

Drugs Policy – St Giles CE Primary April 2014

AIMS OF OUR SCHOOL

"Learning and achieving together in the light of God's love"

- Nurturing confident individuals striving to be the best
- Inspiring a love of learning, working independently and with others
- Valuing friendship, respect and honesty within our community
- Respecting the world around us and celebrating diversity

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RATIONALE

Drugs use, for both medicinal and recreational purposes, is very much a part of our culture and society today. There is an ambivalent attitude towards drugs and, understandably, young people find this confusing as they receive mixed messages about the social and legal aspects of drugs. There is, therefore, a need to ensure that young people have the opportunity to develop the knowledge, understanding and skills which will prepare them for the world in which they live. An important aspect of this is enabling them to make informed decisions about their behaviour and attitudes towards drugs in their many forms.

THE AIM OF DRUGS EDUCATION

- to empower children to make informed choices based on knowledge and to cope with pressures from others

THE OBJECTIVES OF DRUGS EDUCATION

By the end of Key Stage 2 our children will:

- understand the benefits of a healthy lifestyle
- have accurate and up to date information about the types of legal and illegal drugs and their effects
- understand how to use legal drugs safely
- understand the notion of risk and possible consequences
- understand the significance of peer influence and pressure (positive and negative) and the role of the media within society
- be able to think critically
- develop the skills to refuse an illegal drugs offer
- be able to negotiate and communicate for themselves and others
- be aware of the range of attitudes and values towards drugs and drug use

DEFINITION OF A DRUG

A drug is any substance taken into the body which alters the way in which the body functions either physically, emotionally or mentally. It can also alter behaviour. The words 'drugs' and 'substance' are used interchangeably and encompass legally available drugs (alcohol, tobacco, caffeine, solvents); over-the-counter and prescribed medicines (tranquillisers, pain-killers); illegal drugs (cannabis, ecstasy, heroin).

THE ORGANISATION OF DRUGS EDUCATION

Within our school, Drugs Education is a discrete programme that is developed through a series of progressive units of work forming part of our PSHE (personal, social and health education). This ensures a planned programme for all pupils which may be enhanced further with cross-curricular links. There may also be occasions when teachers will need to address children's questions and it is essential that their responses recognise the needs and level of maturing of the particular child.

THE CONTENT OF DRUGS EDUCATION

As part of the Science National curriculum, it is a requirement that **Key Stage 1** pupils should be taught:

- that taking exercise and eating the right types and amount of food help humans to keep healthy
- about the role of drugs as medicines

At Key Stage 2 pupils should be taught:

that tobacco, alcohol and other drugs can have harmful effects.

Research shows that knowledge alone has little effect on drug-related behaviour, so children need also to develop the skills that enable them to create positive relationships and make healthy choices. It is also important that they begin to clarify

their attitudes towards themselves and others in relation to drugs. Therefore, our Drugs Education programme contains the recommended aspects of knowledge, skills development, attitudes and values, and considering and reflecting as set out within the West Sussex guidelines for Drug Education. This has been used to inform a developmental scheme of work for Key Stages 1 and 2 (see Appendix 1).

THE TEACHING METHODS USED IN DRUGS EDUCATION

The teaching methods employed within Drugs Education are as significant as the content of the programme. They should enable children to develop and practise their skills of informed discussion, decision-making, assertion, research, problem-solving and collaboration. It is important for teachers to create an atmosphere in which pupils:

- feel comfortable and trusted
- feel supported
- feel able to contribute
- can use language as a tool of exploration
- support each other
- express their feelings

Teachers will be sensitive to the possibility that some children may come from homes where alcohol and/or drugs are or have been misused.

STAFF AND STAFF DEVELOPMENT

All teachers are responsible for teaching Drugs Education and training will be provided to support them in this area of their professional development. The Headteacher will be the designated member of staff with the overall responsibility for all drug issues within the school.

WORKING WITH PARENTS

There may be occasions when parents seek information, advice and support from the school. These will be responded to on an individual basis, drawing upon a range of resources such as publications and external professional agencies or a parent workshop / Information session will be offered.

RESPONDING TO INCIDENTS

Any incident involving drugs requires a measured and sensitive response.

This response will involve:

- evaluating the Drugs Education programme within the school to ensure it is appropriate and sufficient
- offering a constructive process of support to the child(ren) and families involved
- considering appropriate actions and sanctions to apply (warnings, reprimands, exclusions)

The following process would offer an appropriate response to drug-related incidents:

- ascertain the nature of the alleged incident in consultation with all concerned
- inform the Headteacher (or designated member of staff) immediately of the incident
- if appropriate, isolate the child from class
- contact the parents - named person(s) *only* to make contact with parents
- inform Chair of Governors
- if the parent is not contactable, consider alternatives
- decide whether or not the School's Police Liaison Officer should be contacted
- decide whether or not to contact the EWO
- decide whether or not the child needs to be sent home
- record the incident, parental involvement/response and action taken
- determine whether or not there is a need for counselling and guidance from other agencies, and how this may be provided

- determine whether sanctions need to be implemented

Examples of drugs-related incidents may include:

- drugs or equipment found on school premises
- children bringing medicines into school without the school's knowledge
- older sibling or parent encouraging the use of legal drugs
- older children outside the school promoting drug experimentation
- parents coming onto the school's premises appearing to have used a substance.

ST GILES POLICY ON THE USE OF LEGAL DRUGS

As a school, we have determined our policy about the use of legal drugs:

- smoking is not permitted on the school's premises
- there *may* be occasions when the school considers it appropriate to sanction to use of alcohol on the premises
- staff are aware of their influence as role-models in both their attitudes and behaviours regarding tobacco, alcohol and other drugs.

The legal position regarding possession, supply and use of drugs has been clarified in the West Sussex guidelines on Drugs Education (see Appendix 2).

MONITORING, EVALUATING AND REVIEWING

This policy will be monitored and evaluated by the co-ordinator for PSHE (personal, social and health education) through the scrutiny of long, medium and short term plans, and children's work.

April 2014

This policy will be reviewed every two years.

