



Drugs Education Policy

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Headteacher
Chair of Education Committee

Definition

Drugs are those that are legal, such as alcohol, tobacco and solvents, over the counter and prescribed drugs, and illegal drugs such as cannabis, ecstasy, heroin, crack/cocaine and LSD.

The school believes that the possession and misuse of drugs in school or during the school day is inappropriate. Drugs are not permitted to be bought, sold or otherwise obtained on school premises during the school day, including when pupils are on school visits. These rules apply to adults working at and for the school. Individual expectations may be made for pupils and staff who need to take prescribed medicines where appropriate. Secure location for employee's medicine will be made available.

Aims and Objectives of Drugs Education

The school aims to equip children with the knowledge, understanding and skills that enable them to make choices that lead to a healthy lifestyle. The drugs education curriculum has the primary objective of helping children to become more confident and responsible young people. Children are taught about the dangers to health posed by drug taking, and are helped to make informed moral and social decisions in relation to drugs in society. The school provides a drugs education curriculum in the broader context of Personal, Social, Health Education (PSHE) and Citizenship.

The objectives of the drugs education programme are to:

- enable pupils to make healthy, informed choices about taking drugs by increasing knowledge and understanding, and exploring their own and other people's attitudes;
- equip pupils with the skills and confidence to deal with negative pressures from peers and society;
- promote positive attitudes towards healthy lifestyles and raise self-esteem;
- promote responsible attitudes towards other people and property;
- provide accurate information about substances;
- increase understanding about the implications and possible consequences of drug use and misuse;
- challenge myths, misconceptions and stereotyping about drugs and drug users;
- widen understanding about related health and social issues, e.g. sex and sexuality, crime, HIV and Aids;
- enable young people to identify sources of appropriate personal support;
- enable pupils to know what they should do if they come across drugs, or are aware of other people misusing drugs.

Organization

The school actively co-operates with other agencies such as community police, social services, the LA and health and drug agencies to deliver its commitment to drugs education. Drugs education takes account of the age, sex and cultural/social background of the pupils at which it is targeted, and also the local circumstances and culture of the community.

The school regards drugs education as a whole-school issue, and believes that opportunities to teach about the importance of living a healthy lifestyle occur throughout the curriculum. Drugs education is specifically included within the Programme of Study for Science and Technology. Drugs education is an important part of our school's personal, social and health education (PSHE) and Citizenship curriculum. On the whole, class teachers will deliver drugs education, but where appropriate, outside agencies may contribute and will be aware of the school drugs education policy. Teachers have access to on-going support and training as part of their own professional development and teaching materials are reviewed for quality and relevance. The teaching style encourages children to ask questions and reflect on the dangers to health of drug misuse. Children explore issues, such as why people take drugs, and how they can avoid putting themselves in danger in the future. Children are given the opportunity to talk in groups or to the whole class. They are encouraged to listen to the views of others, and consider why drugs are such a problem for society.

Drug related incidents on the school premises

In instances involving substance misuse or supply on the premises, and following discussion between staff members who know pupils well, parents will be informed at the earliest opportunity by the headteacher. The school and parents can then work together to support the young person involved. If a young person admits to using or supplying substances off the premises, the headteacher would inform the parents. There is no legal obligation to inform the police, though they may be able to give relevant support and advice. However, a school cannot knowingly allow its premises to be used for the production or supply of any controlled drug, or the preparation or smoking of cannabis or opium. Where it is suspected that substances are continuing to be sold on the premises, details and information regarding those involved will be passed to the Police Liaison Officer or Community Affairs Department.

The governing body will be involved in drug education and drug-related incidents in the same manner as any other matter concerning the direction of the school.

The school will consider each substance incident individually and recognize that a variety of responses will be necessary to deal with incidents. The school will consider very carefully the implications of any action it may take. It seeks to balance the interests of the pupil involved, the other school members and the local community. Permanent exclusion may be warranted as a final sanction when all other reasonable steps have been taken.

The headteacher will take responsibility for liaison with the media, where required. As the issue of substance misuse is an emotive one, and is likely to generate interest from the local and national media, the school will take appropriate advice and guidance from the LA press office and legal department to ensure that any reporting of incidents remains in the best interest of the young people, their families and the school.

Statutory Duty of the School

The Role of the Headteacher

It is the responsibility of the headteacher to ensure that staff are informed about this drugs education policy, and that the policy is implemented effectively. It is also the headteacher's role to ensure that staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The headteacher will liaise with external agencies regarding the school drugs education program and ensure that all adults who work with children on these issues are aware of the school policy and work within this framework. The headteacher will monitor the policy and report to governors, when requested, on the effectiveness of the policy.

The Role of Governors

The governors will support the headteacher in implementing and monitoring an effective drugs education programme.

The Role of Parents

The school is well aware that the primary role in children's drugs education lies with parents. It is our aim to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we will:

- answer any questions parents may have about the drugs education their child receives in school;
- take seriously any issue which parents raise with teachers or governors about this policy or the arrangements for drugs education in the school.

Monitoring, Evaluation and Review

The Governing Body will review this policy as necessary and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Drugs Education Programme

Drugs Education in the Curriculum

The Programmes of Study for Science and Technology require that pupils are given opportunities:

- at Key Stage 1, to develop ideas about how to keep healthy through exercise, rest, diet, personal hygiene and safety, for example, discuss the dangers of some household substances;
- at Key Stage 2, to learn about factors that contribute to good health, including diet, exercise, hygiene and develop an awareness of the safe use of medicines and the harmful effects of tobacco, alcohol and other substances.

Within other subjects, and at both key stages, there are opportunities to consider drug related issues from a variety of perspectives. For example:

English can provide opportunities for pupils to:

- explore relevant issues through stories and other texts;
- develop communication skills, for example, informing, clarifying and expressing ideas and arguments;
- develop inter-personal skills through drama or role-play
- make considered use of a range of reference materials.

Religious Education can provide opportunities for pupils to:

- develop their understanding of moral issues;
- develop the skills to express their own views clearly;
- consider the individuals, social and moral consequences of actions.

Physical Education can provide opportunities for pupils to:

- develop positive attitudes towards physical activity and a healthy lifestyle;
- develop safety awareness;
- understand the relationship between physical activity and good health;
- know that opportunities to participate in physical activities exist in the local community.

Drugs Education at the Foundation Stage/Key Stage 1

Knowledge and understanding

- Basic information about how the body works, what goes onto and into the body, and ways of looking after the body.
- Safe and unsafe substances used in the home and school, and simple safety rules.
- Medicines and tablets, the reasons people use them, simple safety rules and school rules.
- People who are involved with medicines and drugs, (for example, health professionals, chemists, shopkeepers).
- People who can help pupils when they have questions and concerns.
- Introduction to the drugs which pupils may encounter and an understanding that all 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 safety instructions. For example, actions which pupils need to take to keep themselves and others safe.
- When and how to get help from adults.
- Knowing how to say “NO”.

Attitudes

- Respect and caring for oneself and valuing the uniqueness of one’s 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”.

Drugs Education at Key Stage 2

Knowledge and understanding

- More detailed information about the body, how it works and how to keep it healthy.
- Different types of medicines (prescribed and over-the-counter), the value and lifesaving qualities of some drugs; safety procedures when using medicines.
- Caffeine, alcohol, tobacco and other drugs pupils are likely to encounter, their general effects on the body and on behaviour, and the 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 might persuade pupils to take drugs, including friends, known adults, peers, older children, stereotypical images.
- Identifying and understanding pressures and influences.
- Dangers from handling discarded drugs-related equipment.
- Simple first aid.
- People who can help pupils when they have questions or concerns.
- Introduction to the law relating to the use of 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 oneself and other people.
- 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 drugs.