



# Heamoor Primary School

## SUSSTANCE/DRUGS EDUCATION POLICY

**This policy was re-adopted in March 2013**

**This policy will be reviewed in March 2016**

**Headteacher's signature:**

**PSHE Coordinator signature:**



## **HEAMOOR C.P.SCHOOL**

### **SUBSATNCE/DRUG EDUCATION POLICY**

#### **1. Aims of the School**

- To provide a warm, friendly, caring environment where children can develop self confidence and increase their self esteem.
- To assist the children to reach their full potential academically, physically, socially, spiritually and morally by providing a lively and enthusiastic atmosphere throughout the school and a curriculum which is sufficiently differentiated to cater for individual needs.
- To encourage good positive working habits, so that each child might do his or her best to communicate both freely and accurately through the spoken and written work.
- To help children develop a sense of responsibility and tolerance towards others and to have a respect for the school environment and the local community.

#### **2. Introduction**

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 glamorised and the subject open to misunderstanding. 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 will not tolerate the misuse of drugs or other substances within the schools and its grounds. This includes adults who come on to the school premises and may be intoxicated or in possession of illegal drugs. Our school is a no-smoking area and we request all adults to refrain from smoking around the premises. This has also been extended to after-school fund-raising events.

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 PHSE/Cit curriculum and through circle time and school ethos we aim to ensure that children recognise the importance of what they choose to eat and drink and the effects which these 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.

***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

Other substances (e.g. glue, thinners, lighter fuel etc) and their misuse will also be included within the remit of Drug Education and given due consideration.

**3. The Aims of Drug Education at Heamoor CP School**

- To provide the information and support for children to be able to make healthy lifestyle choices.
- To encourage a supportive ethos in which issues can be discussed and questions answered.
- To ensure the safety of staff and pupils when on the school site.
- To provide appropriate role models and examples to illustrate a healthy lifestyle.
- To take a firm stance against illegal drugs.
- To raise awareness for children of the importance of their choices in forging a healthy lifestyle.
- To recognise the valuable role that medication can have.
- To acknowledge that not all family members may make healthy choices and some of the reasons why.
- To enable children to develop a self-awareness and realise the power they have to determine their own lives.
- To provide a whole school approach to issues of healthy life style.
- To draw attention to the effect which peers can have upon the decisions that we make and the need to take a considered approach to this.
- To alert children to ways of seeking additional help and support where necessary.
- To ensure that children have access to balanced information and views against which they can clarify their own opinions.
- To help children establish the difference between fact, opinion and belief.

### ***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.

### **Equal Opportunities**

At Heamoor School we recognise Equal Opportunities as the absence of discrimination against anyone, staff, pupil or parents, on the grounds of their sex, race, colour, religion, nationality, ethnicity, national origins, disability or marital status.

We are committed to promoting the principles of fairness and justice for all through the education that we provide in our school and we constantly strive to remove any forms of direct or indirect discrimination that may form barriers to learning and development.

### **Social Inclusion**

At Heamoor School we recognise social inclusion as the successful integration of pupils in their own learning, raising attainment for those pupils who could or do demonstrate disaffection or failure to participate in the school experience through challenging behaviour or poor attendance.

We are committed to ensuring that all our pupils, including those who are difficult to engage, have equal access to the full range of educational opportunities provided by the school, and receive the support and intervention to reduce the risk of disengagement and disaffection.

## **4. The approach to Drug Education at Heamoor School**

There are a number of ways in which we aim to help children understand the implication of drug and substance use and misuse. We recognise that drugs have an effect on many of our children's lives in a variety of ways and the subject needs careful handling. We are also aware of the impact of national initiatives and publicity campaigns. We aim to involve different deliverers in providing different perspectives on the issue and to provide opportunity for children to ask questions and share their existing knowledge. There may be many misconceptions which will need to be addressed in a sensitive and factual way.

Where teachers are unsure it is acceptable to refrain from answering the question until further clarification can be sought. The methods we use include:

## **Science**

As part of our science curriculum we include:

The role of medicines in our lives

The effects of alcohol and tobacco on our health

The effects and risks of illegal drugs on health, family and future

What we mean by a healthy lifestyle and the effect which different food, drink, drugs and other substances can have upon us both emotionally and physically .

## **Circle time**

These informal opportunities are taken to enable children to discuss topical issues as they arise in the media, at home and in the locality. The teacher facilitates the discussion, handles any remarks leading to possible disclosures and establishes ground rules.

Circle time provides a particularly good opportunity to discuss issues raised in the more formal Science curriculum. On occasions issues will also have been raised through literature that the children have been reading.

## **PHSE/Cit**

During our weekly slots aspects are discussed relating to:

Safety in the handling of household products and medicine

The effect of smoking and drinking upon our lives and those around us

The category of 'illegal drugs' and what children understand and know about these

Building ourselves a healthy lifestyle - looking to the future

Heamoor CP will be using the Christopher Winter project for Drug Education to ensure a full and progressive coverage of topics throughout both Key Stages.

## **School Nurse**

Our school nurse is a recognised, familiar figure in our school. Although on hand to support individual cases and families she also helps to deliver aspects of our drugs education by providing some medical information about the effect and use of medicines within our society.

## **Life Skills Event (Y5) and Flashpoint visits (Y6)**

The Life Skills Event and Flashpoint are annual features of our Upper KS2 curriculum. The emphasis of both of these is the active involvement of the children highlighting the effect which any items we take into our body can be expected to have a unique effect upon it.

## **Using fiction**

At different times picture books are used as a resource to help support the PHSE /Cit curriculum and to open up discussion in the nurture group. Using stories enables discussion about issues which can be quite sensitive without appearing to target any individual.

## **Health Week**

Our annual health week provides an additional opportunity to highlight issues relating to drugs. As the normal timetable is suspended individual classes further their understanding through research, independent enquiry and a variety of visits and visitors.

This helps to support both the factual basis of their knowledge as well as the recognition of these issues as relevant to all society.

## **Drama**

Drama provides an excellent opportunity through role-play and improvisation to explore some of the issues relating to the use of drugs. Children can engage with one another to explore the feelings that individuals in different scenarios might have. On occasions role play might be used as part of a class assembly.

## **5. In the event of disclosure**

There may be times during discussions about drugs when children make disclosures.

Where this is the case the teacher should sensitively listen to what the child has to say whilst also avoiding further disclosure in front of the class. At the end of the lesson it might be appropriate to spend some time with the child allowing them opportunity to speak but following the child protection policy, not asking questions or writing down at this stage. Confidentiality cannot be promised.

As soon as is reasonable, the classteacher should pass on their own concerns to the designated person who will follow the agreed procedure for disclosure handling. The classteacher should always ensure they remain calm and should not appear shocked by what children might have to say.

It is important that children understand the ground rules during any discussion and that they do not put pressure upon one another to reveal personal information.

## **6. Drug use on the premises**

Our school makes it clear that drug use or **substance abuse** on the premises is not acceptable except in the case of prescribed medication which is known to senior management. This includes:

- Smoking on or around the school premises either during the school day or during evening events.
- Alcohol on the school site during the school day.
- Alcohol consumed by adults in the playground.
- Adults on the school premises who are evidently under the influence of alcohol or substances which impair their judgement.
- Adults in known possession of alcohol or illegal substances around the school premises.

Where school staff suspect that there is transgression of these guidelines senior management should be informed immediately at which point a judgement will be made as to whether they should:

- approach the individual
- call the police
- make arrangements to isolate the individual to ensure the safety of children on the school site.

At all times the safety of the children remains the key factor in any decision made whilst staff should also be alert to the danger they may bring on themselves by certain courses of action. Any repeat of transgressions might be referred to the LEA in order for legal action to be taken.

If there is concern that parents collecting a child may potentially place that child at risk the school can, in extreme circumstances, refuse to hand over the pupil. The appropriate services would then be notified immediately.

## **7. Drug use by pupils**

It is very rare for primary school pupils to be identified as taking non-medicinal drugs.

However, on occasions it might come to the attention of staff that children have been smoking or drinking or taking drugs or **misusing substances** or be in the company, on occasions of adolescents who are. Each case should be taken individually and the appropriate course of action decided by a senior member of staff. Alternatives include:

- Use of the school behaviour policy
- Referral to parents
- Referral to the police
- Referral to social services or other external agencies ie FRANK
- Use of the nurture room for discussion
- Counselling and support for individual children

A combination of the above might be used. Decisions will be based upon the immediate and long term safety of the child involved and the nature and time of the incidents. Parental involvement in any discussion is crucial except where the incident is one considered to relate to child protection. In the case the Child Protection Policy should be followed and immediate referral made.

### **Drugs found on school premises**

#### **Needles/ sharps**

These will be removed by the identified member of staff using thick leather gardening gloves and placed in a 'sharps box' located in.....

#### **Alcohol, tobacco and other substances**

Parents/carers will be informed and given the opportunity to collect the alcohol or tobacco after a meeting with the Headteacher and the child to discuss the incident.

#### **Illegal drugs**

Temporary possession of these should be taken in the presence of another adult. The drug should be sealed in a plastic bag with details of the time and date that it was found. The police should then be notified. They should then be kept in a locked cupboard in the school office until it can be collected.

## **8. Special Needs**

It is appropriate that all children have access to the information covered in our drugs education programme. Arrangements should be made within classrooms to enable this to happen either through additional TA support or the adaptation of curriculum resources. In most cases the largely informal/discussion approach to the subject will allow all children full access. More vulnerable children will benefit for a more focused session within the nurture group.

It should be noted that some children will need to use medication regularly as part of their own special needs. This might be for physical or emotional reasons. Care should be taken at all times to draw a distinction between different types of drug use and enable children to see the value that drugs can have in our society to large groups of people. There may be opportunities for individuals with first hand experience of taking medication to share their experience and discuss some of the side effects

and benefits that they can have. This approach should be discussed with both the child and their parents beforehand.

## **9. Parental Involvement**

Parents are invited to inspect the school Drug Policy and its representatives expected to support the Governing Body in making decisions about drug education practice.

Parents are informed about their children's curriculum on an annual basis. This includes an overview of drug education coverage. Where parents do have concerns they should be invited into school to share these and to see any materials that are being used.

Coffee morning and 'Drop-in' sessions are regularly arranged to give parents the opportunity to discuss with professionals the issues that concern them. It might also be appropriate for the school nurse to be invited in to discuss issues relating to drugs with parents and other adults as and when the need arises.

## **10. Assessment**

It is useful to incorporate a before and after assessment of children's understanding of drugs and their use.

For example an initial lesson might request children to draw examples of different drugs. This can provide a basis upon which to discuss what children perceive as a drug. At the end of the unit a similar activity will hopefully demonstrate conceptual development.

Where particular issues remain this should be noted on feed forward information as well as being clarified with the group itself.

Assessment for learning is an integral part of our teaching. Children should be asked to share their level of understanding, the most effective teaching techniques and what they believe will help them further as units of work progress. In some cases group work will enable children to support one another.

The elements of drug education that form part of the Science curriculum will be assessed in accordance with the requirements of the National Curriculum.

## **11 Monitoring and Evaluation**

The before and after pictures can provide a useful indication of the effectiveness of our drugs education programme. Feed forward information provides an indication of how effective the programmes have been and where strengths and weaknesses might lie.

Senior management and year leaders will monitor the progress of planning and feed forward. Work scrutiny and observations provide insight into the children's understanding and the quality of delivery. Discussion as part of nurture group and school council will provide additional anecdotal information.



The PHSE/Cit and Science coordinators receive information through:

- Work scrutiny and learning walks
- Subject meetings
- Staff and year meeting discussions

The PHSE/Cit and Science coordinators provide feedback on curriculum development to the *Governors' Curriculum Sub-Committee*.

The headteacher has overall responsibility for monitoring Drug Education provision to ensure that pupils' knowledge, understanding and skills are appropriately supported and nurtured. This monitoring could involve work/portfolio scrutiny, class learning walks, pupil conferencing, etc.

It is the responsibility of each class teacher to ensure that the Drug Education Policy and procedures as outlined above are embedded in their classroom practice.

JW March 2013

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