



Drugs Education Policy

As a Rights Respecting School we recognise Article 33 'Every Child has the right to be protected the illegal use of drugs and from being involved in the production or distribution of drugs from the UN Convention of the Rights of the Child.

Introduction

Although we do not foresee drugs as being a problem manifesting in our School, we must be vigilant and recognize that drugs are becoming increasingly prevalent in society and we have a duty to educate our children of their dangers and protect them from potential harm. We also recognize the importance of educating and caring for the whole school community.

What we want to Achieve

We want to ensure that our children and staff understand the risks associated with drugs and help them to maintain a healthy lifestyle.

How the Drugs Education and Incident Policy Fits into Our School plan

The Drugs Education and Incident Policy supports the School' key aim, which is to provide a safe and caring learning environment.

Responsibility

The Headteacher is responsible for Drug Co-ordination, supported by the linked governor for drug education and policy development.

Context

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

A teacher of drug education does not need to be an authority on drugs, as it is the life skills approach that is crucial to this area of learning.

Successful drug education should start early; the key to which is developing pupils' life skills.

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

Principles

St Peter's Primary School is committed to the Health and Safety of all its members and believes 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.

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 the development of skills, as much as the acquisition of appropriate knowledge. Families have an important role to play in supporting the provision of drug education, especially in helping a young person examine their attitude to drugs. Parents can find useful support at www.dfes.gov.uk/parents.

Drug issues and concerns extend across socio-economic and ethnic boundaries. Many children will encounter both the positive and negative effects of drugs, as used legally in medicine to aid recovery. Some of our older pupils 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.

Members of the school community, including older pupils and governors, have developed this policy collaboratively.

Aims

To ensure all members of the school community know and understand the rules of the school, the expectations about their behaviour, and the policy regarding drug incidents and concerns about individuals.
 To promote clarity about the management of drug related incidents in the school.
 To encourage and enable pupils to appreciate the benefits of a healthy lifestyle now, and in the future.
 To enable pupils to make reasoned, informed choices.
 To work with KCC and outside agencies, including the voluntary sector, to secure and support a balanced delivery of a drugs education programme, e.g. Community Drug Education Co-ordinators, Kent Advisory Service, Healthy Schools Schemes, Primary Health Care professionals, Community Police and Kent Safe Schools.

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 increased 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.
 To help explain the potential harm ~ both physical and emotional.

Principles of Teaching and Learning

Drugs education will be given through Science, Personal, Social and Health Education (PSHE) and Citizenship all of which provide opportunities for drugs education. Lessons should be sufficiently long to allow opportunities for pupil debate and involvement in deepening their understanding.

Knowledge and Understanding

Pupils are taught within the guidance of the National Curriculum (science programme of study, and the guidance for PSHE and Citizenship). This includes:

<i>Key Stage</i>	<i>Learning Objective</i>	<i>Learning Outcome</i>
1	<i>To know the dangers from household substances, if they are not 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>

Attitudes, Values and Skills

Pupils are taught:
 To value and trust in their own learning through positive reflections and development of assertiveness and coping skills.
 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 ask for help and use basic techniques for resisting peer or unwanted pressure in order to minimise harm to themselves or others.
 That their actions affect themselves and others, to respect and care about other people's feelings, trying to see things from their point of view.
 That communication and problem solving skills are central to bringing about a positive change in attitudes and actions.

In teaching drug education, teachers use a range of teaching strategies, including role-play, discussion group work, draw and write, debate and circle time. The use of circle time is a key strategy for developing life skills.

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 Appendix A).

Qualifications and Curriculum Authority (QCA) has produced a series of Units of work to address Drugs Tobacco and Alcohol education. A comprehensive guidance document has been prepared to support these units. This is not a scheme of work, and should be used selectively by schools. Additionally, Kent Advisory Service has prepared a series of lesson plans for Key stage 1 & 2. These are available to schools. Kent Healthy Schools Scheme also provides curriculum resources, on free loan, to support this work.

Cross-curricular links

Drug education has many cross-curricular links, with science making a particular contribution. 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.

Differentiation and Additional Educational Needs (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 take account of pupils 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 to some pupils.

Staff Development

This school has an ongoing programme for professional development. Additional support and Continuing Professional Development (CPD) opportunities for teachers involved in Drugs Education will be made available through existing CPD and training strategies provided by Kent School Effectiveness, Community Drugs Education Co-ordinators, and 'Healthy Schools' and other agencies.

Links to related school policies

Identify the links to other policies including:

PSHE and Citizenship

Behaviour

Equal Opportunities

SMSCD

Child Protection

Health and Safety

Medicines and pupils with medical needs.

Use of visitors in the classroom (see appendix A)

Monitoring, Evaluating and Reviewing:

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

Senior managers are involved in monitoring and evaluation.

Pupils, staff, parents 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.

Agreement, Review and Amendments

This Policy must be agreed by governors and staff and reviewed bi-annually or when there is an incident that warrants an amendment.

Reviewed by: *Deborah Reason* on behalf of the Governing Body

Approved by the Governing Body: 8th February 2016

Appendices
Checklist for visitors
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Checklist for Use of Visitors in Delivery of Drug Education

Appendix 1

Drugs Education is a shared responsibility and schools need not be alone in providing effective and relevant drugs education for young people.

Visitors and staff from a range of statutory and voluntary agencies can support and enhance drug education programmes in schools when part of a PSHE programme. However, they should not be used to abdicate the responsibility of the school, and be relied upon solely to deliver drugs education. The use of visitors needs to be part of a planned, coherent and integrated approach. The checklist below will assist the school in developing a partnership approach to drugs education delivery and support for young people.

Before involving a visitor it is useful to consider the following:

Consistency with school's ethos, values, drug policy and approach to drugs education.

The most appropriate source of information/support – why do you want the agency's involvement?

What is the visitor expected to do ?

What will the teacher's contribution to the session be ?

Is it clear to the visitor that the teacher will remain in the classroom ?

What preparation will be necessary, i.e. classroom layout, size of groups, content of session, A/V equipment etc. ?

Has the visitor been checked with the Criminal Records Bureau (CRB)? Child protection implications.

Have confidentiality issues been clarified, avoiding inappropriate disclosures?

How will the session be followed up?

How will the input be evaluated?

Is parental consent required?

(This is not a comprehensive list. Further guidelines can be found in the TACADE publication: 'Making the most of visitors – using outside agencies in school drug education.') The KCC Community Drugs Education Co-ordinator's will be able to provide support and guidance in selecting school visitors.

List of Contacts

Appendix 2

PHSE and Citizenship Adviser

Allan Foster
Tel: (01622) 203800

KCC Community Drugs Education Co-ordinators

Karl Love
West Kent
Tel: (01732) 225006
Mobile: 07786 191409