

Grovelands C P School



Drug Education Policy

May 2019

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Why do we have a drug education policy?

We believe that drugs play a part in the lives of every one of us and recognise that drug use and misuse can have a serious effect on health, well-being and academic achievement. We have a crucial role to play in drug prevention and education.

Primary aged children need to be protected from the harm that drugs can cause and it is our responsibility to give them the knowledge and skills to be able to be healthy and keep safe.

We take a positive and proactive approach to the issue of drugs and this policy aims to:

- Give a clear view on the use of drugs in school.
- Provide information so that everyone is clear about the procedures should an incident occur and the approach taken by the school.
- Give information about what is taught and how it is taught.
- Give guidance to teachers, support staff and visitors about drug education.
- Give guidance on the administration of medicines.

In developing our policy and programme of study we have taken full account of the DfES guidance contained in 'Guidance for schools' (2004) and the Quality Standard for Drugs Education.

Therefore this policy promotes practices within the school to reinforce our vision, and to remove or discourage practices that negate them.

Drug Definition

For the purpose of this policy and our drugs education programme, drugs are defined as: a substance people take to change the way they think, feel or behave.

This refers to all drugs:

- Legal drugs, including alcohol and tobacco.
- Over the counter and prescription medicines
- Illegal drugs (those controlled by the Misuse of drugs Act 1971)
- Other drugs such as anabolic steroids, volatile substances (solvents)

Drug misuse is drug taking which leads to social, psychological, physical or legal problems through intoxication, regular excessive consumption and/or dependence.

Drug Education

Our aim is to give pupils information about drugs and help them to develop the skills and attitudes to make healthy and safe decisions about drug use.

This will help pupils:

- gain knowledge and understanding about the effects and risks and dangers of drugs and correct myths and misunderstandings

- develop skills to make informed decisions, including communication, self-awareness, negotiation, finding information, help and advice, helping others and managing situations involving drugs
- develop skills to manage situations involving drugs including assessing and avoiding risks, assertiveness and refusal skills and helping others
- explore their own and other peoples' attitudes to drugs, drug use and drug users, including challenging stereotypes and dispelling myths and exploring media and social influences

What we teach

Drug education focuses on knowledge and understanding, skills and attitudes. Teaching ensures there is progression from the Foundation Stage to Year 6 with topics and issues being included which are appropriate to the age and maturity of pupils.

Early Years Foundation Stage (EYFS)

There is no specific requirement to teach Drug Education in the EYFS but it is can be appropriate to deal with it through the Self-Care strand of Personal, Social and Emotional Development as and when deemed appropriate by the EYFS teacher. For instance, when children bring medicine into school and other children are curious, this can be a good time to address safety issues of medicine and that no one should touch anyone else's medicine.

EYFS

The children will learn to:

- Give reasons why we need medicines
- Identify some household products that can be harmful if misused
- Talk about health professionals who can give us medicines
- Identify people we trust to tell us to put things onto and into our bodies
- Talk about how we know we can trust these people

Key Stage1

The children will learn to:

- Identify some medicines and the correct ways in which they should be administered (swallowed, inhaled, injected, applied to skin)
- Give reasons why we need medicines
- Identify some household products that can be harmful if misused
- Talk about health professionals who can give us medicines
- Identify people we trust to tell us to put things onto and into our bodies
- Talk about how we know we can trust these people
- Talk about how to keep safe when taking medicine
- Describe how some medicines are taken and for what reasons
- Recognise that medicines have a specific and an individual use
- Talk about the harmful aspects of some household products and medicines
- Describe ways of keeping safe when using household products (including medicines)

Key Stage 2

The children will learn to:

- Explain what a habit is
- Identify habits that help us and habits that do not
- Explain strategies for developing helpful habits
- Identify commonly available substances and drugs
- Describe legal substances and drugs used in everyday life
- Give reasons for taking legal substances and drugs
- Describe some of the risks associated with use both now and in the future
- Explain or demonstrate how to manage risks in different familiar situations including managing pressure from others assertively
- Identify some illegal substances and drugs and talk about potential risks
- Describe how some substances change the way people feel, either more relaxed or more energised
- Explain how the misuse of any substance can lead to difficulties and describe what these might be
- Explain how society protects us by making some substances available to anyone, some can only be purchased and should only be used by adults, some only doctors can supply and some are illegal for anyone to own or give to someone else.
- Identify reliable, trustworthy sources of information about substances
- Describe the wider impact of misuse on families and communities
- Identify pressures on their behaviour and where they come from
- Recognise how the need for peer approval can put pressure on us to do what others say or do

This content reflects:

- The statutory elements of the Science National curriculum
- Aspects of the non-statutory framework for Personal Social Health and Economic Education (PSHE) taken from the PSHE Foundation Scheme of Work for Key Stage 1 and 2 which provides progressive learning objectives covering knowledge, skills and understanding.

The drug education curriculum is reviewed as part of the annual PSHE review led by the PSHE Co-ordinator and based on pupil and teacher evaluations.

Where it is taught in the curriculum

Drug education is taught mainly through PSHE and through relevant topics in Science e.g. My Body. Drug education is also delivered through opportunities in their writing and drama.

How it is taught (including involving outside contributors)

A wide range of active teaching methods are used that enable pupils to learn skills, discuss their views, explore their own and other peoples' attitudes and values as well as learn knowledge, practise skills to cope with drug-related situations and engage actively in their own learning. Such activities include role play, discussions, debates, case studies, quizzes, research and games. Pupils work individually, in pairs, in small groups and with the whole class, mixing up so that they experience working with lots of different pupils in the class, as well as in friendship groups.

All classes establish clear ground rules to ensure that pupils discuss opinions with respect and listen to one another, as well as ensuring that pupils and teachers do not disclose personal information.

Drug education is taught by the class teacher and it sometimes involves the school nurse.

How pupils' learning is assessed

Pupils' progress in drug education is assessed as part of PSHE and Science assessment. Pupils' knowledge, attitudes and skills are assessed through a range of methods including end of topic self-assessment and teacher assessment.

How it is monitored and evaluated

The PSHE Leader will monitor delivery of drug education (Learning Walks/Pupil Voice/review of work in books etc.) - reviewing the policy and scheme of work, as well as planning staff training as appropriate. In class teacher evaluation will inform future lessons and review and improve the quality of teaching and learning.

Safe Learning Environment

PSHE is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class. For example:

- Nobody (teacher or pupil) should be expected to answer a personal question
- No one will be forced to take part in a discussion

Answering and Asking Questions

In most cases teachers will attempt to answer children's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary refer to the PSHE Co-ordinator for advice and support.

Teachers will also follow the following guidance:

- Teachers will establish clear parameters about what is appropriate and inappropriate in a whole-class setting
- If a child's question is inappropriate to address with the whole class the teacher should acknowledge the question and attend to it later on an individual basis
- If a question is too personal the teacher should remind the pupils of the ground rules
- Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which encourages positive participation
- Pupils may have opportunities to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to questions before the next session, and can choose not to respond to any questions which are inappropriate to address in whole class lessons

Equal Opportunities

The school's Drugs Education programme of study is designed to promote the achievement of our aims and to ensure that all children have equality of access to them.

Children may have varying needs regarding Drugs Education depending on their circumstances and background. The school strongly believes that all pupils should have access to Drugs Education that is relevant to their particular needs.

To achieve this, the school's approach to Drugs Education will take account of:

- Ethnic and cultural diversity
- Varying home backgrounds
- Special educational needs

Pupils who are assessed to be vulnerable will receive additional drug education support e.g. one to one support and additional sessions.

Management of drugs in school

This school does not permit the possession, use or supply of any illegal or legal drug (unless authorised legal drug), which takes place within the school boundaries. This covers; on or near the school premises, within the school day and during term time, on school visits (supervised or not), school journeys and at school social events.

These rules apply equally to staff, pupils, parents, governors and those working and visiting the school.

Administration of medicines

Details of the school's policy on the storage and administration of medicines is contained in our Supporting Pupils with Medical Conditions Policy. Our management of medicines is designed to visibly and consistently reinforce our teaching and learning objectives on the safe use of medicine.

Staff are aware of any serious medical conditions which affect pupils in their class through the class medical notes.

Non-prescribed medicines

Staff do not give any non-prescribed medicines to pupils and they are not allowed to be brought to school.

Hazardous chemicals and volatile substances (solvents)

Arrangements for the secure and safe storage of chemicals e.g. for cleaning are set out in the Health and Safety Policy.

Alcohol

There are occasions when alcohol is authorised at school during staff social events. Staff accompanying pupils on field trips or school journeys are not permitted to drink when responsible for pupils.

Smoking Policy

This is a no smoking school and smoking is not allowed anywhere on the premises

Management of Drug Related Incidents

It is very rare for primary-age pupils to misuse drugs in school, however we believe it is important to be prepared should such an incident occur.

In this school, a drug-related incident includes any incidents involving any drug that is unauthorised and therefore not permitted within the school boundaries.

Drug related incidents in a primary school rarely involve illegal substances but can involve: Pupils smoking cigarettes in school, a parent/carer collecting their child whilst drunk, pupils selling cigarettes to other pupils, misusing another pupils' asthma inhaler, disclosing a concern about a family member who has a drug problem, giving medicines to another pupil, a teacher with information about the illegal sale of cigarettes at a local newsagents, finding used syringes in the playground or a member of the public phoning the school to say they have seen pupils smoking.

If a member of staff suspects that a pupil is carrying drugs on them or in their personal property, they cannot carry out personal searches but will ask pupils to voluntarily produce the substance, in the presence of two members of staff. In circumstances where a pupil refuses to do this the school will consider involving the police and parents/carers will be informed if this happens.

In all drug-related incidents the following principles will apply:

- The Headteacher and Lead DSL will be informed immediately
- All drug related incidents will be recorded as a welfare concern on MyConcern in line with the Child Protection and Safeguarding Policy
- The needs of the student will always come first, whilst also taking account of the needs of the school as a whole
- Parents/carers will be involved at an early stage and throughout any investigation. Support agencies, including the police will be involved as appropriate and in keeping with legal requirements.
- Any action taken will be in line with the school's behaviour policy.
- Decisions about the response will depend on the severity of the situation, whether the offence is one of a series or a first time and whether the person involved is putting themselves and others at risk.
- The Headteacher, in consultation with key staff will decide whether a disciplinary and/or counselling action should take place.
- The substance will be confiscated and the pupil and substance taken to the Headteacher.
- If the substance is legal (but unauthorised in school) it will be handed to the parent/carer. If the substance is illegal (or suspected to be illegal) it will be stored securely and the police called immediately to dispose of the substance. The parent/carer will be informed and called to the school. The pupil(s) involved will be internally excluded whilst investigations are carried out.
- Incidents will be reported to the Chair of Governors

Possible responses might be:

- Support and counselling
If a pupil had a concern about drugs or was involved in a drug related incident or was themselves at risk of drug misuse, we will seek advice from the SPOA and appropriate medical personnel.
- Sanctions
Where a school rule related to drug use, is broken, sanctions will be given. The type of sanction will depend on the nature and degree of the offence. Decisions about sanctions will be made by the Headteacher and consistent with the behaviour policy. In the unlikely event of an incident involving illegal drugs, permanent exclusion will be considered and used if needed.

Medical emergencies when a pupil is unconscious or under the influence due to the effects of a drug

- Staff with first aid qualifications should be called immediately and the pupil not left alone.
- The pupil will be placed in the recovery position (if unconscious) and an ambulance called immediately.
- Parents/carers will be informed and called to the school.

Dealing with drug-taking materials

School site staff regularly check the school grounds and know how to deal with drug-taking materials, including needles, in line with health and safety advice.

Disclosure - when a pupil discloses to a member of staff that he/she has been using drugs, or is concerned about someone else's drug use.

In these situations, staff will be non-judgemental and caring and will show concern for the pupil. Pupils know that teachers cannot promise total confidentiality. The Headteacher or DSL should be informed as soon as possible so that appropriate support can be found.

Intoxicated parents/carers

Our schools rules for drugs apply to all people who are on the school premises and we expect that parents/carers will adhere to these rules. If a parent/carer comes to school and appears to be under the influence of drugs or alcohol, they will be asked to leave. If they have come to collect their child, we will sensitively offer to phone for someone else to come and collect the child. If we are concerned that the child is at risk then we will follow the Child Protection procedures.

Confidentiality

Pupils need to be able to talk in confidence to staff without fear of being judged or told off.

The welfare of children will be central to our policy and practice. However, teachers cannot promise total confidentiality in order to seek specialist help if needed. This is made clear to pupils through the PSHE curriculum. Information about a pupil in relation to drugs will follow the same procedure as for other sensitive information. If teachers have any concerns about the welfare of children, they must inform the Head teacher.

Working with parents/carers

The school welcomes parents/carers who wish to share with us, their concerns about drugs.

Parents/carers will be informed immediately if their child has been involved in a drug-related incident. However there may be some exceptional situations where involving the parents may put the young person at risk of abuse and in these exceptional cases, the school will exercise some caution. The decision will be taken by the Headteacher in liaison with the Designated Safeguarding Lead (DSL) with the child's welfare a priority.

Consultation & Training

The school is committed to ensuring that everyone involved with teaching, or supporting the teaching of drugs education receives appropriate and ongoing professional development in order to maintain whole school consistency and high standards for the children in our care.

In order for everyone to be consulted effectively it may be necessary to ensure that governors & parents receive awareness training and/or information about drugs. The school ensures parents/ carers are:

- Made aware of the schools approach and rationale for drug education through the policy.
- Involved in the planning and review of the drug education programme and policy.
- Encouraged to support their child's learning at home through shared learning activities.

Monitoring and Evaluation

The PSHE Co-ordinator is responsible for monitoring and evaluation. A range of methods are used including lesson observations and looking at pupils' work. Teachers use the scheme of work to monitor what they are covering and record whether they make changes.

The views of pupils and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

Policy Development & Review

This policy document was produced in consultation with the school community, including pupils, parents, school staff and governors.

This policy was adopted on.....

Date of next review.....

