leadership Team.

Standards will be monitored by:

- looking at pupils' work
- subject observations
- pupil discussions
- audit of subjects
- scrutiny of planning
- general curriculum discussions

INCLUSION

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Special Educational Needs;
- who are looked after;
- from minority faiths, ethnicities, travelers, asylum seekers, refugees;
- who are gifted and talented;
- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have more able, gifted and talented children. We believe that:

- more able children demonstrate a higher ability than average for the class and often require differentiated tasks and opportunities to learn through challenges;
- gifted children are those who have the ability to do well in more than one subject;
- talented children demonstrate an innate talent or skill in creative, cultural or sporting fields

We have an even greater obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

TRAINING

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - National Curriculum programmes of study and attainment targets for all subjects
 - Curriculum
 - Teaching and learning
 - Planning
 - Differentiation
 - Assessment
 - Monitoring and Evaluation
 - Special Educational Needs
 - Academically More Able, Gifted and Talented Pupils

- Key skills
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

ROLES AND RESPONSIBILITY FOR THE POLICY

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for the curriculum leadership of English;
- delegated powers and responsibilities to the Co-headteachers to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring compliance with the legal requirements of the National Curriculum;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
 - determining this policy with the Governing Body;
 - discussing improvements to this policy during the school year;
 - organising surveys to gauge the thoughts of all pupils;
 - reviewing the effectiveness of this policy with the Governing Body
- nominated a link governor to:
 - visit the school regularly;
 - work closely with the Co-Headteachers and the coordinator;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Governing Body every term;
 - annually report to the Governing Body on the success and development of this policy.

Role of the Co-Headteachers

The Co-Headteachers will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;

- ensure teachers:
 - 'have good knowledge of the subject(s) and courses they teach;
 - have effective support for those teaching outside their main areas of expertise;
 - present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching;
 - check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback and in doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches;
 - design their teaching to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts;
 - use assessment well in order to help learners embed and use knowledge fluently or to check understanding and inform teaching;
 - create an environment that allows the learner to focus on learning;
 - develop a rigorous approach to the teaching of reading in order to develop learners' confidence and enjoyment in reading;
 - use reading materials at the early stages of learning to read that are closely matched to learners' phonics knowledge'. (Amended from the 'Education Inspection Framework' (Ofsted 2019)

- work closely with the curriculum leader, subject leaders and the link governor;
- ensure compliance with the legal requirements of the National Curriculum;
- consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;
- encourage parents to take an active role in curriculum development;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by;
 - observing teaching and learning
 - planning scrutinies and work trawls
 - discussions with pupils and members of the school council
 - annually report to the Governing Body on the success and development of this policy

Role of the Subject Leader

The Subject Leader will:

lead the development of this policy throughout the school;

- work closely with the Co-Headteachers, the nominated governor and SENCO;
- promote the teaching of numeracy and literacy within all subjects;
- be accountable for standards in this subject area;
- monitor standards by:
 - auditing the subject area

- review of the scheme of work
 - monitoring teachers planning
 - lesson observations
 - scrutinising children's work
 - discussions with pupils
- work in conjunction with the Headteacher, Senior Leadership Team Leader, teaching and support personnel to provide statements on each of the following:

We ...		Evidence
Intent	have constructed a 'curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life' by:	
	provide a curriculum that is 'coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment' by:	
	have the 'same academic, technical or vocational ambitions for almost all learners and we have designed an ambitious curriculum to meet the needs of some learners with high levels of SEND' by:	
	ensure 'learners study the full curriculum 'specialising' only when necessary' by:	
Implementation	ensure 'teachers have good knowledge of the subject(s) and courses they teach' by;	
	provide 'effective support for those teaching outside their main areas of expertise' by:	
	ensure 'teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching' by:	
	ensure teachers 'check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback' by:	

Impact	ensure teachers 'respond and adapt their teaching as necessary, without unnecessarily elaborate of differentiated approaches by:	
	ensure 'over the course of study, teaching is designed to help learners to remember in the long term the content they have been and to integrate new knowledge into larger concepts' by:	
	ensure assessment is used well in order to 'help learners embed and use knowledge fluently or to check understanding and inform teaching' by:	
	'understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners' by:	
	ensure 'teachers create an environment that allows the learner to focus on learning' by:	
	ensure 'the resources and materials that teachers select reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment' by:	
ensure 'learners are ready for the next stage of education, employment or training' by:		

(Quotes taken from the Education Inspection Framework (Ofsted 2019))

- ensure continuity and progression throughout the school;
- devise a subject improvement plan;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- attend appropriate and relevant INSET;
- keep up to date with new developments;
- undertake an annual audit and stock take of resources;
- purchase new resources when required and in preparation for the new academic year;

- manage the subject budget effectively;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

Role of Teachers

Teachers will:

- comply with all aspects of this policy;
- work closely with the subject leader to develop this policy;
- devise medium and short term planning;
- plan and deliver good to outstanding lessons;
- plan differentiated lessons which are interactive, engaging, of a good pace and have a three part structure;
- have high expectations for all children and will provide work that will extend them;
- assess, record and report on the development, progress and attainment of pupils;
- achieve high standards;
- celebrate the success of pupils in lessons
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will:

- be aware of and comply with this policy (in an age appropriate form);
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy as it applies to them;
- be encouraged to take an active role in the life of the school by attending:
 - parents and open evenings
 - parent-teacher consultations
 - curriculum development workshops
- be encouraged to assist in school as volunteers;
- be encouraged to respond to curriculum information newsletters;
- be informed via termly newsletters of their child's topics;
- asked to provide suggestions and ideas for improving this subject;
- be asked to take part periodic surveys conducted by the school on curriculum development;
- be invited to make presentations to pupils on aspects of this subject area;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- expect their child to hand in homework on time;
- join the school in celebrating success of their child's learning.

LINKS TO OTHER POLICIES

- Academically More Able, Gifted and Talented Pupils
- Assessment
- Curriculum
- Curriculum Intent, Implementation and Impact
- Differentiation
- English as an Additional Language (EAL)
- Monitoring and Evaluation
- Self-Evaluation and School Improvement
- Special Educational Needs
- Teaching and Learning

Confirmation of policy:

Corpus Christi School

Subject Lead: Gisele Jenson

Link Governor: Mrs Starkey

Date to be reviewed: September 2021