



Drug Education Policy

Adopted by the Governing Body: November 2012

Date last reviewed: January 2021

Next review date: January 2023

Signed: (Chair of Governors)

Signed: (Headteacher)

Purpose of this Policy

This purpose of this policy is to:

- Clarify the legal requirements and responsibilities of the school regarding drugs education and the management of drugs related incidents
- Reinforce and safeguard the health and safety of pupils and others who use the school
- Clarify the school's approach to drugs for all staff, pupils, governors, parents/carers, external agencies and the wider community
- Enable staff to manage drugs on school premises, and any incidents that occur, with confidence and consistency, and in the best interests of those involved
- Provide a basis for evaluating the effectiveness of the school drug education programme and the management of incidents involving illegal and other unauthorised drugs
- Reinforce the role of the school in contributing to local and national strategies.

Local and National Guidance

This policy has been developed from a draft local authority policy based on the following documents:

- DfE and ACPO Drug Advice for Schools (DfE – 00001- 2012)
- Drug, Alcohol and Tobacco Education - Curriculum guidance for schools at Key Stage 1 (QCA 2002)
- Drug Education - Including Alcohol and Tobacco (NHSS, 2003)
- Quality Standards for Drugs, Alcohol and Tobacco (Warwickshire LEA, 2004).

Relationship to other school policies

This policy should be read in conjunction with our:

- Anti-bullying policy
- Child Protection/Safeguarding policy
- Confidentiality policy
- Behaviour policy
- Equal opportunities policy
- Health and safety policy
- Medicines policy
- PSHE & C Education policy
- Science policy
- Whistleblowing policy

Where and to whom the policy applies

This policy applies to all school staff, pupils, parents/carers, governors and other partner agencies working with the school. This policy applies to day and residential trips, and when schools are deemed in loco-parentis.

Definitions and Terminology

The term "drugs" refers to:

- All illegal drugs (those controlled by the Misuse of Drugs Act 1971)
- All legal drugs, including alcohol, tobacco, volatile substances (those giving off a gas or vapour which can be inhaled), ketamine, khat and alkyl nitrites (known as 'poppers')
- 'Over the counter' and prescription medicines.

The Aims of Drug Education

Through our Drug Education programme, we aim to equip children with the necessary knowledge, understanding and skills to enable them to make the sort of choices that lead to a healthy lifestyle. Our drugs education programme is included within our curriculum for Personal, Social and Health Education which aims to help children to become confident and responsible young people.

We teach children (bearing in mind their age and life experiences) about the dangers to health posed by drug misuse and we equip them with the social skills that enable them to make informed moral and social decisions in relation to drugs in society.

The Objectives of Drug Education

In order to achieve the aims of drug prevention, our drug education programme will:

- Increase pupils' knowledge and understanding of the risks and consequences of legal and illegal drugs, including alcohol and smoking, and the harmful effects they can have on people's lives
- Enable children to discuss moral questions related to drug misuse and so provide a safe environment for young people to share their thoughts and ideas
- Help children become more confident so that they are able to make sensible and informed decisions about their lives
- Let children know what they should do if they come across drugs (legal or illegal) or they are aware of other people misusing legal or illegal drugs
- Make children more aware of the safe use of medicines
- Help children to respect their own bodies and, in doing so, reduce the likelihood that they will be persuaded to become involved in drug abuse
- Raise awareness that taking illegal drugs is a moral issue and that choices about drugs are moral choices
- Promote the benefits of a healthy lifestyle.

Organisation

Drugs education is an important part of our schools' Personal, Social and Health Education curriculum. We use the Scarf for PSHE (Social and Emotional Aspects of Learning across the school to develop personal and social skills and we teach about healthy living and healthy choices through our science curriculum as well as in PSHE lessons.)

We encourage 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 at risk in the future. We also encourage children to talk to each other and listen to the views of others and we ask them to explore why drugs are such a problem in society.

The main teaching about illegal drugs and the associated dangers of substance misuse takes place in Year 6. In delivering this programme we take into account the age and life experiences of the children. We will seek advice from the School Health Advisor or other health professional if necessary. Where possible we will arrange for the Police STAR program to be delivered to our Year 6 pupils.

The Role of the Headteacher

The Headteacher will ensure that staff and parents are informed about this Drug Education policy, and that the policy is implemented effectively. The Headteacher will also ensure that staff receive training, so that they can teach confidently and handle any difficult issues with sensitivity.

The Role of the PSHCE Coordinator

The PSHCE (Personal, Social, Health and Citizenship Education) Coordinator will liaise with external agencies regarding the school drug education programme, and ensure that all adults who work with pupils are aware of the school policy and work within this framework. The PSHCE Coordinator will monitor the policy and report to governors, when requested, on the effectiveness of the policy.

School Staff

We regard drugs education as a whole-school issue and we believe that it is important to teach children about healthy lifestyles and making healthy choices. Each class teacher answers questions about drug-related issues sensitively, and appropriately, as they occur, encouraging children to discuss issues that are important to them and helping children to be aware of the dangers of misuse of drugs.

Site manager

The site manager will support the member of staff responsible for health and safety; with internal and external risk assessments, as and when necessary.

Governors

As part of their general responsibilities for the strategic direction of the school, governors have a key role to play in the development and regular review of our school's policy on drugs. Governors will be kept informed as to the efficacy of present drug education provision and involved in any changes to existing provision/policy that may need to be made.

Involvement of parents/carers

The school is well aware that the primary role in children's drug education lies with the parents. We wish to build a positive and supporting relationship with the parents at our school through mutual understanding, trust and co-operation.

The school encourages the involvement of parents/carers by:

- Informing parents about the school drugs education policy and practice
- Answering any questions parents may have about the drugs education their children receive in school
- Taking seriously any issue which parents raise with teachers or governors about this policy or the arrangements for drugs education in the school

Staff support and training

During induction to our school, staff will have time planned to gain a good understanding of the school drug policy and other related policies.

Continuing professional development

All those involved in teaching drug education will have the opportunity to develop skills, knowledge and confidence in addressing drug issues with pupils.

Time will be allocated during staff meetings to feedback to the staff about key issues for discussion following training, and to ensure that information has been disseminated to the staff.

Management and co-ordination

Our school's drug education programme is coordinated as part of Personal, Social, Health and Citizenship Education by our PSHCE Coordinator and as part of Science by Ruth Walton, our Science Coordinator. They are supported by the headteacher.

The senior member of staff responsible for dealing with drug related incidents is the Executive Headteacher, who is clear on all procedures and progressive steps in dealing with incidents should they arise.

Assessment, monitoring and evaluation

Assessment

The elements of drug education that form part of the Science curriculum at Key Stages 1-2 will be assessed in accordance with the requirements of the National Curriculum. The learning from the other elements of drug education will also be assessed as part of the PSHCE provision.

Methods used in school will include:

- Pupil self-assessment
- Peer group assessment
- Teacher assessment

Progress and achievement in PSHCE is reported to parents through a child's Annual Report to parent/carers.

Monitoring and evaluation

Monitoring and evaluation of teaching and the curriculum enables the school to gather information about the quality, relevance and effectiveness of the drug education programme.

The monitoring of drug education will include:

- Lesson observations with feedback to teachers
- Looking at samples of pupils' work
- Teachers making regular comments on the scheme of work/lesson plans
- Monitoring curriculum plans in line with the schools' monitoring policy with feedback to Teachers
- Feedback from curriculum co-ordinators, class teachers and pupils about what has been covered
- Drug education as an agenda item at governor Performance and Standards meetings.

Confidentiality and handling disclosures

Teachers cannot and will not promise total confidentiality. The boundaries of confidentiality will be made clear to pupils. If a pupil discloses information which is sensitive, not generally known, and which the pupil asks not to be passed on, the request will be honoured unless this is unavoidable in order for the teacher to fulfil their professional responsibilities in relation to:

- _ Child protection
- _ Co-operating with a police investigation
- _ Referral to external services.

Every effort will be made to secure the pupil's agreement to the way in which the school intends to use any sensitive information.

All disclosures which relate to Child Protection must be reported to the Designated Teacher for Child Protection.

The needs of pupils with special educational needs or disabilities

Care will be taken to ensure that the drug education curriculum meets the needs of individual pupils and takes into account their age, maturity, stage of development and personal and social influences. Appropriately differentiated materials and approaches will ensure that vulnerable pupils, including those with SEN, receive their entitlement to drug education.

Pupils with SEN may be more vulnerable to situations involving risk. Teachers will focus more on developing pupils' confidence and skills to manage situations that require making decisions about drugs. Teachers will pay particular attention to enabling pupils to seek help and support when they need it.

Managing Drugs Related Incidents in School

Our primary concern is the care and welfare of our pupils and our management of drug issues reflects this. There are a number of young people in our school who may require medication to be administered during the school day and we will work with parents/carers and health professionals to ensure that all pupils receive appropriate care in school. We have a separate policy for the administration of medication in school and staff are aware of this. If a parent/carer requests that we administer medication in school, the request should be made using the appropriate form.

Pupils with medical conditions who require medication on a regular basis should be made known to all staff and members of the school community. We are committed to ensuring that staff receive training on how to deal with medical conditions, including giving medication, for children in their class.

Drugs related Incidents can involve suspicion, observations, disclosures or discoveries of situations involving illegal and other unauthorised drugs.

The law permits school staff to take temporary possession of a substance suspected of being an illegal drug for the purpose of preventing an offence from being committed or continued in relation to that drug providing that all responsible steps are taken to destroy the drug or deliver it to a person lawfully entitled to take custody of it.

Circumstances Defining Where Parents / Carers or Other Agencies, including the Police, may need to be notified

We will conduct a careful investigation to judge the nature and seriousness of each incident. The emphasis should be on listening to what people have to say and asking open-ended questions. Issues such as confidentiality, child protection, police intervention and referral to external agencies need to be given careful attention to safeguard the needs of those involved and to ensure an appropriate response is taken. Any incident involving the misuse of drugs will take account of:

- The age and maturity of the child or young person
- Any previous incidents of drug misuse by the child or young person
- Which drug/s are being used / supplied
- Whether the drug is legal or illegal
- How much is being used and how often
- How they take the drug, where, with whom
- How long has it been going on
- The child's home circumstances
- Pupil's knowledge and understanding of the school policy and rules

Any response should balance the needs of the individual with those of the wider school community, and aim to provide pupils with the opportunity to learn from their mistakes and develop as individuals.

Drug / alcohol related problems are rarely, if ever, isolated and are usually indicative of wider issues in a pupils' life. A holistic approach is essential when assessing drug / alcohol use and other factors that are impacting on a pupil's life and behaviour.

In some cases children may be affected by other people's drug use and may have particular problems as a result. Consideration will be given as to whether they would benefit from professional help, including support via an Early Help Single Assessment (EHSA).