



Seal

Church of England
Primary School

Drug Education Policy

Member of staff responsible for Drug Co-ordination – Mrs Liz Mitchell
Governor linked to Drugs Education – Alex Lee (Chair of Governors)

Drug and Drug Education in the context of this document are inclusive terms including tobacco, alcohol, illegal drugs, medicines and other substances such as solvents.

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

Seal CE Primary School is a Level 1 Rights Respecting school. We adhere to the UN convention on the rights of the child. Article 33 states that ‘Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs. At Seal, we are committed to educating pupils and parents about the use of drugs and respect the children’s right to be safe and healthy.

Rationale

Drugs education is an important element of the PSHCE curriculum.

Substance and drugs misuse extend across socio-economic and ethnic boundaries, and pupils of all abilities are potentially at risk.

At Seal CE Primary we ensure that by the end of Key Stage 2, pupils should know the risks, and have the skills to resist substance and drugs misuse.

National healthy school standard

Drugs education is one of eight themes in the National Healthy Schools Standard, as outlined in the Policy for PSHE and Citizenship.

The sensitive nature of drugs education can cause concern among parents and teachers; however, successful drugs education should start early, the key to which is developing children’s life skills.

Many children of primary school age have some knowledge of substances and drugs. Some older pupils know who to ask to obtain illegal drugs, whilst a small number witness drug taking by the caring adults and others in their lives. Children may have knowledge of illegal drugs through the media, ‘street talk’, and personal experience.

Aims

- to provide a safe, healthy environment in which pupils and staff can learn and develop.
- to help pupils live a healthy life style now and in the future
- to enable pupils to make healthy, reasoned and informed choices
- to address and take account of local community needs, including the differences and diversity within the school community.
- to support and engage parents/carers and pupils in their own personal learning and responsibilities.
- to enable young people and staff to access support structures (including the voluntary sector)
- to work with KCC and outside agencies to secure and support a balanced delivery of a drugs education programme.
- to monitor, evaluate and review learning outcomes for pupils.

Objectives

- to provide opportunities for pupils to acquire knowledge and understanding about the dangers of substance and drugs misuse
- to enable pupils to identify the distinction between authorized and unauthorized drugs
- to develop and equip pupils with the knowledge, attitudes and skills necessary to build their resilience and avoid peer group pressures or unwanted drug offers from others
- to enable pupils and staff to access support if they have concerns about their own or others' drug use
- to build pupils' decision making skills and increased self esteem
- to engage parents/carers in the school community and learning process
- to enhance later parenting skills.

The intention is not to teach about the physiological effects of drugs nor to sensationalise drugs, but to provide a clear message that substance abuse and illegal drugs can be dangerous. Life skills development is the key to helping pupils become informed decision makers.

Principles of teaching & learning

Drugs education will be delivered as specific lessons within the PSHCE scheme of work and through science. Where appropriate other curriculum subjects may have reference to drugs education.

There are two aspects to drugs education:

Knowledge:

Pupils should be taught:

- Household products, including medicines, can be harmful if not used properly
- Which commonly available substances and drugs are legal and illegal, their effects and risks

Life skills:

Pupils should be taught:

- To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- To recognise the different risks in different situations and then decide how to behave responsibly
- That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, TV and the media
- How to seek/ask for help and use basic techniques for resisting pressure to do wrong in order to minimize harm to themselves or others
- That their actions affect themselves and others, to respect and care about other people's feelings and to try to see things from their points of view
- That communication and problem solving skills are central to bringing about a positive change in attitude and actions

In teaching drugs education, teachers should use a range of teaching strategies, including role-play, discussion group work, draw and write, debate and circle time. The use of circle time can be a key strategy for developing life skills. In the circle, the teacher acts as a facilitator, giving information and guiding children. Pupils who are regarded as 'most at risk' can often be helped using this strategy.

Equal opportunities

The school's equal opportunities policy should also apply to drugs education. Teaching materials should reflect the cultural and ethnic diversity of society, avoiding stereotyping in terms of gender and race. Pupils' progress should be monitored to ensure that no pupil is disadvantaged. The school makes every effort to respect and reflect pupils' religious beliefs and take community views into account when teaching drugs education. Parents should be consulted so that they feel welcome to discuss these issues with staff.

Differentiation & special needs

Whilst some pupils may have a fairly broad knowledge and insight into the world of drugs, there are those who have little knowledge at all. Teachers need to be sensitive to this issue and lessons are planned to take account of pupils' age, experience and maturity. The needs of pupils with SEN should be taken into account by the teacher who may

need to provide different resources, different activities or specific support to some pupils. Where pupils IEPs identify targets relating to their personal development, the teacher should ensure that opportunities are planned to support pupils in achieving these.

Breadth & balance

The contents and structure of the education programme represents a broad and balanced approach to the teaching of knowledge, skills, understanding attitudes and feelings. A variety of teaching strategies, use of external visitors, couples with a wide range of pupil-centred tasks ensures breadth and balance.

Use of visitors

Quality drugs education involves partnership with other agencies, such as:

- Youth Crime Reduction Officer (police officer)
- School Nursing Service
- Youth and Community
- Educational Theatre
- Voluntary organizations

Where visitors are used to support and extend classroom teaching, they should be used to complement the school's programme of work for drugs education. In particular, a teacher should always be present and retain overall responsibility in the classroom.

Staff development

This school has an ongoing programme for professional development. Additional support and continuing professional development opportunities for teachers involved in Drugs Education will be made available through existing training strategies. A good teacher of drugs education does not need to be an authority on drugs, as it is the life skills aspect, which is crucial to this area of the curriculum. Most young people want to be able to discuss drug related issues with each other and a caring adult in a structured way.

Parental involvement

Many parents have great concerns about drugs and as the 'first educators' of their children, most want to develop and extend their child's awareness of the world, so that they are able to make informed decisions. Parents and teachers need to assess when the time is right for children to handle new ideas, concepts and knowledge.

We will make opportunities to consult parents about drugs education. This may be through parent's meetings where issues can be discussed informally and specialist input provided.

Handling a drug related incident

We will follow the procedures outlined in the KCC flowchart for incident response as issued November 2003.

Links to related School Policies and Practices

- PSHCE
- Behaviour Policy
- SEN Policy
- Equal Opportunities
- Child Protection
- Health and Safety including smoking on school grounds
- Medicines and pupils with medical needs procedure as detailed in school prospectus

Monitoring, Evaluating and Reviewing

There is a named co-ordinator and a linked Governor for drug education and policy development.

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.

Drug education is reviewed in line with current LEA and Government guidelines.

Reviewed: January 2017

Agreed by the Governing Body

Next Review Date: January 2019