



Drug Education Policy

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All children and young people need to be able to make safe, healthy and responsible decisions about drugs, both legal and illegal. Schools play a central role in helping them make such decisions by providing education about the risk and effects of drugs; by developing their confidence and skills to manage situations involving drugs; by creating a safe and supportive learning environment; and ensuring that those for whom drugs are a concern receive appropriate support.

The purpose of the drug policy is to:

- Clarify the legal requirements and responsibilities of the school.
- 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.
- Give guidance on developing, implementing and monitoring the drug education programme.
- 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.
- Ensure that the response to incidents involving drugs complements the overall approach to drug education and the values and ethos of the school.
- 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.

(Drug: Guidance for schools 2004)

This policy applies to all staff, pupils, parents/carers, governors and partner agencies working with the school. It is applicable during school hours and when staff are deemed to be loco-parentis. In this policy the term 'drugs' and 'drug education' refers to all illegal drugs, legal drugs (including tobacco, alcohol, and volatile substances) and all over-the-counter and prescription medicines.

Aims and Objectives

Our overriding aim is to provide opportunities to develop children's knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others actions.

Drug education should:

- Increase pupils' knowledge and understanding about the risks of drugs, and the impact of drugs on individuals and families.

- Develop pupils' personal and social skills to make informed decisions and keep themselves safe and healthy.
- Enable pupils to explore their own and other people's attitudes towards drugs.

Drug education at Woolpit Primary Academy is delivered through well-planned Personal, Social and Health Education sessions and the statutory requirements within the Science curriculum. It is also covered in some assemblies and circle times where appropriate.

At Key Stage 1 pupils learn about being safe with medicines and household substances and the basic skills for making healthy choices and following safety rules. At Key Stage 2 children's previous learning is built on. They learn more detailed information about how the body works and how to take care of it. They learn that tobacco and alcohol and other drugs can have harmful effects on the body. They find out about different types of medicines, their effects and associated risks and about people who can help children when they have questions and concerns. Teaching methods and resources.

Care is taken to ensure that all information given is relevant and appropriate to the age, development and experience of each pupil. It is important to establish what pupils feel, what they are not able to say or do, the language they use, the responsibilities they can and cannot manage and what their anxieties and questions are. This information can be gained through a variety of techniques including discussion, write and draw, questionnaire and feedback. Teachers need to be aware that many of the children's parents may smoke, drink or use some form of drugs. We need to avoid making value judgments about such people and instead focus on what is best for ourselves as individuals.

Teachers endeavour to make sure that drug education is delivered within a safe, secure and supportive learning environment. It is important to establish ground rules through discussion and negotiation so that pupils can feel comfortable in making health related decisions about their behaviour and lifestyles.

It is also an important opportunity to remind pupils of ways to ask for help, the support available, the school's confidentiality policy and what may happen should information be disclosed. Sensitive and controversial issues are managed by using distancing techniques e.g. role-play, anonymous worry boxes and third-person case studies. Difficult questions are dealt with on an individual basis or by referring the pupil to the school nurse or an outside agency. If a pupil's question raises concern that they may be at risk, the teacher would follow the school's Child Protection Policy.

Teachers ensure the pupils are fully involved in the lesson by using a variety of interactive and participatory teaching methods e.g. circle time, discussion, structured games and role-play.

Pupils have the chance to develop their knowledge, skills and understanding through a range of opportunities:

- Take and share responsibility e.g. by helping to draw up classroom and school rules and reflecting on and recording what they have learnt.

- Feel positive about themselves, e.g. by giving and receiving positive feedback and developing interests.
- Participate, e.g. in groups of different sizes and composition.
- Make real choices and decisions, e.g. about issues affecting their health and well-being, such as diet and exercise.
- Meet, talk and work with people, e.g. meeting, talking and working with people such as school nurse or police.
- Develop relationships, e.g. with pupils from other year groups through projects or with adults from the wider community through citizenship activities.
- Find information and advice.
- Prepare for change, e.g. by anticipating the challenges of new and widening social groups as they get older and make transitions; considering the choices they have to make, including choices about drugs.

Assessment, monitoring and evaluation

Teachers are encouraged to use both formative and summative assessment within the appropriate subjects, e.g. P.S.H.E. and Science.

Methods include:

- Pupil self-assessment – pupils reflecting on what they have learnt, setting their own targets and monitoring their own progress using check-lists, displays, before and after comparisons etc.
- Peer group assessment – pupils reflecting on what they have learnt, providing feedback to each other and reflecting on their roles in the group.
- Teacher assessment – teachers observing, listening, reviewing any written work and pupils' contribution to drama, role-play and discussions and through any end-of-unit tasks.

Definition of a drug incident

- Drugs or associated paraphernalia are found on school premises.
- A pupil demonstrates through actions or play, an inappropriate level of knowledge of drugs for their age.
- A pupil is found in possession of drugs or associated paraphernalia.
- A pupil is found to be supplying drugs on school premises.
- A pupil, parent/carer or staff member is thought to be under the influence of drugs.
- A staff member has information that the illegitimate sale or supply of drugs is taking place in the local area.
- A pupil discloses that they or a family member/friend are misusing drugs.

Management of drugs at school

In every case of an incident involving drugs, the priority must be placed on safety, meeting any medical emergencies with first aid and summoning appropriate help before addressing further issues. If in doubt medical help should be sought. If it is considered appropriate staff may search school property for drugs but it is not appropriate for a member of staff to carry out a personal search. If the person does not voluntarily hand them over the police should be called.

Illegal drugs have no place in our school, however there are instances where other

drugs may legitimately be in school. Some pupils require medicines that have been prescribed for their medical condition during the school day. These should be given to class teachers or the secretary and stored in the school office or fridge in the staffroom. The dosage or quantity should be clearly noted and the time when the medicine should be taken. Parents/carers should collect and dispose of unused or date-expired medicines.

Disposal of drug paraphernalia

Drugs or syringes found on school premises should be placed in a sturdy, secure container, using gloves. Sharps bins and gloves can be found in the First Aid room. Used needles and syringes should not be disposed of in domestic waste. Relevant agencies should then be notified.

Parents/carers under the influence of drugs on school premises

When dealing with parents/carers under the influence of drugs on school premises, staff should maintain a calm atmosphere. On occasion a teacher may have concerns about discharging a pupil into the care of a parent/carer. In such instances teachers should if possible discuss with parents/carers alternative arrangements or seek advice from the headteacher or outside agencies. The focus for staff will always be the maintenance of the child's welfare, as opposed to the moderation of the parent/carer's behaviour.

The use of visitors in teaching drug education

We will be inviting people from such bodies as the school nurse to work with the children on certain areas of our drug education.

Involvement of parents/carers and governors

Parents/carers will be encouraged to take part in their child's drug education by taking part in "Share" sessions where they work alongside their children in a group activity. Members from outside agencies and governors will also be invited to take part.

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