



Drug Education Policy

Drugs refer to **all drugs** including **medicines, volatile substances, alcohol, tobacco** and **illegal drugs**.

This policy has been developed in accordance with Drugs: Guidance for schools (2004), Guidelines for Warrington Schools on Tackling Substance Use/Misuse Incidents (2000) the National Healthy School Standard, Drug Education (2004) and National Institute for Clinical Excellence (NICE), Alcohol Education (2007).

This whole school policy has been developed in line with legal requirements and non-statutory guidance and which complement the aims of the PSHE programme.

Date of Policy _____

Staff Member Responsible Miss Parkin

Link Governor _____

Review Date _____

This policy is linked to:

- Health and Safety Policy
- Child Protection Policy
- Behaviour and Discipline Policy
- Sex & Relationships Policy
- Teaching & Learning Policy
- Smoke Free Schools Policy
- PSHE Policy

Introduction

“Drug Education should enable pupils to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others’ actions.

Drug Education – Curriculum Guidance for Schools 2004

“All children and young people need to be able to make safe, healthy and responsible decisions about drugs. Schools play a central role in helping them make such decisions by providing education about the risks and effects of drugs”.

Stephen Twigg MP

Drug Education – Curriculum Guidance for Schools 2004

Roles and Responsibilities

The Role of the Headteacher

- Dissemination of policy to school community.
- Effective implementation of policy.

- Ensuring staff training.
- To ensure that all adults who work with pupils on these issues are aware of the school policy and work within this framework.
- To monitor, review and evaluate the effectiveness of the policy on a regular basis and report to the Governors on request.
- Liaising with the LA and health organisations to ensure best advice available.

The Role of Governors

- Supporting the Headteacher in following the guidelines.
- Informing and consulting with parents about the drug education policy.
- Building a positive and supportive relationship with parents through mutual understanding, trust and co-operation.
- Liaising with the LA and health organisations to ensure best advice available and ensuring that the school policy is in line with National and Local guidelines.

The Role of Parents

- Being aware that the primary role in pupil's drug education is a shared responsibility.
- Supporting the key messages being given to pupils at school.
- Accessing training opportunities where appropriate.
- Being aware of the materials/resources used to teach drug education at the school.

The context of drug education

Drug education in school is a planned component of PSHE and Citizenship. Our programme aims to provide pupils with opportunities to:

- Increase their knowledge and understanding of the risks and consequences of legal and illegal drugs.
- Explore their own and others' attitudes and values towards drugs and drug users.
- Develop their personal and social skills so they feel able to communicate effectively, recognise choices, make decisions and access help when needed.
- Appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions.
- Recognise they are unique, valuable and irreplaceable.
- Engage in activities and opportunities aiming to maximise learning.
- Identify factual information relevant to age and level of understanding.

Delivery of Drug Education

Drug education is delivered via PSHE during the school day and forms part of a sequence of lessons that are designed to promote a healthier lifestyle for pupils. It is facilitated by the class teacher. On occasions we will seek support from external

visitors, such as our School Health Adviser, the Police or specialist agencies to enhance the drug education programme.

Ground rules are negotiated with pupils to ensure that drug education is delivered within a positive supportive environment.

A positive partnership with the parents of our pupils is very important and this can only be achieved through mutual trust and co-operation.

Throughout the drug education programme we promote active learning approaches, reflective questioning, differentiation and a range of groupings to encourage pupils to explore issues, reflect on the dangers of misuse and listen to the views of others, maximising the opportunity to learn.

With regards to drug education we believe that opportunities to teach about the importance of living a healthy lifestyle occur throughout the curriculum, in subjects such as PSHE, science, design technology and PE. We follow the National Curriculum and deliver drug education sensitively and Key Stage appropriate. The main focus in each Key Stage is:

At Key Stage 1 pupils learn about being safe with medicines and household substances and the basic skills for making healthy choices and following safety rules.

At Key Stage 2 pupils learn about the effects and risks of alcohol, tobacco and volatile substances and illegal drugs (Year 6) 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 action.

Monitoring and evaluating drug education

We monitor the effectiveness of the drug education programme. The PSHE Co-ordinator has the overall responsibility for monitoring the impact of drugs education, acting upon the information and making the necessary changes. Ways in which we monitor may include:

- Lesson observations with feedback to teachers
- Pupils' evaluation of lessons
- Monitoring short and medium term curriculum plans (within PSHE)
- Including drug education/PSHE as an agenda item at staff & governing body meetings when relevant to update any changes.

Assessment of learning

Through the on-going monitoring through informal observations and evaluations of learning, the school monitors the children's learning in PSHE (including drugs education). We use pupil, peer and teacher assessment to establish that learning has taken place. Comments relating to PSHE achievement may be reported to parents in the child's end of year report.

