

SHERWOOD PRIMARY SCHOOL

**POLICY
FOR DRUG
EDUCATION**

January 2012

POLICY FOR DRUG EDUCATION

At Sherwood Primary School we value the importance of drug education to help and support young people through their physical, emotional and moral development.

Mission Statement

We aim to create a happy, caring environment in which the children develop self-confidence and independence and are encouraged to be considerate and show respect for others, while reaching their true potential.

Philosophy

Drug education encourages the acquisition of skills and attitudes which allow pupils to make informed choices.

By providing our pupils with guidance, skills and information we will make a significant impact on their attitude to and avoidance of drugs, and prepare our children for life

It encourages the development of positive self-esteem, which will help children to cope with the challenges of peer pressure. It enables children to be aware of the personal choices they can make and prepare them to make responsible decisions.

It is our philosophy that all children experience a planned programme of drug education which offers them the opportunity to explore attitudes and values, develop personal and social skills in addition to learning the facts necessary for life. Drug education is an ongoing, developmental process, and like other learning, it needs to be gradual and matched to the child's maturity and stage of development.

Definition

By the term 'drug' we mean any substance which, when taken, has the effect of altering the way a person behaves, feels, or thinks.

The term 'drug' refers to:

- legal substances such as alcohol, caffeine, tobacco and solvents/volatile substances (e.g. glues, aerosols);
- medicines – prescription and 'over the counter';
- illegal substances (e.g. cannabis);
- recognition that **any drug** can be potentially dangerous.

It is also important to understand that legal drugs and medicines can also be misused.

Aims of the Policy

The aims for our policy are focused upon developing the knowledge, skills and understanding within our children, as outlined in the PSHE and Citizenship framework.

1. To develop self-esteem, confidence, independence and responsibility as they encounter both physical and emotional changes during their lives.
2. To play an active role as future citizens and members of society by recognising that they can make choices.
3. To develop a healthy lifestyle and keep themselves and others safe.
4. To develop effective and fulfilling relationships and learn to respect the differences between people.
5. To enable children to have the opportunities to prepare for change, feel positive about themselves and to develop effective relationships with others.

Also to:

- Provide a clear statement of the school's view on drug education
- To ensure a consistent approach from staff to drug education and in the handling of drug-related incidents

Aims of Drugs Education

- To minimise the number of young people who ever engage in drug misuse.
- To create a positive climate in which teaching and learning take place where pupils feel comfortable to discuss their perceptions of drug use and misuse.
- To help raise and maintain pupils self esteem.
- To develop decision making and risk assessment skills.
- To develop knowledge and understanding of drugs and medicines and how they are used/misused.
- To enable pupils to make healthy informed choices and develop healthy lifestyles
- To provide a variety of learning experiences encouraging the development of the personal skills and exploration of values and attitudes.
- To use 'active' teaching and learning methods which are predominantly pupil centred.

Moral and Values Framework

The Drugs Education programme will be sensitive towards the established morals and values framework of all the major world religions and philosophies. It reflects the school ethos and demonstrates and encourages the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, school and wider community

Equal Opportunities

The school is committed to the provision of Drugs Education for **all** of our pupils, regardless of age, ability, sex or race. Equal provision is allocated for all groups. Our Drugs Education programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Care will be taken that no child be stigmatised because of home circumstances.

Special Educational Needs

Children with special educational needs relating to Drugs Education will have their needs addressed both within the class, and where appropriate, on a one-to-one basis.

Organisation

Drugs Education should not be delivered in isolation but firmly embedded in all curriculum areas. At Sherwood Primary School the **main** content is delivered by all class teachers through the PSHE and Science curriculum, using a range of teaching styles, activities and groupings.

Content

At Sherwood Primary School progression and continuity are built into the Drugs Education programme from the Foundation to Year 6.

Foundation Stage

- Discuss rules for keeping safe at home related to household substances and medicines.
- Understand the need to ask for help from adults.

By the end of Key Stage 1

- Discuss rules for keeping safe at home related to household substances and medicines.
- Explore how medicines are helpful, but can be harmful if not used properly.
- Know all medicines are drugs but not all drugs are medicines.
- Explore strategies for saying 'no' when subject to pressure.

By the end of Key Stage 2

- Consider home/school/society rules relating to medicines, alcohol, tobacco, solvents and illegal drugs, and the dangers of discarded needles and syringes.
- Know about a range of legal and illegal drugs, and understand their effects (on mind and body) and the associated risks.
- Consider the beneficial part which drugs have played in society as well as the costs to society of drug misuse.
- Consider how pressure influences choices and develop strategies for resisting pressure.

*** See Appendix for full content of the Drugs Education programme covered in the PSHE and Science Curriculum.**

Assessment

Elements of Drugs Education in the Science Curriculum are assessed formally. Assessment and evaluation of the Drugs Education programme outside the science curriculum is conducted using a variety of informal activities which have been built into the programme. This could include peer assessment and self assessment.

Use of Visitors and Outside Agencies

Where appropriate, visitors and outside agencies may be invited to speak to the children. Teachers must ensure that visitors are made aware of the school's Drugs Education Policy and issues of confidentiality (see below). Teachers will always be present during any additional input, ensure content and resources are appropriate and inform parents of the use of the agency/individual beforehand.

Specific Issues within Drugs Education

Confidentiality and Child Protection Issues

“The essence of a confidential relationship is openness and agreement about what, if anything will happen to information disclosed between two people. It need not always take the form of a promise of secrecy.”

‘The Right Responses’

Staff will listen sympathetically to anything a child tells them in confidence, but confidentiality must not prevent action if the child is ‘at risk’ or in danger. If a member of staff believes that the child is at risk or in danger, she/he talks to the named Child Protection Co-ordinator who takes action as laid down in the Child Protection Policy. All staff are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

The following issues should be considered:

- Pupils should be aware of the boundaries of confidence before disclosures are made;

- Staff should never offer absolute confidentiality as they are obliged to share information relating to abuse in line with child protection procedures;
- There is no legal requirement for staff to disclose information relating to pupil drug use although parents/carers will normally be contacted and other agencies may be involved where appropriate;
- Visitors contributing to the curriculum follow the school policy;

Approach to Drugs, Health and Safety and the Needs of Pupils

At Sherwood Primary School we aim to protect the health and safety of the school community and meet the pastoral needs of the children. Illegal and other unauthorised drugs (including 'over the counter' and prescribed medicines) are not acceptable within the school grounds.

Staff **are not** permitted to administer **any** medicine, unless stated in a child's individual care plan, for example life saving equipment such as epipens, which staff receive training for. A medication form should be completed by parents for inhalers, and these should be labelled and kept in an easily accessible place by the teacher.

*** When syringes or other drug paraphernalia are found on the school premises the Headteacher and Site Supervisor should be notified immediately so that safe disposal can be arranged**

Substance-related Incidents

Definition

We consider any incident involving the taking or possession of drugs, or possession of drug paraphernalia, to be a substance-related incident.

These include the taking or possession of:

- legal substances such as alcohol, tobacco and solvents/volatile substances (e.g. glues, aerosols);
- medicines – prescription and 'over the counter';
- illegal substances (e.g. cannabis);
- paraphernalia such as matches and lighters.

Responses to incidents:

- Substance-related incidents will be taken seriously;
- Each incident will be considered individually based on the particular set of circumstances;
- The school will balance sanctions, support and education to ensure the well-being of the school community;
- A range of responses/sanctions may be used to respond to the identified needs of those involved including the support of outside agencies.

Police involvement

School will liaise with the local police force to ensure that there is an agreed policy for dealing with the range of incidents which might arise involving illegal drugs. The police will be informed when illegal drugs are found on a pupil or on school premises.

The law permits school staff to take temporary possession of a substance suspected of being a controlled drug for the purposes of protecting a pupil from harm and from committing the offence of possession. They should hand the substance to the police who will be able to identify whether it is an illegal drug; school staff should not attempt to analyse or taste an unidentified substance.

In exceptional cases the police may interview pupils on school premises, with the Headteacher's agreement and provided efforts have been made to inform the pupil's parents. The Police and Criminal Evidence Act 1984 and its Code of Practice sets out procedures in respect of the detention, treatment and questioning of young people by police officers which should be observed when children are interviewed on school premises.

Where a member of staff is told, or is aware of, possible criminal activity outside school premises, the police are to be informed in the interests of safeguarding the health and safety of young people in the area. This would include not only information about the supply of illegal drugs but also, for example, evidence that a local shopkeeper was selling alcohol or solvents to pupils in contravention of the law.

Searches

Staff are permitted to search a pupil's bag, where they have reasonable cause to believe it contains substance-related items, including illegal drugs. Where pupils are suspected of concealing items on their person, every effort should first be made to secure the voluntary production of any substances, for example by asking them to turn out their pockets. If the pupil refuses, in incidents involving unlawful substances, the police should be called to deal with the situation. Intimate physical searches should never be made by a teacher.

*** When syringes or other drug paraphernalia are found on the school premises the Headteacher and Site Supervisor should be notified immediately so that safe disposal can be arranged.**

Recording drug related incidents

All drug related incidents will be recorded on the Yellow Incident forms, which will then be stored on-line. The incidents should be recorded in the welfare section.

Boundaries

Drugs and drug related incidents on school premises will be dealt with using the procedures outlined in this document. The official school boundaries are considered to be the school grounds bounded by the perimeter fence. Obviously, if an incident takes place just outside our boundary that is likely to have consequences for school this would be dealt with using the procedures described above. If there was not an

immediate problem for school the appropriate authorities would be informed in the usual way.

Training

Sherwood Primary School believes in the importance of appropriate staff training to enable staff to deliver effective Drugs Education. The Drugs Education/PSHE Subject Leader should access courses or INSET opportunities to assist staff involved in the delivery of Drugs Education.

Dissemination

All staff members and governors receive a copy of the Drugs Education policy. Copies of the policy are available from the school office on request from parents.

Approval date: January 2012

Review date: January 2018

Signed (Headteacher):

Signed (On behalf of the Governing Body):