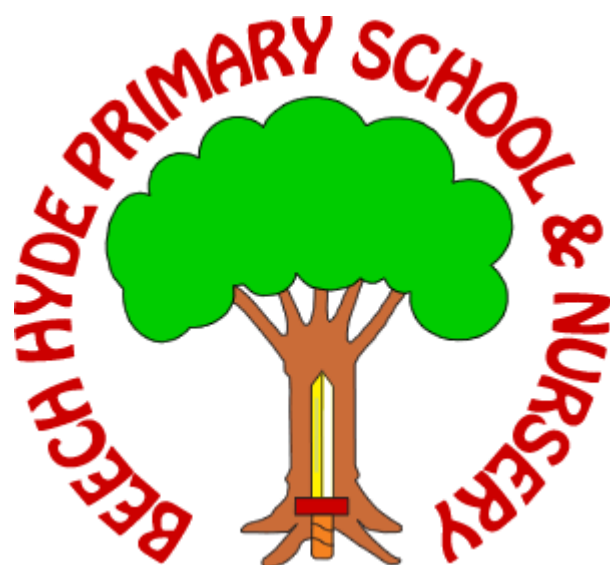


Drug Education Policy

Beech Hyde Primary School and Nursery



Date: December 2016
Review date: December 2019

Beech Hyde School Drug Education Policy

Guidance for this policy came from the QCA "Drug, alcohol and tobacco education" and the DCSF guidance for schools issued in February 2004, named "Drugs: Guidance for schools".

The definition of a drug given by the United Nations on Drugs and Crime is: "A substance people take to change the way they feel, think or behave". At Beech Hyde School our policy includes:

- solvents
- over the counter medicines
- prescription medicines
- alcohol
- tobacco
- legal drugs such as caffeine
- illegal drugs e.g. cannabis, cocaine, heroin, LSD, ecstasy.

Values and aims

Set in the broader context of personal, social and health education, our drugs education reflects the aims of Beech Hyde School, to provide a caring community in which pupils can learn to respect themselves and others and take responsibility for their own actions. We are committed to the health and safety of all members of the school community and will take action to safeguard their well being.

Fundamental to Beech Hyde school's values and practice is the principle of sharing the responsibility for the education with parents and carers. We strive for effective communication and co-operation.

Our aim is to empower pupils to take responsibility when making informed choices, enabling them to grow up safely in a society where drugs are increasingly available. Teachers are sensitive to the fact that pupils and parents may have varying attitudes towards drugs which are influenced by their cultural and religious backgrounds and their life experiences, values and beliefs.

All non-medical drugs on school premises are unacceptable, with the exception of occasional social evenings with the BHA when alcohol is permitted.

We have a no smoking policy inside and outside our school premises at all times in line with legislation. This policy applies on the school premises and beyond, wherever pupils are within the care of school staff. This includes school trips and educational visits. The school also has an interest in the health and well being of the pupils beyond the school boundaries. The staff are aware of their position as positive role models.

Other organisations using the school premises are made aware of this policy.

Rationale:

We believe that the purpose of drug education should be to give pupils the knowledge, skills and attitudes to appreciate the benefits of a healthy life-style and to relate these to their own actions, both now and in the future.

We aim to:

- Enable pupils to make healthy, informed choices through increasing their knowledge, challenging and exploring attitudes and developing and practising skills.
- Continue to encourage the Healthy School model, encouraging a healthy life style.
- Help pupils to develop a sense of self-awareness and self-esteem.
- Increase understanding about the implications and possible consequences of drug use and misuse.
- Listen to pupils' thoughts, feelings and concerns and to ensure that drug education responds to their needs.
- Help pupils distinguish between different substances, consider their use, misuse, benefit and harm.
- Counter any inaccurate messages which pupils receive about drugs.
- Encourage an understanding for those experiencing or likely to experience drug use (including those dependent on medicinal drugs).
- Widen understanding about related health, social and legal issues.
- Enable pupils to identify where help and support can be found.

We intend to achieve our aims through:

- A co-ordinated and consistent approach to the curriculum and to possible drug related incidents.
- An appropriate teaching programme which responds to pupils' needs.
- Clearly defined learning outcomes for lessons and other inputs.
- Reinforcement of key messages at different ages and stages and in different situations.
- Content and teaching approaches, which match the needs and maturity of all pupils, including those with special educational needs and English as an additional language.
- Integration of drug education into the PSHE and Science curriculum.
- Involvement of the whole community, including staff, governors, parents, pupils and relevant visitors.
- Training and support for staff in the planning and delivery of drug education.
- Regular revision of policy and practice.
- Recognising that adults should be positive role models for pupils
- Having a medical room where medicines can be administered (see Health and Safety policy)

Planning

Opportunities for drug education are identified on the scheme of work and termly plans.

Special Educational Needs

In planning drug education for pupils with SEN, our teachers consider a range of responses. For example:

- Additional support given by staff;
- Activities may be differentiated or adapted;
- Programme aspects may need to be emphasised or expanded;
- Revisiting knowledge and skills in different contexts;
- Using strategies to increase access to drug education, such as theatre projects, ICT, school visits and specialist equipment.

'Schools should ensure that drug education is accessible to pupils with special educational needs (SEN)' (3.1.4 in Drugs Guidance)

Teaching - curriculum, materials and approaches

In the Foundation Stage pupils develop an understanding of what keeps them safe and healthy within the areas of PSED and Understanding of the World. In KS1 pupils learn about being safe with medicines and household substances and the basic skills for making healthy choices and following safety rules. In KS2 pupils learn about the effects and risks of alcohol, tobacco, volatile substances and illegal drugs and basic skills to manage risky situations. They learn how to make informed choices about their health, how to resist pressure to do wrong and to take more responsibility for their actions.

Delivery will be through:

- planned elements of national curriculum subjects including Science and RE
- discrete PSHE and citizenship time
- pastoral time
- team and general assemblies
- occasional visits from school nurse, police officer or other appropriate people
- the use of stories, games, literacy lessons, circle time and other opportunities
- informal curriculum and opportunities for extra curricular activities
- Herts Drug Education forum's website (www.hertsdef.org)

Participatory approaches such as role-play, drama, discussion, debate, group work and structured games will be used as well as more formal styles. The sensitivity of the work will be recognised, safeguarding the interests of the individual child and the whole class.

Monitoring, Evaluation & Review

The work will be regularly monitored and evaluated by all involved, including the pupils, class teachers and the PSHE leader. Criteria for evaluation may include:

- level of knowledge progression
- issues addressed in drug education
- knowledge of the risks and possible consequences of drug misuse
- development of personal skills e.g. assessing risks effectively

'Schools should assess pupils' learning and monitor, evaluate and review their drug education provision' (See section 3.9-3.11 in Drugs Guidance)

Confidentiality

Some pupils may choose to mention in class or with individual members of the school community, instances of drug use. While staff will want to be supportive, it is clear that they work within child protection guidelines. Staff should clearly state that they cannot guarantee confidentiality (see Child Protection Policy).

'In making referrals careful attention should be given to issues of confidentiality'
(See section 4.3 in Drugs Guidance)

Working with visitors

We subscribe to the code of practice recommended by the DCSF and the Herts Drug Education Forum. We acknowledge that visitors can make a valuable contribution to the curriculum but the rationale for bringing in a visitor must be clear. This policy will apply to parents/carers and other visitors to the school. (See section 5.5.2)

Roles and responsibilities

All staff at Beech Hyde School are aware of this policy. They consider themselves as role models and recognise they may influence attitudes and behaviour of pupils. They receive training and support in delivering drug education.

The Headteacher and SLT have the ultimate responsibility for ensuring that the drugs education policy and practice are fulfilled, including response to drug related incidents.

The PSHE leader is responsible for overseeing curriculum implementation, monitoring and evaluating drug education policy and practice throughout Beech Hyde School.

Response to possible drug related situations

We will consider each situation individually and recognise that a variety of responses may be necessary. These responses may link to other policies such as Behaviour or Health and Safety.

We will consider very carefully the implications of any actions we may take. We will inform parents at the earliest opportunity so that we can work together to support the child.

The child should always be told when information is to be passed on. Information concerning risk to the pupils must be passed to the head teacher or deputy immediately and she will consult parents and other appropriate adults.

In responding to any situation we seek to balance the interests of the individual, other members of the school and the extended community. Our focus will always be on the individual child, not the drug.

Guidelines

We follow the DfE guidance when responding to incidents involving drugs.

APPENDIX 1

Resources used in Drugs Education

- Awareness games (drugs/solvents)
- Health awareness poster set
- Cid Garrett (smoking)
- Safety posters-in the home, in the park
- Medicines, drugs and solvents talk ball
- Drug education CD Rom
- Drugs Sense CD-Rom - Herts CC
- Project Charlie
- Substance and Solution, The World of Drugs - TACADE
- It makes me sick - NHS
- Drugs Education - A Practical Guide for Primary School Teachers
- Alcohol (for KS2)
- Smoking (for KS2)
- Folens Big Books:
 - All about Me - Nursery
 - Ourselves - Y1
 - Citizenship - Y2
- QCA Drug, alcohol and tobacco education
- Megan's Medicine - Big book
- Dansi

Useful websites:

www.drinkaware.co.uk

www.units.nhs.uk

www.truthaboutbooze.com

www.alcoholstakeholders.nhs.uk

www.adfam.org.uk

www.teachernet.gov.uk/EYFS

www.teachernet.gov.uk/PSHE

www.re-solvtoxicagent.org

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