



**ST. ANNE'S C.E.(VC) PRIMARY SCHOOL**



**DRUG EDUCATION POLICY**

**'Together With God, Making Learning a Life Long Friend'**

Approved:	24.4.2024
Review Date:	31.3.2027

**Context**

Our school is a primary school, attended by children aged between four and eleven years old. We have a one-form intake, and a total of seven classes. We are an inclusive school, and provide for children of mixed abilities and educational needs.

**Co-ordinator** Mrs H Bowcock

**Aims for Drug Education**

The school is aware that the misuse of drugs by young people may have a serious impact on their health, well-being and academic achievement. The school has a part to play in reducing the risks to its pupils.

**PSHE Education Mission Statement**

PSHE Education in our school will help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

For the purposes of this policy the word drug includes both legal and illegal substances, volatile substances (solvents), alcohol, tobacco and prescribed medicines.

The outcomes of drug education are to give young people the knowledge, skills and attitudes to appreciate the benefits of a healthy lifestyle and relate these to their own action, both now and in their future lives. Drug education:

- Increases pupils' **knowledge** and understanding and clarifies misconceptions about
  - The short and long term effects of drugs
  - The rules and laws relating to drugs
  - The impact of drugs on individuals, families and communities
  - The prevalence and acceptability of drug use among peers
  - The complex moral, social, emotional and political issues surrounding drugs.
  
- Develop pupils' personal and social **skills** to make informed decisions and keep themselves safe and healthy, including:

- Assessing, avoiding and managing risk
  - Communicating effectively
  - Resisting pressures
  - Finding information, help and advice
  - Devising problem-solving and coping strategies
  - Developing self-awareness and self-esteem
- Enables pupils to explore their own and other people's **attitudes** towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences.

### **School Environment, Relationships and Ethos of the School**

Drug education is firmly rooted within the framework for PSHE and Science.

It is not delivered in isolation. The programme is developmental, and builds on young people's existing knowledge, experiences and perceptions. There is progression across key stages.

Consideration is given to pupils' needs, ethnic origin and culture. The programme demonstrates educational inclusion in respect of the new OFSTED framework. We follow Rights Respecting Schools guidelines which influence the ethos and teaching in our school. (See also British Values Policy).

### **Timetabling, Staffing and Teaching**

All teachers of PSHE have a responsibility for teaching drug education

Management of the curriculum is the responsibility of the PSHE Education coordinator.

Drug education is delivered mainly through PSHE Education and Science, with contributions from other subjects, such as:

- English-group discussion and interaction, information texts
- Drama-exploring and developing skills through role play and debates
- PE-fitness and health

There is sufficient lesson time for learning to take place, as well as opportunities for pupils to actively participate and reflect and consolidate their learning.

The drug education programme is planned in line with DfE guidance and statutory requirements. It takes account of:

- Pupils' existing knowledge and understanding
- Pupils' diversity
- Pupils' with special educational needs
- Pupils' who require regular medication
- Pupils' whose parents/ carers or relatives use or misuse drugs
- Pupils' who have missed substantial amounts of schooling

- Pupils' who are vulnerable to drug misuse
- Curriculum organisation

Our school is aware that some pupils may, now or in the future, be more vulnerable to drug misuse and other social problems. We help reduce the impact of risk factors and strengthen protective factors by promoting:

- Supportive and safe relationships
- Regular school attendance
- The ability to cope well with academic and social demands at school
- Good social skills
- Realistic self-awareness and self esteem
- A good knowledge of general health
- A good knowledge of how to access help and information

There is ongoing monitoring and evaluation of the programme for drug education, which is the responsibility of the PSHE Education co-ordinator. This will include:

- Lesson observations with feedback to teachers
- Health & fitness focusses
- Looking at samples of pupils' work
- Monitoring medium term plans (SEF)
- Checking teacher evaluations on medium term plans

Evaluation seeks to find out how effective the teaching activities and materials have been in achieving the aims of the programme and meeting the needs of pupils. Feedback recorded during monitoring, assessment of pupils' learning, and the achievement of the aims and learning outcomes will all contribute to the evaluation process. Evaluation will result in changes to the planning and teaching of the programme where necessary.

### **Approaches to Teaching and Learning**

It is essential that drug education is delivered in a safe, secure and supportive learning environment. We believe that the following elements are essential to ensure this:

- The establishment of clear ground rules, understood by all, covering confidentiality, respect and boundaries
- The use of distancing techniques, e.g. role play
- The avoidance of a focus on fear arousal techniques
- The presentation of teachers as facilitators of pupil learning rather than "drug experts"

In our school, young people are encouraged to develop confidence in talking, listening and thinking about drugs through a carefully planned drug education curriculum. The core principles of teaching and learning in drug education are:

- To ensure that every pupil succeeds through the provision of an inclusive education within a culture of high expectations.

- To build on what pupils already know: with teaching structured and paced to ensure that they understand what is being taught and how
- To ensure that learning is vivid and real, developing understanding through enquiry and group problem solving
- To make learning enjoyable and challenging with teaching techniques and strategies matched to a range of learning styles
- To promote assessment for learning: making pupils partners in their own learning and allowing time for reflection and consolidation

We use a range of teaching and learning strategies, including:

- Circle time
- Mind mapping
- Hot-seating
- Role play
- Drama
- Group work
- Discussion
- Structured games
- Quizzes
- Video/follow up discussion
- Literature
- Talk partners

It is essential that all school staff have general drug awareness and a good understanding of the school's drug and other related policies. All new staff are inducted on these issues. Continuing professional development provides opportunities for staff to update their knowledge and skills related to drugs. Our school is accredited as a "Healthy School" and has close links with the local Healthy Schools advisors, who are readily available to support us.

The school leads the drug education programme but outside advisors, including the school nurse, have a role as appropriate. There is a school protocol for involving outside visitors/guest speakers. This includes being reactive to any local issues.

There are guidelines for staff and handling sensitive and controversial issues and supporting young people.

Teachers and other adults involved in drug education will sometimes hear disclosures that suggest a child may be at risk. All staff have had training in child protection and are aware of the school's child protection policy. A copy of this is available from the school's designated teacher for child protection who is the head teacher.

### **Celebration of achievement- assessment, recording and reporting**

As with any learning process assessment of pupils' personal, social and emotional development is important. It provides information that indicates pupils' progress and achievement and informs the development of the programme.

Pupils do not pass or fail within this area but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on pupils' self-awareness and self-esteem.

The process for assessing pupils' progress in PSHE Education is in keeping with the school assessment policy and is based largely upon formative assessment, for example, teacher observations, marking of any written tasks.

The recording and reporting of pupils' work is also in keeping with the whole school policies on these processes and includes:

- Annotated plans
- Annual reports to parents

Celebration of achievement contributes to building pupils' self-esteem, developing a sense of community and belonging, helps create a positive atmosphere in school and develops pupils' sense of pride. A variety of strategies are used to celebrate pupils' achievement;

- Weekly celebration assembly and termly class assemblies
- Incentives and rewards, e.g. Dojos, stickers, Values Cross
- Displays of work (WOW work)
- Themed days, e.g. ECO day, Earth Day, When Books Become Art Day, drug awareness days/ weeks, anti bullying day, Democracy week (KS2), Health & fitness fortnight and Enterprise week.
- Training of lunchtime supervisors
- School Council (voted for in a democratic class vote)
- Eco Council

### **Responding to drug incidents**

The headteacher is responsible for co-ordinating the schools' response to drug incidents.

Drug incidents involve:

- Drugs or associated paraphernalia are found on the school premises
- A pupil demonstrates, perhaps through actions or play, an inappropriate knowledge of drugs for their age.
- A pupil is found in possession of drugs or associated paraphernalia
- A pupil, parent/carer or staff member is thought to be under the influence of drugs

- A staff member has information that the illegitimate sale or supply of drugs is taking place in the local area
- A pupil discloses that they or a family member/friend are misusing drugs

The law permits school staff to take temporary possession of a substance suspected of being an illegal drug for the purpose of preventing an offence from being committed or continued in relation to that drug providing that all reasonable steps are taken to destroy the drug or deliver it to a person lawfully entitled to take custody of it.

In taking temporary possession and disposing of suspected illegal drugs the school will:

- Ensure that a second adult witness is present throughout
- Seal the sample in a plastic bag, complete with date and time of find
- Store it in a secure location
- Without delay, notify the police, who will collect it
- Record full details of the incident, including the police reference number

Needles or syringes found on the school premises should be placed in a sturdy, secure container, using gloves. Used needles and syringes should not be disposed of in domestic waste. They should be dealt with in accordance with guidelines produced by Staffordshire County Council Health & Safety Team.

In responding to drug incidents, the primary concern of the school is the care and welfare of the pupils. In cases of a medical emergency the school will act promptly to ensure the safety and wellbeing of the pupil and the school community. See school policy for first aid or medical emergencies.

All incidents involving unauthorised drugs are recorded on the school's drug incident form (see appendix). Sensitive information about pupils or staff will be stored in accordance with the requirements of the Data Protection Act 1998.

### **Dissemination and Review**

The policy will be disseminated widely:

- School staff will discuss policy at staff meetings
- Parent governors will take policy to committee or full governing body meetings
- Parents will be given opportunities to read and comment upon the policy
- Relevant sections of the policy will be discussed by pupils at school council meetings

The policy will be reviewed every three years.