

Drug Education Policy

Reviewed: September 2022
Next Review: September 2023

St George's Church of England Primary School



Bringing **faith** and **education** together

Ratified by the Full Governing Body
November 2022

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 PSHE and 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 (PSCHE) 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	Sc2 2d about the role of medicines
Key Stage 2	Sc2 2g 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	3f that all household products, including medicines, can be harmful if not used properly
Key Stage 2	3d 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 chair 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.

PHSCE Long Term Plan 2022 - 23

Term 1 - Overarching theme: Being Safe
 (each term begins with Wellbeing lesson from Kapow)



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Wk 1	Whole School Themed Week - Class Rules / Routines etc Class roles and responsibilities Democracy & Pupil Voice					
Wk 2	Whole School Themed Week - Friendships / Playtimes Circle Times					
Wk 3	Families and those who care for us Families give us love, security and stability	Caring friendships Friendships	Caring friendships Healthy and positive friendships	Families and those who care for us Recognise if family relationships make them feel unhappy / unsafe and what to do Goodness and Mercy	Internet Safety Private and personal information	First Aid Emotions and comforting others
Wk 4	Caring friendships The importance of friends	Drugs and Alcohol How medicines work	Mental Wellbeing Everyday feelings	Physical health Sedentary and physical activities	Mental Wellbeing What is mental health?	Physical health Who to speak to if they are worried about health
Wk 5	Respectful relationships Who helps me	Internet Safety Pause Think Safety Online	Internet Safety That's Private	Internet Safety Rings of responsibility	Being safe Recognise and report feeling unsafe Keeping games friendly and fun	Being safe How to ask for advice for others
Wk 6	Whole School Themed Week - Oral hygiene					

Term 2 - Overarching theme: Respectful Relationships

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Wk 1	Being Safe Growing and changing	Respectful Relationships Respecting those who are different	Respectful Relationships Steps to improve healthy relationships	Respectful Relationships Friendships and diversity (RHE) /	Being safe Recognise and report feeling unsafe online Be a super digital citizen	Online Safety /Respectful Relationships Communication Digital Friendships
Wk 2	Respectful relationships Being courteous and using manners	Families and those who care for us Characteristics of family life	KS2 themed week - Parliament Week			
Wk 3	Whole school themed week - Anti bullying					
Wk 4	Whole school themed week - Road Safety (incl Village Walk?)					
Wk 5	Mental Health We all have feelings	Mental wellbeing Good and not so good feelings	Online relationships Being respectful online Rings of responsibility	Online relationships Password Power Up	Caring friendships Friendships have ups and downs	Healthy Eating Nutritional information
Wk 6	Internet Safety / Being safe Keeping secrets Privacy and safety	Respectful Relationships Stereotypes	Being safe Personal Space Personal Boundaries	Healthy eating Healthy dinner	Changing adolescent body What's happening to my body?	Internet safety and harm Online safety You won't believe this
Wk 7	Mental health Good and not so good feelings	Families and those who care for us Same love different families	Internet safety and harm Device Free Moments	Mental wellbeing Exercise linked to mental wellbeing	Internet safety and harm My media choices	Changing adolescent body What's happening to me?

Term 3 - Overarching theme: Being Healthy

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Wk 1	Health and Prevention Basic hygiene (RHE)	Internet Safety and Harm Internet Traffic Light	Online relationships Who is in your Online community?	Online relationships You've got mail	Internet safety and harm Affects on others of online behaviour	Online relationships Critical online friendships
Wk 2	First Aid Calling 999	Drugs and Alcohol How Medicines Work	Physical health Differences male and female (RHE)	Health and prevention Oral hygiene	Healthy eating Poor diet and risks	Health and Prevention Early signs of physical illness
Wk 3	Physical health Benefits of exercise	Physical Health Differences Male and Female	Healthy Eating Eatwell plate	Drugs and alcohol Tobacco	First aid Broken bones	Drugs and alcohol Drugs and Peer Pressure
Wk 4	Healthy Eating Fruit and veg	Health Eating Healthy Lunchbox	Drugs and alcohol Substances other than medicine contain drugs	Internet safety and harm Power of words Common Sense Education	Drugs and alcohol Alcohol	Being safe Safe and unsafe touches
Wk 5 Chns Mental Health Week	Mental Wellbeing Good and not so good feelings	Mental Well Being Good Feelings and Not So Good Feelings	Mental Wellbeing Expressing feelings	Mental Wellbeing Expressing feelings	Mental Wellbeing Seeking support for mental health	Mental Wellbeing Emotional wellbeing
Wk 6	Whole School Themed Week - Internet Safety and Harm -Internet Safety Week					

Term 4 - Overarching theme: All about me

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Wk 1	Drugs and alcohol What makes me healthy?	Families and those who care for Us Same Love, Different Families	First aid Getting first aid	Online relationships Responding safely and appropriately	Changing adolescent body What's happening?	Internet Safety and Harm Beyond gender stereotypes
Wk 2	Health and prevention Basic hygiene (RHE) Part 1	Internet Safety Searching and Sharing	First aid bleeding	Respectful relationships stereotypes	Being safe Recognise and report feeling unsafe	Healthy Eating Understanding calories
Wk 3	Health and prevention Basic hygiene (RHE) Part 2	Internet Safety and Harm Digital Footprint	Families and those who care for us Stable relationships and heart of happy family	Internet safety and harm Personal and private information	Online relationships Protecting Privacy	Internet Safety and Harm Message in a game
Wk 4	Online relationships Online boundaries	Caring friendships Friendships (RHE)	Being safe Personal space (RHE)	First aid Head injuries	Physical health Track exercise Exercise and heart rate	Internet Safety and Harm Online behaviour
Wk 5	Healthy Eating Water	Caring friendships Friendships (RHE)	Being safe Personal space (RHE)	Changing adolescent body Human lifecycle and growing up (RHE)	Health and prevention Personal hygiene Good sleep	Mental Wellbeing Self care techniques
Wk 6	Whole School Themed Week - Citizenship - Earth Hour					

Term 5 - Overarching theme: Responsible citizens

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Wk 1	Internet safety and harm ABC Searching	Drugs and Alcohol Vaccinations	Internet Safety and Harm Digital Trail	Internet Safety and Harm How to report online concerns	First aid choking	First Aid Responsive and unresponsive breathing
Wk 2	Physical Health Exercise and heart rate	Drugs and Alcohol Vaccinations Part 1	Health and prevention Facts and science linked to allergies	Being safe Personal boundaries	Mental wellbeing Isolation and loneliness	Health and Prevention Personal Hygiene
Wk 3	Whole School Themed Week - Health and Prevention Sun Safety					
Wk 4	Physical Health Exercise and heart rate	Drugs and Alcohol Vaccinations Part 2	Health and prevention Facts and science linked to allergies	Respectful relationships Respecting others	Respectful relationships Permission seeking	Drugs and alcohol Debate the legality of drugs
Wk 5	Drugs and alcohol Medicines and me	Internet Safety and Harm Key words for searching	Drugs and alcohol Using drugs correctly	First aid Decision making & Calling 999	Families and those who care for us Marriage is a life long commitment	Internet Safety and Harm Screen time
Wk 6	Drugs and alcohol Medicines and me Part 2	Health and Prevention Burns	First aid Spot the danger	Health and prevention Health and hygiene	Internet Safety Citing sources	Being safe Report concerns about abuse and where to get help

Term 6 - Overarching theme: Changes

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Wk 1	Internet safety and harm Keep it private	Mental Well Being Big Feelings	Families and those who care for us Who to go to for support	Health and prevention Facts and science linked to immunisations	Mental wellbeing How feelings and emotions change	Changing adolescent body What's happening to my body?
Wk 2	Mental Health Big Feelings	Internet Safety and Harm Email	Health and prevention How bacteria spreads	Changing adolescent body Basic Puberty	Internet safety and harm Reliability	Caring friendships To judge when a friendship is making us unhappy
Wk 3	Whole School Themed Week - Citizenship Economic Awareness					
Wk 4	Mental Health Big Feelings	Being Safe Body parts and names	Families and those who care for us Who to go to for support	Internet safety and harm Whose is it anyway? Plagiarism	Changing adolescent body What's happening?	Mental Wellbeing Linked to secondary school
Wk 5	Whole School Themed Week - Citizenship - Transition Week					
Wk 6	Whole School Themed Week - Train Safety					