



A place to shine ...

Let light shine out of darkness and God's light shine in our hearts

2 Corinthians ch4, v6

Drugs, Alcohol and Tobacco policy

Consultation that has taken place	October 2020
Date formally approved by governors	October 2020
Date policy became effective	October 2020
Review date	October 2021
Person responsible for implementation and monitoring	Nicola Johnson

***Do not be deceived: "Bad company ruins good morals."
(Corinthians 15:33)***

Rationale

At Central Walker Church of England Primary School, alcohol and drugs education is a key strand of Personal, Social and Health Education (PSHE). We aim to provide a school ethos, environment and curriculum in which children can learn to develop self-confidence, respect themselves and others and make informed, healthy and safe choices.

We recognise that young people in today's society are exposed to the risks associated with the drugs, both prescribed and recreational. The school wishes to promote the development of the 'whole person' which encompasses physical, mental, emotional, social and environmental health, by equipping pupils with the knowledge, skills, attitudes and values to handle their lives effectively in the present and prepare them for adulthood.

The definition of drugs used in this policy is the definition given by the United Nations Office on Drugs and Crime

"A substance people take to change the way they feel, think or behave"

Unless otherwise stated the term drugs and drugs education refers to:

- Legal drugs, alcohol and tobacco.
- Over the counter medicines' such as paracetamol for headaches.
- Prescribed drugs, such as antibiotics and tranquilisers.
- Illegal drugs (those controlled by the Misuse of drugs Act 1971) including ecstasy, cannabis, cocaine, heroin and LSD.
- Other drugs such as anabolic steroids, volatile substances solvents, Ketamine and Khat and alkyl nitrates (known as poppers).

Certain prescribed medicines are allowed into the school. If a child is on long or short-term medication, a consent form will need to be completed. (Please see Administering Medication and Medical Needs policy)

Aims

Central Walker Church of England Primary School is committed to the health and safety of its children. We aim to provide learning opportunities to help children and young people make informed decisions about drugs by providing a curriculum that will enable them to develop and practice their skills, increase knowledge and understanding and consider and challenge attitudes towards drugs and drug related issues. Drugs education should therefore form an integral part of the school curriculum.

In addition, we aim to equip the children with the personal and social skills that will help them resist misuse and become more self-confident, caring and morally responsible young citizens.

Objectives of the policy

- To promote children's self-esteem.
- To promote healthy lifestyles and positive attitudes not involving drugs and other substance misuse related health and social issues.
- To enable children to make healthy, informed choices through increasing their knowledge and challenging preconceptions.
- To understand that all drugs have the potential to cause harm, that using drugs in combination can increase risk, and that legal drugs can be as addictive as some illegal drugs.
- To encourage an understanding approach towards those experiencing or likely to experience drug use by themselves or others (including those dependent on medicinal drugs).
- To explore their own and other people's attitudes to drugs, drug use and drug users including challenging stereotypes and dispelling myths and exploring media and social influences.
- To widen understanding about related health, social and legal issues.
- To enable children to identify where help and support can be found.

Teaching and Learning

These aims and objectives are fulfilled through the pupils' experiences in the taught curriculum, the values and ethos of the school and opportunities for extracurricular activities.

Delivery of Drugs Education is primarily the responsibility of the classroom teacher, in partnership with the occasional support from the welfare staff, or outside agencies such as Medical Professionals. Staff are regularly updated with changes in the curriculum and changes to the policy, which have an effect on their delivery of the curriculum.

The planned drug education curriculum is taught primarily through PSHE and through relevant cross-curricular topics in science. The teaching programme ensures there is progression from the Foundation Stage to Year 6 (predominantly taught in Year 6). Teachers use a wide range of active teaching methods that enable children to learn skills, discuss their views, and explore their own and other peoples' attitudes and values.

We aim to:

- reinforce key messages (such as resisting peer pressure, building self-esteem) at different ages through a cross-curricular approach and through non-curricular activities.
- ensure that our drugs education is age appropriate, meets the needs of the children and is inclusive of those with special educational needs.
- involve the whole school community in reinforcing key messages and encouraging adults to be good role models.
- provide training and support for teachers in the planning and teaching of drugs education.
- ensure that resources, schemes of work and policies are regularly reviewed and kept up to date.

It is important that drug education is delivered in a safe, secure and supportive learning environment. Delivered using the framework of the national curriculum subjects e.g. PSHE, Science and R.E, difficult questions will be dealt with on an individual basis, e.g. seeing pupils outside the classroom or referring the pupil to the school nurse or an outside agency. The school's Designated Safeguarding Leads should be informed if a member of staff feels that a child is at risk.

A variety of strategies can be used by teachers such as using distancing techniques, e.g. third-person case studies, depersonalised discussions, anonymous question boxes, drama and role play, video and ICT.

In discussion, ground rules should cover issues such as teachers' and pupil's right to privacy and respect. Pupils and teachers should be discouraged from revealing any personal information that may incriminate them or others.

Early Years and Key Stage 1: The role of drugs as medicines

Children will be taught that all household products including medicines can be harmful if not used properly.

Key Stage 2 are taught the following:

- The effects on the human body of tobacco, alcohol and other drugs and how these relate to their personal health. risk-taking and dealing with pressure and building knowledge and understanding.
- To explore attitudes and values to drugs, drug use and drug users.
- Develop pupils' understanding of rules and laws
- Develop pupils' interpersonal skills
- Develop pupils' self-awareness and self-esteem
- Explore the risks and consequences of their own and others' actions relating to drugs
- Be relevant to the needs of pupils and the school community.

- Build on knowledge and understanding.
- To understand the basic facts about substances including their effects and relevant legislation.
- Be aware of myths, misconceptions and stereotypes linked with substance use.
- To investigate peer group pressure and positive ways of saying “no”.
- The law on drug misuse.

Assessment

Class teachers will make continuous assessments of their pupils and use these to plan future lessons as necessary.

Health and Safety

Class teachers must inform the Designated Safeguarding Leads of any concerns regarding individuals or groups of children.

Guidance on responding to any drug related incident can be found in the Health and Safety policy, Safeguarding and Child Protection policy.

Equal Opportunities

All pupils will have the same access to drugs education regardless of their gender, race or cultural background.

Special Education Needs Provision

The curriculum and activities provided will be differentiated, in accordance to the needs and abilities of each pupil, through task, outcome pupil groups, additional support and equipment.

Tobacco/Vaping

School premises are smoke free zones; therefore, smoking and/or vaping are not permitted on school grounds.

Alcohol

Alcohol is allowed on the school premises for specific events such as School Fayres etc confirmed by the Head Teachers. It will be stored in a locked cupboard. The school does not hold a licence for alcohol.

The Role of Parents

We acknowledge that the primary role in young children's drug education lies initially with their parents. From this we aim to build a positive, supporting relationship with our parents, through mutual understanding, trust and cooperation.

To promote this objective we will:

- inform parents about the school's policy.
- invite parents to view the materials used to teach Drugs Education in the school.
- answer any questions parents may have about the Drugs Education their child receives in school.

Parents have the right to withdraw their child from all or part of the Drug Education Programme that we teach in our school. If a parent wishes their child to be withdrawn from Drug Education lessons, they should discuss this with the Head Teachers, and make it clear which aspects of the programme they do not wish their child to participate in.

Responding to drug related incidents

A drugs-related incident might include:

- rumours or hearsay about drug use,
- allegation or suspicion of possession on school premises.
- pupils under the influence of a drug on the school premises,

- pupil disclosure about own use of drugs,
- pupil disclosure or school discovers parent/carer is using or selling drugs,
- drugs or drug paraphernalia found on pupil or school premises,
- children bringing drugs into school
- children talking about drugs
- staff concerns/suspicions about individuals or families.

Reporting Incidents

The school will keep a record of all drug related incidents. A clear distinction will be made between evidence, hearsay and suspicious behaviour. Staff should follow the school's safeguarding reporting procedures to record/report details of the situation.

The following information should be recorded:

- Date & Time
- The names of those involved.
- Witness signature
- Details of the incident
- First Aid needed
- Size and appearance of the substance
- Action taken

Finding Substances

If a substance is discovered, which is suspected as being harmful, illegal or deserving of investigation, it should be removed to a place of safekeeping, in the presence of a witness. If the substance is known or suspected of being illegal, the police will be informed and details recorded.

Dealing with parents/carers under the influence of drugs and/or other substances, including alcohol, on school premises

When dealing with parents/carers under the influence of drugs staff should attempt to maintain a calm atmosphere. If a member of staff has concerns about releasing a pupil into the care of a parent/carer a Designated Safeguarding Lead will be informed to assess the situation and discuss with the parent/carer alternative arrangements.

The focus for the staff will always be to safeguard the pupil's welfare. Where the behaviour of the parent/carer places a pupil at risk the school will follow child protection procedures and may seek advice from external agencies.

Responding to the media

As drug-related incidents are likely to generate media interest, all members of staff have been advised not to respond to journalists' questions, but to refer journalists to the Head Teachers. The Head Teachers will make a considered response after seeking assistance from the local Authority Press Office.

Monitoring and Evaluation

The Science Subject Leader and the PSHE Subject Leader monitor the implementation of the drug education curriculum using the school's monitoring systems including reviewing planning, classroom observation and sampling of work. The subject leaders support colleagues in the teaching of drug education by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in school.

Drug education is regularly evaluated with staff through informal feedback and lessons and units of work are evaluated with staff and pupils. This feedback is used to inform future planning and changes to the programme.

Governors and senior staff will take a key role in monitoring and evaluating the part of the policy that will include reviewing the:

- Number of repeated offences following different kinds of sanctions,
- Number of fixed term and permanent exclusions associated with drug misuse,

- Number of pupils re-integrated following a period of temporary exclusion.
- The policy will also be evaluated with staff and with pupils through the school council.