



Drug Education Policy

Date Policy was formally adopted	January 2018
Review Date	January 2021
Chair's Name	
Chair's Signature	

Core Values

Respect

Enjoyment

Care

Confidence

Challenge

Introduction

Research has shown that by the age of 11 many primary school children have extensive knowledge of the world of drugs. For some, this knowledge may be inaccurate and incomplete, for others it will develop through personal experience. Together research shows that up to 50% of children have tried an illegal drug by the age of 16. The figures also suggest that the first age of experimentation is decreasing and that children of primary age are exposed to opportunities to try both illegal and illegal drugs. The 1995 white paper 'Tackling Drugs Together' stated that schools had an important role both in reducing the misuse of drugs and minimising their health risks.

Drugs education should contribute to:

- Increasing the safety of communities from drug related crime
- Reducing the acceptability and availability of drugs to young people
- Reducing the health risks and other damage related to drug misuse

At Rodings we believe that drugs education should provide:-

- Accurate information presented simply and clearly
- Informative and accessible reading materials
- Access to other adults besides teachers, providing they are expert and credible
- Stimulating and enjoyable classroom tasks
- Opportunities to develop their knowledge and understanding in a challenging and safe atmosphere where they feel secure enough to play a full and active part

We aim to provide a consistency of approach throughout the school and to encourage children to develop knowledge and skills to make informed and responsible choices now and in later life and to stress the benefits of a healthy lifestyle. At Rodings Primary School we encourage children to develop positive attitudes and values and to ensure that Health and Safety procedures are followed when dealing with incidents/equipment related to drugs and drug use.

Welfare of pupils is paramount and procedures and policies are designed to reflect this commitment.

Objectives

- To develop children's personal and social skills including refusal and decision making skills
- To help children take increased responsibility for themselves and their actions.
- To encourage children to value themselves and others.
- To encourage children to help and support others.
- To encourage children to work cooperatively in active learning and group work.
- To clarify what children already know, give information to clarify facts and correct false knowledge and beliefs.
- To help children deal with the effect of media coverage of issues relating to drugs.

- To support staff in dealing with issues and incidents relating to drugs and drugs use.
- To ensure all staff are aware of procedures relating to drugs and drug use at Halstow Primary School.
- To provide opportunities for pupils to acquire knowledge and identify the distinction between authorised and unauthorised drugs.
- To develop and equip pupils with the knowledge, attitudes and skills necessary to build their resilience and avoid peer group pressure or unwanted drug offers from others.
- To build pupils' decision-making skills and increased self esteem.

Definition

At Rodings 'drugs' include any substance that affects your body. This includes socially acceptable and unacceptable drugs. These will include:-

- Tobacco
- Alcohol
- Medicines
- Illegal substances

Consultation

This policy was written in consultation with Governors, teaching staff, support staff, parents and pupils (year 3/4 and 5/6 school council). The policy is reviewed every three years

The role of the Headteacher

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. The Headteacher will liaise with external agencies regarding the school 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. The Headteacher will monitor the policy on a day to day basis and report to governors, when requested, on the effectiveness of the policy.

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.

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 cooperation.

In promoting this objective we will:

- inform parents about the school drugs education policy and practice;
- invite parents to view any 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;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- 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.

Resources

Drugs education is part of the planned PSHE curriculum, at Rodings this is delivered through the Cambridge PSHE scheme, and is also delivered through the teaching of Science and through circle time. The PSHE framework outlines the areas to be covered each year. The NC guidelines for science require that children are taught:-

- At KS1 about the role of drugs and medicines
- At KS2 that tobacco, alcohol and other drugs can have harmful effects

Cross-curricular links

Drugs education has many cross-curricular links, with science making a particular contribution. However, the development of life skills is a theme throughout the curriculum, within the programme for Personal, Social, Health Education (PSHE), and enshrined in the values, which are embodied in the schools' ethos. There are links to other subjects, such as physical education, and aspects of school life, notably the spiritual, moral, social and cultural aspects of the curriculum.

Teaching

Our approach to drugs education is one which children are given information in the belief that increased knowledge about drugs and the risks will empower children to make informed and safe decisions. We approach this in a sensitive manner appropriate to the age and experiences of the children concerned. Teaching is:-

- Reflects the needs and experiences of pupils
- Uses a range of teaching methods including group work, discussions, videos and outside speakers
- Reinforces messages about healthy lifestyles
- Flexible and relevant
- In the context of a wider PSHE programme
- Interesting and stimulating
- Informed.

Outside visitors

If outside speakers are used in any aspect of the drugs education programme, their contribution will be properly planned. They will support the work of the teacher who will meet with the speaker beforehand to plan the work and explain the school's policy on drug education. Teachers will be present and involved in all sessions and will evaluate the work afterwards. The teacher has overall responsibility for the session and the work planned.

Managing drug related incidents

Incidents are managed in the context of the school's commitment to:-

- The safety and welfare of all pupils and staff
- The welfare of individuals deemed to be at risk
- The law concerning drugs

The Headteacher retains the responsibility for deciding how to respond to particular incidents. This will take account of the individual concerned and whether they are a pupil, parent or member of staff. The school's policy is that 'no individuals should be under the influence of drugs (as detailed in this policy) while on the school premises (within the boundary of the external playground wall) unless a doctor's note indicates that this does not affect the individual's capacity to perform their duties, take care of children in their charge, or in the case of pupils, take part in lessons.

All incidents are recorded on MyConcern.

All members of the school community are aware of these procedures and the implications for individuals.

Each incident will be dealt with on an individual basis.

The school follows Essex LA's policy for the Handling and Disposal of drug related paraphernalia. Young children who are deemed to be at risk will be treated in relation to the school's policy on Child Protection and Safeguarding.

Monitoring, Evaluating and Reviewing:

- Senior managers are involved in monitoring and evaluation.
- Pupils, staff, parents/carers and governors are consulted and the programme and policy are modified where appropriate.
- There is ongoing monitoring and evaluation of the programme, teaching methodologies and learning outcomes to ensure that needs are met.

Glossary of Terms

DfE	Department of Education
LA	Local Authority
MyConcern	Software used to record child Protection concerns and issues
NC	National Curriculum
PSHE	Personal, Social and Health Education
SEND	Special educational needs or disability