

POLICY FOR DRUGS EDUCATION

A. Mission Statement and Introduction

We work to provide high quality education within a caring, secure and stimulating school environment, which promotes Christian values based on the teachings of the Church of England.

Our children are given every opportunity, help and encouragement to develop academically, emotionally, physically, socially and spiritually to their full potential.

DOING OUR VERY BEST AND CARING FOR EACH OTHER

The Parish of St. Marychurch and the surrounding area comprise a wide socio-economic mix. The population is reasonably stable with an element of transience. Within the school, the percentage of pupils who have a special educational need is higher than the national average. Torbay itself has a significant drugs problem.

B. Definition of Drugs

A 'drug' is any substance which, when taken, has the effect of altering the way a person behaves, feels, sees or thinks.

As well as everyday substances such as tea and coffee, drugs include:

- alcohol and tobacco;
- 'over the counter' medicines, such as paracetamol for headaches;
- prescribed drugs, such as antibiotics to treat infections and benzodiazepines (tranquillisers) to control anxiety and treat insomnia;
- volatile substances, such as glues, correcting fluids/thinners, gas lighter fuel, aerosols and petrol; and
- illegal drugs, such as cannabis, LSD, ecstasy, amphetamine sulphate (speed) and processed magic mushrooms (see Appendix 1 for drug classifications and penalties).

C. Aims and Objectives

We aim to equip pupils with the knowledge, understanding and skills that enable them to make informed choices that lead to a healthy lifestyle. We provide a drugs education programme through the broader context of **Personal, Social, Health and Citizenship Education (PSHCE)** and within specific elements of the **Science** Programmes of Study.

The objectives of the drugs education programme are to:

- develop pupils' knowledge and understanding, including the implications and possible consequences of drug use and misuse;
- explore their own and other people's attitudes towards drugs, drug use and drug users;
- challenge myths, misconceptions and stereotyping about drugs and drug users;

- provide accurate information about substances;
- equip pupils with the skills and confidence to deal with negative pressures from peers and society;
- promote positive attitudes towards healthy lifestyles and raise self-esteem;
- promote responsible attitudes towards other people and property;
- enable pupils to identify sources of appropriate personal support;
- enable pupils to know what they should do if they come across drugs, or are aware of other people misusing drugs; and
- develop pupils' understanding of rules and laws.

All of these objectives contribute significantly to the five outcomes for 'Every Child Matters' (Children's Act 2004) - that pupils 'be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being'.

D. Curriculum

1. Requirements (Statutory and non-statutory)

At Key Stage 1 pupils should be taught:

- **about the role of drugs as medicines (Sc2 2d);** and
- that all household products, including medicines, can be harmful if not used properly (PSHCE 3f).

At Key Stage 2 pupils should be taught:

- **about the effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health (Sc2 2g);** and
- which commonly available substances and drugs are legal and illegal, their effects and risks (PSHCE 3d).

In the Early Years Foundation Stage, pupils are taught elements of Drugs Education relevant to their age and maturity.

2. Programmes of Study/Long Term Plan

In the **Early Years Foundation Stage**, knowledge, understanding, skills and attitudes are developed across the six areas of learning through both child-initiated and adult-directed activities. Drugs Education at **Key Stages 1 and 2** is primarily delivered through the Science and PSHCE curriculum programmes (refer to individual policies).

	Key Stage 1	Key Stage 2
Knowledge and Understanding	<ul style="list-style-type: none"> *Basic information about how the body works. *Safe and unsafe substances used in the home and school, and simple safety rules. *Medicines and tablets, the reasons people use them, simple safety rules and school rules. *People who are involved with medicines and drugs e.g. health professionals, chemists, shopkeepers. *People who can help pupils when they have questions and concerns *Introduction to the drugs which pupils may encounter and an understanding that all drugs can be harmful if not used properly. 	<ul style="list-style-type: none"> *More detailed information about the body, how it works and how to keep it healthy. *Different types of medicines (prescribed and over-the-counter), the value and life-saving qualities of some drugs and safety procedures when using medicines. *Caffeine, alcohol, tobacco and other drugs pupils are likely to encounter, their general effects on the body and on behaviour, and the associated risks of drug taking. *School rules relating to medicines, alcohol, tobacco, solvents and other drugs. *Consideration of why some people take drugs. *People who might persuade pupils to take drugs, including friends, known adults, peers and older children. *Identifying and understanding pressure and influences. *Dangers from handling discarded drugs-related equipment. *Simple first aid. *People who can help pupils when they have questions or concerns. *Introduction to the law relating to the use of legal and illegal drugs.
Skills	<ul style="list-style-type: none"> *Personal likes and dislikes. *Being friends with others. *Communicating feelings and concerns about illness and taking medicines. *Following simple safety instructions e.g. actions which pupils need to take to keep themselves and others safe. *When and how to get help from adults. *Knowing how to say 'NO' 	<ul style="list-style-type: none"> *Personal strengths and weaknesses. *Handling social relationships. *Expressing and communicating feelings and concerns about drugs and their use. *Identifying risks. *Coping with peer influences. *Communicating with adults. *Making choices and knowing the consequences of actions. *Keeping safe; giving and getting help.
Attitudes	<ul style="list-style-type: none"> *Respect and caring for oneself and valuing the uniqueness of one's own body. *Respect and caring for others. *Realising that it is sometimes appropriate and important to say 'NO'. *Realising that adults or older children are not always 'friends'. 	<ul style="list-style-type: none"> *Valuing oneself and other people. *Attitudes towards the use of alcohol and tobacco within the home and the wider society. *Parents' and teachers' reactions to drugs and their use. *Attitudes and beliefs about different drugs, the people who use/misuse them, and why they use them. *Responses to media and advertising presentations of medicines, alcohol, tobacco and other legal drugs.

3. Links With Other Curriculum Areas

Other curriculum areas provide opportunities to consider drug-related issues from a variety of perspectives. For example:

- **English** can provide opportunities for pupils to:
 - explore relevant issues through stories and other texts;
 - develop communication skills, for example, in forming, clarifying and expressing ideas and arguments;
 - develop interpersonal skills through drama or role play; and
 - make considered use of a range of reference material.
- **Physical Education** can provide opportunities for pupils to:
 - develop positive attitudes towards physical activity and a healthy lifestyle;
 - develop safety awareness;
 - understand the relationship between physical activity and good health; and
 - know that opportunities to participate in physical activities exist in the local community.
- **Religious Education** can provide opportunities for pupils to:
 - develop their understanding of moral issues;
 - develop the skills to express their own views clearly; and
 - consider the individual, social and moral consequences of actions.

E. Organisation

Class teachers are responsible for delivering drugs education, but where appropriate, outside agencies may contribute, working in line with this policy. Such agencies may include; School Nurse, Youth Affairs Officer, Life Education Centre, Life Skills and Devon CAP.

F. Equal Opportunities and Inclusion

We recognise that individual pupils may require a more individualised health education programme which includes drugs education. It may be more suitable for some pupils at Key Stage 2 to follow the teaching programme for Key Stage 1, but presented in a manner which is appropriate to their age and maturity (refer to Equal Opportunities Policy and Inclusion Policy).

G. Supporting Documentation

- Drugs: Guidance for Schools (DFES 2004)
- Drug, alcohol and tobacco education - curriculum guidance for schools at key stages 1-4' (QCA 2003)
- PSHE and Citizenship Resource Files (LCP, 2000)
- The New Primary School Drugs Education Pack (Healthwise, 2003)
- Working Together for Drug Prevention Education Teacher Resource Pack, Foundation Stage, Key Stages 1 & 2 (Life Education Centres, 2001)
- The Score - Facts About Drugs, A Parent's Guide to Drugs and Alcohol (NHS Health Promotion England, 2001)

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H. Managing Drug-Related Incidents

The management of a drugs related incident is dependent upon the nature of the individual incident. Appendix B outlines types of incidents and suggested procedures as recommended by the Police in their policy 'Police Response to Substance Misuse Incidents in Schools' (December 2002). Additionally, the following procedures will be followed.

- ALL incidents will be reported immediately to the head teacher.
- Medical emergencies will be treated, in the first instance, in line with school first aid procedures. If the emergency appears to be a result of substance misuse, staff directly involved will gather information and evidence collaboratively with the head teacher. Examination of any evidence will be carried out in the presence of two witnesses.
- Any substances found will be removed and handed to the head teacher. In the case of an illegal substance, the head teacher will contact the police to ensure safe disposal.
- ALL incidents will be recorded either on a school incident form or a child protection form as appropriate. In the event of a disclosure, staff involved should listen and record what is actually said (refer to Child Protection Policy).
- The head teacher will liaise with outside agencies for advice and support where necessary (Educational Welfare Officer, Social Services, LEA Drugs Education Officer, Police).
- At the discretion of the head teacher, parents, other children and parents, and governors will be informed of the incident.
- In the event of media interest, the head teacher will consult aforementioned outside agencies and governors to decide upon an appropriate course of action. Individual children will not be named.
- Confidentiality must be maintained at all times. Staff will be informed of incidents on a 'need to know' basis.

Medicines within the school are stored and managed in accordance with the Illness/Medicines Policy (see Appendix C).

I. Monitoring and Evaluating

The PSHCE coordinator is responsible for monitoring and evaluating the effectiveness of teaching and learning in Drugs Education in collaboration with the Senior Leadership Team. Staff, pupil and parent views are sought where appropriate.

This policy will be reviewed every year.

Policy reviewed June 2008

PSHCE Coordinator: Jo Ley