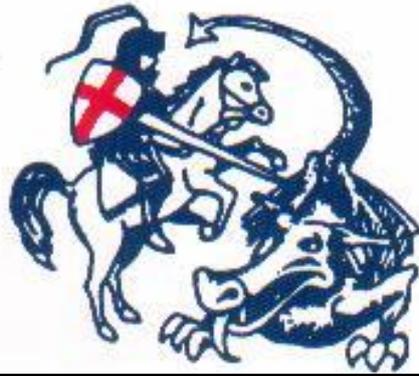


Drug Education Policy

Reviewed on: July 2015
To be reviewed: July 2017

St George's CEP School Wrotham Kent



Signed by: _____ Position held: Chair of Worship, Inclusion & Safeguarding

Date: ___/___/___

Signed by: _____ Position held: Headteacher

Date: ___/___/___

Policy for Drug Education

School Name:

St. George's Church of England Primary School

Named member of staff responsible for Drug Co-ordination:

Mrs E Rye and Miss K Anderson

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

All pupils attending St. George's enter Reception with a range of home and pre-school experiences and are at varying stages of personal and social development. Our aim is to build upon and compliment this learning in relation to moral values and attitudes and awareness of society, developing our pupils to help them make informed choices in their futures to ensure their health, emotional and physical well being.

Principles

St George's School is committed to the Health and Safety of all its members and believe that we have a duty to support and safeguard the well-being of all its pupils and staff. The school is committed to the principles of the National Healthy Schools Standard.

- the school values the importance of its pastoral role in the welfare of its pupils and through the general ethos of the school, we seek to encourage and develop young people's learning and ensure support appropriate to their needs is provided
- education about drugs is not concerned merely with substance, but with people in their social settings and therefore should involve the development of attitudes, values and development of skills, such as the acquisition of appropriate knowledge
- Families have an important role to play in the provision of drugs education, especially in helping a young person examine their attitude to drugs. The school's approach and rationale needs to be explained to the parents to gain their understanding and support. This is particularly important for parents as children of primary age pupils, as they may not understand the necessity of starting drug education from an early age.
- Drug issues and concerns extend across socio-economic and ethnic boundaries, and pupils of all ages and abilities will encounter both the positive and negative effects of drugs, as used legally in medicine to aid recovery, or illegal use. Many pupils will have some knowledge about

illegal drugs through the media, “street talk” and personal experience. The school welcomes and encourages parent and community involvement in the development of school policy and curriculum delivery

- This policy has been developed collaboratively by members of the school community including pupils, through the School Council, parents and staff

1. Aims for Drug Education

- To provide a safe, healthy environment in which pupils and staff can learn and develop
- To ensure all members of the school community know and understand the rules of school, expectations of behaviour and the policy regarding drug incidents (see attached **Drug Incident Management Policy**) and concerns about individuals
- To promote clarity about the management of drug related incidents in the school
- (see appendices in Drug Incident Management Policy:
- Appendix A: Record of incidents involving unauthorised drugs, Appendix B: Safe retrieval and disposal of used hypodermic needles and syringes)
- To encourage and enable pupils to appreciate the benefits of a healthy lifestyle now and in their futures
- To minimise pupils experimentation with illegal or harm using substances
- To address and take account of local community needs, including the differences and diversity within the school community
- To support and engage parents and pupils in their own and personal learning and responsibilities
- To enable young people and staff to access support structures e.g. Connexions Service, counselling and treatment
- To monitor, evaluate and review learning outcomes for pupils
- To work with KC and outside agencies, including the voluntary sector, to secure and support a balanced delivery of a drugs education programme

2. Objectives for Drug Education

- 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 increase self esteem
- To engage parents in the school community and learning process
- To enable pupils and staff to access support if they have concerns about their own or others' drug use

3. Principles of Teaching and Learning

The teaching and learning of drug education will be done through timetabled Citizenship/PSHE lessons. In addition science and other curriculum subjects and off timetable activities or a combination of these approaches will be used.

a. Knowledge and Understanding

Pupils will be taught within the guidance of the National Curriculum Programmes of study for Science and Citizenship/PSHE. This includes:

Key Stage	Learning Objective	Learning Outcome
1	<i>To know the dangers from household substances, if they are used as instructed</i>	<i>I can identify different household substances and know that if they are not used properly, they can be dangerous</i>
2	<i>To know that there are different names given to drugs</i>	<i>I know the scientific names for drugs and that they also have other common names</i>

The school also uses SEAL topics throughout the year. Drug Education links with the Bullying topic. In addition there are:

- discrete PSHE to focus solely on drugs education
- use of story and circle time
- planned elements of national curriculum subjects such as persuasive writing or media studies in English, Science topics relating to healthy living
- occasional planned and negotiated visits from the school nurse, drama groups or other appropriate people.

Teachers need to create a climate of trust, support and honesty that enhances self esteem and provides a safe environment in which to discuss and share their feelings, explore their values and attitudes, express their opinions and consider those of others. Ground rules will be negotiated, recognising the sensitivity of the work and safeguarding the interests of both the individual and the whole class.

b. Attitudes, Values and Skills

Pupils are taught:

- To value and trust their own learning through positive reflections and development of assertiveness and coping skills

- Confidence building and communication skills
- About themselves and their achievements, seeing their mistakes, making positive changes and setting personal goals
- To recognise risky behaviour and risk taking within different situations and be able to respond appropriately
- That pressure to behave inappropriately or to take risks 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 peer pressure or unwanted pressure in order to minimise harm to themselves or others
- That their actions affect themselves and others, respect and care about other people's feelings, trying to see things from other peoples point of view
- That communication and problem solving skills are central to bringing about a positive change in attitudes and actions

c. Resources

- Teaching resources are up to date, differentiated and culturally and age appropriate
- The school allocates adequate funding to Drug Education provision
- Adequate staff resources, development and training are provided to address identified needs
- There is a protocol for use of visitors contributing to the school programme (see Dug Incident Management Policy: Appendix C)

d. Cross-curricular links

Drug education has many cross-curricular links, particularly with science making a contribution. However, the development of life skills is a theme throughout the curriculum, within the Citizenship/PSHE programme, and through the values which are embodied within the schools' ethos. There are links to other subjects, such as geography and physical education, and aspects of school life, notably the spiritual, moral, social and cultural aspects of the curriculum.

e. Differentiation and AEN

Whilst some pupils may have a fairly broad knowledge and insight into the world of drugs, there are those who have little or no knowledge at all. Teachers need to be sensitive to this issue and that lessons are planned to taker account of pupil's age, culture, experience and maturity. The needs of pupils with AEN will be taken into account by the teacher who may need to provide different resources, different activities or specific support. Where pupils Individual Education Plans (IEP) identify targets

relating to their personal development, the teacher will ensure that opportunities are planned to support pupils in achieving these.

4. Roles and Responsibilities

This policy relates to all members of our school community. All adults employed at St. George's have a responsibility for drug education and must be fully aware of this policy and its implications for themselves and for others in the community. Whenever adults interact with children they recognise that they may be influencing attitudes and behaviour. They have a responsibility to know how they should respond to any possible drug related incidents and receive training and support in delivering their responsibilities.

The headteacher is responsible for ensuring that policy and practice are followed, including appropriate curriculum content and responses to drug related incidents. The headteacher is also the designated person for child protection.

The co-ordinator for PSHE is responsible for overseeing both curriculum delivery and other elements of school life contributing to drug education. This will include monitoring and evaluating policy and practice throughout the school. She will work with other co-ordinators to identify cross-curricular links.

Teachers and support staff have a responsibility for the taught curriculum for drug education. They listen to pupils and determine their specific needs. These needs are met in specific drug education inputs as well as through a wider programme of personal and social skills development.

5. Involvement of parents/carers

Parents will be informed about a drugs related incident which involves their child unless this puts the child at risk of significant harm. Parents will be kept informed about the school's approach and rationale for drug education.

The school will help parents access information about drugs and about local and national sources of help.

6. Specific Issues

a. Parents/carers under the influence of drugs or alcohol

All visitors to school including parents should come into school through the school office. Office will refuse entry to a parent/carer they feel is under the influence of drugs or alcohol and may cause a danger to themselves or others. If staff feel a parent/carer is under the influence of drugs or alcohol and are concerned about their own or others safety the police will be called.

b. Confidentiality

Some pupils may choose to mention instances of drug use in class or with individual members of the school community. While staff will want to be supportive, it is clear that they work within the child protection guidelines and must state clearly that they may not guarantee confidentiality.

All staff will be made aware of the legal constraints on gathering evidence and questioning those involved. They will not take action without involving the head teacher.

Policy Reviewed: July 2013 by Miss K Anderson & Mrs E Rye