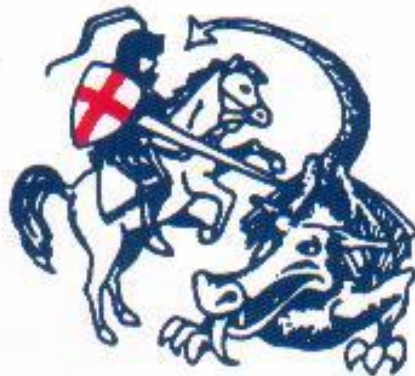


# **Drug Education Policy**

**Reviewed on: September 2017  
To be reviewed: September 2019**

## **St George's CEP School Wrotham Kent**



Signed by: Mrs S Chapman

Position held: Chair of Worship, Inclusion & Safeguarding

Date: 24/11/17

Signed by: Headteacher

Position held: Headteacher

Date: 24/11/17

**Formulated by: Mrs H Atkinson & Headteacher**

**This policy applies to all pupils/students, parents/carers, volunteers and staff members attending the school or whilst on school business including off-sites visits or trips.**

### **RATIONALE**

Reference to 'drugs' is an emotive issue. Society as a whole is anxious about the effects of drug misuse and yet does not always clarify its understanding of the issues. Different groups in society have different perceptions of the dangers and acceptability of different drug types. In some circles drugs can be glamourised and the subject open to misunderstandings. Drugs education in primary schools can cause alarm and yet is essential if we are to equip our children with the necessary skills, understanding and knowledge to move confidently into adult life.

We have a responsibility to inform our children of the facts relating to the substances they will and do encounter in their environment. In many cases they will have already experienced the effect of drugs in the adults around them. It is important that we are sensitive to the experiences that children may have.

We recognise that some of our children and parents need a variety of medicines and appropriate arrangements are made to enable the correct distribution of these. Further information can be found in our health and safety policy.

This drugs policy is part of our overall approach to health and well-being. Through our PHSE and C curriculum and through circle time and school ethos we aim to ensure that children recognise the importance of what they chose to eat and drink and the effect which this can have. Self-respect and a healthy lifestyle are all part of an approach which will enable our children to make the right choices for themselves and their families now and in the future.

Our aim is to build upon and compliment this learning in relation to moral values and attitudes and awareness of society, developing our pupils to help them make informed choices in their futures to ensure their health, emotional and physical well-being.

### **1 Aims and objectives**

1.1 We aim to help children develop the knowledge, skills and attitudes that enable them to make the sort of choices that lead to a healthy and fulfilling lifestyle. Our PSHE programme has the primary objective of helping children to become confident and responsible young people and our Drugs Education programme is an essential part of that. We teach children to understand and discuss the benefits of a healthy lifestyle and the dangers to health posed by inappropriate drug-taking. We aim to equip them with the social skills to make informed moral and social decisions in relation to drug misuse in society.

The objectives of our drugs education programme are:

(a) to increase pupils' **knowledge** and understanding and clarify misconceptions about;

- the short and long term effects and risks of drugs
- the rules and laws relating to drugs
- the impact of drugs on individuals, families and communities
- the likelihood that drug use will be common and acceptable to some peers
- the moral, social, emotional and political issues linked to drugs

(b) to develop pupils' personal and social **skills** to make informed decisions and keep themselves safe and healthy so that they:

- learn to assess, avoid and/or manage RISK

- communicate effectively, discuss realistically from an informed starting point and listen to others
- resist pressure
- know how to access information, help and advice
- acquire strategies for problem solving and coping
- develop self-awareness and self-esteem
- gain confidence to discuss issues openly and honestly with adults

(c) to enable pupils to explore their own and others' **attitudes** towards drugs, drug use and drug takers, including challenging stereotypes and exploring media and social influences

(d) to ensure that all children are taught about drugs in a consistent

manner, following guidelines that have been agreed by parents, governors and staff

(e) to ensure that children and parents know that access to advice and support will be given if needed

(f) to provide positive role models

## **2 Organisation**

2.1 We believe that drugs education must be planned and taught throughout the curriculum. We recognise cross-curricular opportunities to include drugs education, notably in science and these are reflected in our plans. Teachers are aware of the need to respond to children's questions or worries at any time. Due regard is given to issues of confidentiality and Safeguarding.

2.2 Drugs education is an important part of our school's personal, social and health education (PSHE) curriculum. We have created a coordinated long term plan which links Drug Education with RSE, PHSCE, British Values, Healthy schools, Online Safety and our School values. This takes a life skills approach to the subject and ensures continuity and progression. The resources and materials that we use in these lessons are recommended by the LA. Lessons that focus on drug education form part of a sequence of lessons that are designed to promote in children a healthy, fulfilling lifestyle. We recognise the research that shows that pupils want:

- to be heard
- to debate and discuss issues
- to engage in a range of activities including drama and exploration of real life incidents
- to feel the teacher/adult is well informed
- to be presented with all the facts
- to know all effects of drugs and reasons for using them
- to know how to act in an emergency

**2.3.** The class teachers take responsibility for the teaching of drugs, alcohol and smoking in school according to the School's Long term plan. They are supported by the Drugs Education coordinator, PSHE coordinator or Extended Schools coordinator, who monitor and evaluate plans and provides or suggests resources and may recommend or organise visits from outside agencies, for example the School Nurse and specialists from the Drugs Action Team.

**2.4** The drug education programme is reviewed annually by the Drugs Education coordinator **See Appendix 2 for example of whole school planning**

***Definition of 'drugs' for the benefit of this policy***

The term refers to:

- All illegal drugs
- All legal drugs, including alcohol, tobacco, volatile substances
- All over the counter and prescription medicines

***The Drugs Education Curriculum***

Statutory guidance: Science

Key Stage 1	<b>Sc2 2d</b> about the role of medicines
Key Stage 2	<b>Sc2 2g</b> about the effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health

Non-statutory guidance: PSHE and Citizenship

Key Stage 1	<b>3f</b> that all household products, including medicines, can be harmful if not used properly
Key Stage 2	<b>3d</b> which commonly available substances and drugs are legal and illegal, their effects and risks

**3 The role of the headteacher**

3.1 It is the responsibility of the Headteacher to ensure that staff and parents 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.

3.2 The headteacher will liaise with external agencies regarding the school's drugs education programme and ensure that all adults who work with children on these issues are aware of the school policy and work within this framework.

3.3 To promote clarity about the management of drug related incidents in the school **(see Appendix 1: Managing A Drug Related Incident)**

**4 The role of Governors**

The Governing Body has the responsibility of setting down these general guidelines on drugs education. The governors will support the headteacher in following these guidelines. Governors will inform and consult with parents about the drugs education policy. Governors will also liaise with the LA and health organisations so that the school's policy is in line with the best advice available.

## **5 The role of parents**

The school is well aware that the primary role in children's drugs education lies with parents. We wish 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:

- inform parents about the school drugs education policy and practice;
- invite parents to view the materials used to teach drugs education in our school;
- 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;
- inform parents about the best practice known with regard to drugs education so that the parents can support the key messages being given to children at school.

## **6 Specific Issues**

### **a. Parents/Carers under the influence of drugs or alcohol**

All visitors to school, including parents, should come into school through the school office. The office will refuse entry to a parent/carer they feel is under the influence of drugs or alcohol and may cause danger to themselves or others. If staff feel a parent/carer is under the influence of drugs or alcohol and are concerned about their own or others safety the police will be called.

### **b. Confidentiality**

Some pupils, parents or staff may choose to mention instances of drug use in class or by individual members of the school community. While staff will want to be supportive, it is clear that they must work within the child protection guidelines and must clearly state they cannot guarantee confidentiality.

All staff will be made aware of the legal constraints on gathering evidence and questioning those involved. They will not take action without involving the Headteacher.

## **7 Monitoring and review**

The curriculum committee of the governing body will monitor the drugs education policy every two years. This will be undertaken after consulting any new guidance. The curriculum committee will report any findings and recommendations to the full governing body as necessary. The curriculum committee takes into serious consideration any representation from parents about the drugs education programme and comments will be recorded.

## Appendix 1

### Managing a drugs related incident

Some schools have in the past found a substance or drug on the premises, and in a few cases, a pupil has been found in possession of a drug. Such an incident would have implications for the school, the pupil, parents, teachers, the Headteacher and the governing body. If a pupil is found with a substance or a drug, which is thought to be illegal, the following procedure will be adopted. All unknown tablets, powders and substances should be regarded as possibly illegal.

#### Procedure for handling a drugs related incident

All teachers have a duty of care, and want to protect the child. It should be noted that the **1971 Misuse of Drugs Act** which allows adults to remove unknown substances or drugs from a child, in order that he/she can be protected. The substances or drug should then be handed to the Head teacher/drug education coordinator who is responsible for disposing of it in an appropriate way. This may involve the school's youth crime reduction officer if the substance is believed to be illegal. Where possible the drug should be removed from the child in the presence of a witness. This ensures that a 'street wise' child cannot accuse the adult of possession.

At St. George's Primary School we operate a system where immediate help is needed from another member of staff. Another member of staff is summoned to support a colleague and they should respond immediately to provide this. The drug can then be removed in the presence of the witness. If a pupil has taken a drug, or there is reasonable evidence to assume so, a trained first-aider will be called immediately, and professional medical help will be sought.

The member of staff would then write a brief assessment, indicating the time, place and the circumstances in which the incident took place. The witness should counter-sign the statement. The substance or drug should be sealed in a clear plastic bag and locked away until the police arrive.

Where it is considered that the pupil has been at risk, or it is thought that the drug or substance is illegal we will contact the pupil's parent or caring adult immediately. They will be asked to attend school. We will also contact our youth crime reduction officer who will give appropriate advice or attend the school.

The substance or drug will be handed to the officer as evidence and for disposal. If it is established that the incident is drugs related, the Headteacher will contact the chairman of governors to inform him/her of the situation. Contact will also be made with the LEA and the KCC press office if it looks as though the media may become involved.

If necessary we will also undertake a search of desks, drawers and lockers and other school property where pupils are able to keep books, pencils and other possessions.

If further search is required pupils' privacy will be respected and the pupils about which there is concern would be asked to empty their pockets and bags. Most pupils will comply with such a request. However, where a pupil is uncooperative and where the youth crime reduction officer considers that a search is justified the officer will undertake a search of pockets, clothing and bags. This would be carried out in the presence of a parent, caring adult or, if this is not possible an appropriate adult who will be supplied by Social Services.

The staff of St. George's Primary School cannot guarantee confidentiality, and where a pupil discloses information that indicates that the pupil is at risk, the information needs to be immediately passed on to the appropriate person (Headteacher / Designated Safeguarding Lead). The teacher should sensitively indicate to the pupil that confidentiality couldn't be maintained.

## Appendix 2

### Drug Education Long Term Plan 2017-18

Year Group	Term 2	Term 4	Term 6
1	<b>What makes me healthy?</b> <ul style="list-style-type: none"> <li>What does being healthy mean.</li> <li>How can we keep our self healthy</li> </ul>	<b>Who helps me?</b> <ul style="list-style-type: none"> <li>When we are unwell who helps us</li> <li>Who can give us medicine?</li> </ul>	<b>Medicines and me</b> <ul style="list-style-type: none"> <li>When should we take medicine?</li> <li>Who can give us medicine?</li> <li>Other peoples' medicine can be dangerous</li> </ul>
2	<b>To understand how medicines work in the body</b> <ul style="list-style-type: none"> <li>What medicines do they know</li> <li>What effects do these medicines have?</li> </ul>	<b>How do medicines get in to the body?</b> <ul style="list-style-type: none"> <li>How many ways can we get medicines in to our body</li> <li>Who can give us these medicines?</li> <li>Where do we get these medicines from</li> </ul>	<b>To know that substances other than medicines contain drugs.</b> <ul style="list-style-type: none"> <li>Sort household products in to drugs, no drugs, not sure.</li> </ul>
3	<b>Risks and consequences</b> <ul style="list-style-type: none"> <li>What is a risk?</li> <li>What are the consequences - good or bad - of taking particular risks</li> </ul>	<b>Using drugs correctly</b> <ul style="list-style-type: none"> <li>Look at hazardous household products</li> <li>How are they kept safe</li> </ul>	<b>Peer pressure</b> <ul style="list-style-type: none"> <li>Distinguish between helpful and unhelpful pressure</li> <li>Scenarios to deal with unhelpful pressure</li> </ul>
4	<b>What is a drug?</b> <ul style="list-style-type: none"> <li>Play Jugs and Herrings to assess their current understanding</li> <li>Agree a definition of a drug</li> </ul>	<b>About tobacco</b> <ul style="list-style-type: none"> <li>Why do people smoke?</li> <li>What are the effects upon the body?</li> </ul>	<b>Legal or illegal?</b> <ul style="list-style-type: none"> <li>What are the laws concerning different drugs</li> <li>Why are some drugs illegal/legal</li> </ul>
5	<b>About alcohol</b> <ul style="list-style-type: none"> <li>What are the effects of alcohol?</li> <li>Why do people drink?</li> <li>Should it be illegal</li> </ul>	<b>Attitudes to the use of different drugs.</b> <ul style="list-style-type: none"> <li>Look at different reasons for why people drink</li> <li>To reflect on the impact of peoples' behaviour when under the influence of alcohol</li> </ul>	<b>People, drugs and stereotypes</b> <ul style="list-style-type: none"> <li>Look at stereotypes surrounding drug users</li> <li>That there are different kinds of drug taking.</li> <li>We all have the potential to use drugs unwisely</li> </ul>
6	<b>What are the risks of taking a drug?</b> <ul style="list-style-type: none"> <li>Short and long term risks and benefits</li> <li>Scenarios to play out with legal and illegal drugs</li> </ul>	<b>Debate the legality of a drug</b> <ul style="list-style-type: none"> <li>Why do we have laws making some drugs illegal</li> <li>Debate whether a made-up drug should be legal or not</li> </ul>	<b>Peer pressure</b> <ul style="list-style-type: none"> <li>Pressure comes from different sources</li> <li>Positive and negative pressure</li> <li>Scenarios to handle peer pressure.</li> </ul>