

Smoking Policy

Introduction

This policy has been devised in consultation with staff, governors, parents/carers and students. The Somerset Stop Smoking Services and the Smoke Free Somerset Alliance supports the policy.

Rationale

Research shows that almost a quarter of young people are regular smokers by the age of 15.

Almost all adult smokers took up the habit when they were children.

Approximately 114,000 smokers a year die in the UK, that's 300 a day.

People are harmed by second hand smoke, e.g. lung cancer and childhood respiratory disease, heart disease, cot death, middle ear disease and asthmatic attacks in children.

Schools have a role to play in working towards a smoke free society.

All young people need to receive clear, consistent messages about the dangers of smoking.

Aims

This school aims to be a health promoting organisation

This school aims to protect staff, young people and visitors from the effects of tobacco smoke

This school will raise awareness of the dangers of smoking through the Personal Social and Health Education Programme

This school will help smokers to quit.

This school will set out how it is making progress to comply with the new Health Act (2006), which bans smoking in all workplaces and enclosed public places

Content

Smoking is not allowed anywhere on the premises, building or grounds (including exits to the site and in vehicles).

This applies to teaching and non teaching staff, students, visitors and contractors and includes visits/school trips and out of hours activities

Staff and the PSHE Co-ordinator will ensure smoking related topics are part of the curriculum, and extra curricula work

PSHE lessons

Core and foundation subjects

Assembly/tutorial times

Circle time (KS 1,2)

Literacy/numeracy lessons (KS1,2)

Health Weeks

Theatre in Education e.g. QUIT

Work with Specialists e.g. Stop Smoking Service/School

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School Health Advisors

Communicating the policy to staff, parents/carers and visitors

Staff will be informed at recruitment

Clearly worded signs will be sited

Information will be included in the school prospectus and website.

Details on stop smoking services will be available to all through leaflets and posters. (See Appendix 6)

www.smokefreesomerset.nhs.uk Email: smokefree@somerset.nhs.uk

Communicating the policy to pupils

Staff recognise a duty of care to support pupils who smoke and help them break the habit

Help will always be provided to those pupils who want advice

If a student is caught smoking the following actions will be taken:

Loss of privileges

Awareness session on dangers of smoking..

Letter home to parents

Details on support to stop smoking services through leaflets and posters provided

Monitoring and evaluation

This policy is available to view on request and on the school's web site:

www.stogurseyprimary.co.uk.

The monitoring will be carried out through an annual review involving staff, students, parents and governors.

Ultimate responsibility for the implementation of this policy rests with the Head Teacher.

Signed:
Staff

Governors

Date:

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Appendix 1

Learning outcomes

Taken from 'Sex and Relationships', Ofsted Report, 2002

By the end of Key Stage 1

1	Pupils will be able to:	Where?
a)	recognise and compare the main external parts of the bodies of humans*	
b)	recognise similarities and differences between themselves and others and treat others with sensitivity	
c)	identify and share their feelings with others	
d)	recognise safe and unsafe situations	
e)	identify and be able to talk with someone they trust	
f)	be aware that their feelings and actions have an impact on others	
g)	make a friend, talk with them and share feelings	
h)	Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.	

2	Pupils will know and understand:	
a)	that animals, including humans, grow and reproduce*	
b)	That humans and animals can produce offspring and these grow into adults*	
c)	the basic rules for keeping themselves safe and healthy	
d)	about safe places to play and safe people to be with	
e)	the needs of babies and young people	
f)	ways in which they are like and different from others	
g)	that they have some control over their actions and bodies	
h)	The names of the main external parts of the body including agreed names for sexual parts	
i)	why families are special for caring and sharing.	

3.	Pupils will have considered:	
a)	why families are special	
b)	the similarities and differences between people	
c)	how their feelings and actions have an impact on other people.	

By the end of Key Stage 2

4	Pupils will be able to:	
a)	express opinions, for example, about relationships and bullying	
b)	listen to, and support others	
c)	respect other people's viewpoints and beliefs	
d)	recognise their changing emotions with friends and family and be able to express their feelings positively	
e)	identify adults they can trust and who they can ask for help	
f)	be self-confident in a wide range of new situations, such as seeking new friends	
g)	form opinions that they can articulate to a variety of audiences	
h)	recognise their own worth and identify positive things about themselves	
i)	balance the stresses of life in order to promote both their own mental health and well-being and that of others	
j)	see things from other people's viewpoints, for example their parents and their carers	
k)	discuss moral questions	
l)	listen to, support their friends and manage friendship problems	
m)	recognise and challenge stereotypes, for example in relation to gender	

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n)	recognise the pressure of unwanted physical contact, and know ways of resisting them	
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5	Pupils will know and understand:	
a)	that the life processes common to humans and other animals include growth and reproduction	
b)	about the main stages of the human life cycle*	
c)	that safe routines can stop the spread of viruses including HIV	
d)	about the physical changes that take place at puberty, why they happen and how to manage them	
e)	the many relationships in which they are all involved	
f)	where individual families and groups can find help	
g)	how the media impact on forming attitudes	
h)	about keeping themselves safe when involved with risky activities	
i)	that their actions have consequences and be able to anticipate the results of them	
j)	about different forms of bullying people and the feelings of both bullies and victims	
k)	why being different can provoke bullying and know why this is unacceptable	
l)	about, and accept, a wide range of different family arrangements, for example	
j)	second marriages, fostering, extended families and three or more generations living together	

6	Pupils will have considered:	
a)	the diversity of lifestyles	
b)	others' points of view, including their parents' or carers'	
c)	why being different can provoke bullying and why this is unacceptable	
d)	when it is appropriate to take a risk and when to say no and seek help	
e)	the diversity of values and customs in the school and in the community	
f)	the need for trust and love in established relationships.	