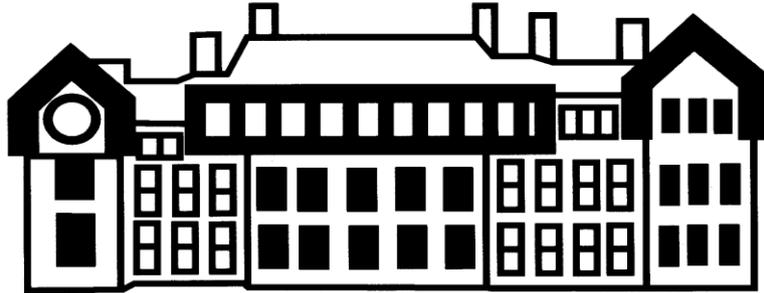


**GORDON**



**SCHOOL**

# **Drug Education Policy**

**Ratification date: July 2017**

**Review date: July 2020**

**Signed \_\_\_\_\_ Headteacher**

**Signed \_\_\_\_\_ Chair of Governors**

# Drug Education Policy

## 1, The Aim of this Policy

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Research has shown that by the age of 11 many primary school children have extensive knowledge of the world of drugs. For some, this knowledge may be inaccurate and incomplete, for others it will develop through personal experience.

Research also shows that up to 50% of children have tried an illegal drug by the age of 16. The figures suggest that the first age of experimentation is decreasing and that children of primary age are exposed to opportunities to try both legal and illegal drugs.

The 1995 white paper **Tackling Drugs Together** stated that schools had an important role both in reducing the misuse of drugs and minimising their health risks. Guidance was updated in September 2012 in the *Department for Education and Association of Chief Police Officers* joint publication: **Drug Advice for Schools**.

Drug education should contribute to:

- increasing the safety of communities from drug related crime;
- reducing the acceptability and availability of drugs to young people;
- reducing the health risks and other damage related to drug misuse.

We believe that drug education should provide:

- accurate information presented simply and clearly;
- informative and accessible reading materials;
- opportunities to develop knowledge and understanding in a challenging and safe atmosphere where the children feel secure.

The welfare of pupils is paramount and procedures and policies are designed to reflect this commitment.

## 2, Objectives

We want to:

- develop children's personal and social skills including decision making and refusal skills;
- help children take increased responsibility for themselves and their actions;
- encourage children to value themselves and others;
- encourage children to help and support others;
- encourage children to work cooperatively in active learning and group work;
- clarify what children already know, give information to clarify facts and correct false knowledge and beliefs;
- help children deal with the effect of media coverage of issues relating to drugs;
- support staff in dealing with issues and incidents relating to drugs and drugs use;
- ensure all staff are aware of the reporting procedures relating to drugs and drug use;

- provide opportunities for pupils to acquire knowledge and identify the distinction between legal and illegal drugs, including medication;
- 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;
- build pupils' decision-making skills and increase their self-esteem.

### **3, Definition**

At Gordon Primary School **'drugs'** include any substance that affects your body. This includes socially acceptable and unacceptable drugs. These will include:

- tobacco;
- alcohol;
- medicines;
- illegal substances;
- psychoactive substances (legal highs).

### **4, Roles & Responsibilities**

#### **The role of the Headteacher**

It is the responsibility of the Headteacher to ensure there is liaison between the school, the Local Authority and health organisations so that the school's policy is in line with the best advice available. The Headteacher will ensure that staff and parents / carers are informed about this policy, and that the policy is implemented effectively. It is also the Headteacher's role to ensure that staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher will liaise with external agencies regarding the school Drug Education programme and ensure that all adults who work with children on these issues are aware of the school policy and work within this framework.

The Headteacher will monitor the policy on a day-to-day basis and report to governors, when requested, on the effectiveness of the policy.

#### **The role of governors**

The governors will support the Headteacher in the implementation of this policy. Governors will inform and consult with parents / carers about the Drug Education Policy.

#### **The role of parents / carers**

The school is well aware that the primary role in children's Drug Education lies with parents / carers. We wish to build a positive and supporting relationship with the parents / carers of children at our school through mutual understanding, trust and cooperation.

In promoting this objective we will:

- inform parents / carers about the school Drug Education Policy and practice;
- invite parents / carers to view any materials used to teach Drug Education in our school;
- answer any questions parents / carers may have about the Drug Education their child receives in school;

- take seriously any issue which parents /carers raise with teachers or governors about this policy or the arrangements for Drug Education in the school;
- encourage parents / carers to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents / carers about the best practice known with regard to Drug Education so that they can support the key messages being given to children at school.

## **5, Resources**

Drug Education is part of the planned PSHE curriculum and is also delivered through the teaching of science and through circle time. The PSHE framework outlines the areas to be covered each year. The National Curriculum guidelines for science require that children are taught:

- in Key Stage 1 about the role of drugs and medicines;
- in Key Stage 2 that tobacco, alcohol and other drugs can have harmful effects

Resources for Drug Education are stored with the PSHE resources in the resources room.

## **6, Cross-Curricular Links**

Drug Education has many cross-curricular links, with science making a particular contribution. However, the development of life skills is a theme throughout the curriculum, within the programme for Personal, Social and Health Education (PSHE), and enshrined in the values, which are embodied in the school's ethos. There are links to other subjects, such as physical education, and aspects of school life, notably the spiritual, moral, social and cultural aspects of the curriculum.

## **7, Teaching**

Our approach to Drug Education is one where children are given information in the belief that increased knowledge about drugs and the risks will empower them to make informed and safe decisions. We approach this in a sensitive manner appropriate to the age and experiences of the children concerned. Teaching:

- is well resourced;
- reflects the needs and experiences of pupils;
- uses a range of teaching methods including group work, discussions, videos and outside speakers;
- reinforces messages about healthy lifestyles;
- is flexible and relevant;
- is in the context of a wider PSHE programme;
- interesting and stimulating;
- informed.

## **8, Outside Visitors**

If outside speakers are used in any aspect of the school's Drug Education programme, their contribution will be properly planned. They will support the work of the teacher who will meet with the speaker beforehand to plan the work and explain the school's policy. Teachers will

be present and involved in all sessions and will evaluate the work afterwards. The teacher has overall responsibility for the session and the work planned.

## 9, Managing Drug Related Incidents

Incidents are managed in the context of the school's commitment to:

- the safety and welfare of all pupils and staff;
- the welfare of individuals deemed to be at risk;
- the law concerning drugs.

The Headteacher retains the responsibility for deciding how to respond to particular incidents. This will take account of the individual concerned and whether they are a pupil, parent / carer or member of staff.

The school's policy is that **no individuals should be under the influence of drugs** (as detailed in this policy) **while on the school premises** (within the boundary of the external playground wall) **unless a doctor's note indicates that this does not affect the individual's capacity to perform their duties, take care of children in their charge, or in the case of pupils, take part in lessons.**

If a pupil is suspected of being under the influence of drugs or alcohol on school premises, the school will prioritise the safety of the young person and those around them. If necessary it should be dealt with as a medical emergency, administering First Aid and summoning appropriate support. Depending on the circumstances, parents / carers or the police may need to be contacted. If the child is felt to be at risk, the Safeguarding Policy will come into effect and social services will need to be contacted.

If a parent / carer appears to be under the influence of drugs and is deemed to be unable to provide appropriate care, the school will not release a child to their care. An alternative adult will be sought and the police / social services will be contacted as necessary.

Drug paraphernalia found on school premises will be reported to the police. If possible, it will not be touched until a police officer arrives. A barrier may be used around dangerous equipment to prevent injury to pupils, staff and parents / carers.

Pupils affected by their own or other's drug misuse should have early access to support through the school and other local services. Access to support will be initiated through a referral to social services.

## 10, General Power to Confiscate

Schools' general power to discipline, as set out in *Section 91 of the Education and Inspections Act 2006*, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where it is reasonable to do so.

If the staff member finds other substances which are not believed to be controlled drugs but are believed them to be harmful or detrimental to good order and discipline, these can be confiscated. This would include psychoactive substances or 'legal highs'. If school staff are unable to identify the legal status of a drug, it should be treated as a controlled drug.

## **11, Involving Parents / Carers and Dealing with Complaints**

Schools are not required to inform parents / carers before a search takes place or to seek their consent to search their child. There is no legal requirement to make or keep a record of a search.

Schools would normally inform the individual pupil's parents / carers where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

Complaints about searching should be dealt with through the normal school complaints procedure. Please see the Complaints Policy for more information.

## **12, Training, Monitoring and Evaluation**

The teaching and learning within Drug Education is monitored in relation to this agreed policy and the school's *Teaching and Learning Policy*. The PSHE Leader has responsibility for monitoring Drug Education teaching and learning in conjunction with the Headteacher.

This policy will be reviewed every three years or sooner if deemed necessary.