

GREEN MEADOW PRIMARY SCHOOL (Academy)
Drugs Education Policy

Signed:

Chair of Governors:

Dated: March 2015

This Policy needs reviewing February 2017

Signed:

Head teacher:

DRUGS EDUCATION POLICY
GREEN MEADOW PRIMARY SCHOOL (ACADEMY)

Policy review

The school's governing body will review this policy every two years from the date above. In reviewing this policy it will consult the groups below:

- Parents
- Pupils
- Staff

The school will do this through a variety of methods, including questionnaires and the use of groups such as the School Council and the Governors' Curriculum Committee. Materials are available to parents/carers who wish to supplement the school's Drugs Education programme.

Dissemination

All staff members and governors can view the Drugs Education policy on the school's shared server. Copies of the policy are available for parents on request from the school office. A copy can also be accessed on the school website. Training is delivered regularly to staff on the policy content. The Drugs Education co-coordinator facilitates the gathering of policy feedback from parents, staff and pupils every two years.

Introduction

In response to our shared concerns at a local and national level, we wish to state that as part of our care for children's welfare, we believe we have a duty to inform and educate children on the consequences of drug use and misuse. We also recognise the need for procedures to deal with any drug related incident in the school.

Young people are influenced by their parents, youth culture, the media, their peers, and others - but education can play a key role in ensuring that young people know the risks of drug taking and have the knowledge and skills to resist. Schools alone cannot "solve" the problem of drug misuse in society but an effective programme of drug education in schools can be an important step in tackling it. Drug misuse is an educational issue. Relatively few children of compulsory school age are actively involved in experimenting with illegal drugs. But pupils - including those in primary schools - are likely to be exposed to the effects and influences of drug misuse in the wider community. Each school therefore has a responsibility to consider its response to drug misuse, working in partnership with health and social services, the police and other agencies.

Circular number 4/95 - 'Drug Prevention in Schools', page 3.

This policy and the appendix is a working document and provides guidance and information on all aspects of Drugs Education in the school for staff/parents/carers and governors.

It is part of other related Personal Social and Health Education (PSHE) policies within the school and forms part of our long term PSHE teaching plan. The school believes that it is important to teach Drugs Education within a PSHE framework (1999), as well as within the National Curriculum programme of study for Science.

The policy was formulated by the Co-ordinator and in consultation with all teaching staff and Governors. Parents are consulted through questionnaires and meetings.

Defining Drugs Education

A drug is any substance which, when introduced into the body creates a change in perception and / or mood and / or how the body functions.

A drug is any chemical you take that affects the way your body works. Alcohol, caffeine, aspirin and nicotine are all drugs. A drug must be able to pass from your body into your brain. Once inside your brain, drugs can change the messages your brain cells are sending to each other, and to the rest of your body. They do this by interfering with your brain's own chemical signals: neurotransmitters that transfer signals across synapses.

At Green Meadow Primary School, we believe that drug education is not only about children developing knowledge of the beneficial and harmful effects of drug use but also to encourage children to make informed and responsible choices for their own and others safety.

Aims

- ❖ To provide a consistency of approach throughout the school.
- ❖ To encourage children to develop knowledge and skills to make informed and responsible choices now and in later life and to stress the benefits of a healthy life style.
- ❖ To meet the documentary requirements of DFEE circular 4/95 (paragraph 33) and OFSTED inspectors.
- ❖ Raise self-esteem and confidence.

Assessment and Evaluation

Elements of the drugs education in the Science Curriculum are assessed formally. Assessment and evaluation of the Drugs Education programme outside the Science Curriculum is conducted using a variety of informal activities which have been built into the programme. These may include peer assessment and self assessment. Teachers delivering Drugs Education constantly evaluate their lessons to inform future planning.

Monitoring and evaluating Drugs Education

It is the co-coordinator's responsibility to:

- Ensure that Drugs Education occurs in the school's curriculum according to the schemes of work for Science and PSHE.
- Monitor the use of teaching and learning styles.
- Monitor the use of teaching materials.
- Evaluate the effectiveness of the school's programme.

The Co-coordinator will be given time to monitor and evaluate the school's Drugs Education programme as it occurs in the school's schemes of work for each key stage. The school actively seeks feedback from children, parents and staff on the success of the provision and the Policy is reviewed every two years.

Dealing with sensitive issues and teaching strategies for Drugs Education

Teachers need to be sure that they are aware of issues which may arise from the teaching and learning about Drugs Education. A set of ground rules will help teachers create a safe environment. The following are protocols for discussion based lessons with pupils:

- No-one (teacher or pupil) will have to answer a personal question.
- No-one will be forced to take part in a discussion.
- Only the correct names for drugs will be used.
- Meanings of words will be explained in a sensible and factual way.

- Teachers may use their discretion in responding to questions and may suggest that the appropriate person to answer that question is the parent.

Dealing with questions

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting.

- If a question is too personal, the teacher should remind the pupil of the ground rules.
- If a teacher does not know the answer to a question, it is important that they acknowledge this, and to suggest that the pupil or teacher or both together research the question later.
- If a question is too explicit, feels too old for the pupil, is inappropriate for the pupil/whole class, or raises concerns about drug abuse, the teacher should acknowledge the question and promise to attend to it later on an individual basis. In this way the pupil will feel they have been treated with respect, to maintain trust and respect the teacher must remember to talk with the pupil later.
- If a teacher is concerned that a pupil is at risk of drug abuse, they should follow the school's child protection procedures.

The school believes that individual teachers must use their skill and discretion in answering pupil's questions according to the age and maturity of the pupils concerned. Where a member of staff is concerned that a child protection issue is arising, it is his/her responsibility to follow the school's policy in this matter.

The delivery of Drugs Education

All teachers are responsible for teaching Drugs Education. It is also the responsibility of the whole staff to deliver the National Curriculum Science programme of study, according to the scheme of work. All members of the teaching staff have been identified as appropriately trained and competent to deliver this part of the school's basic curriculum when specific drugs education occurs, which is outside or beyond the National Curriculum Science programme of study. This is taught through the PSHE scheme of work.

Drugs Education will be delivered as the guidance from the **Christopher Winter Project**:

Year 1 Medicines and People Who Help Us

Lesson 1: Staying Healthy

Lesson 2: Medicines

Lesson 3: Who gives us medicines?

Year 2 Keeping Safe

Lesson 1: Risk

Lesson 2: Hazardous Substances

Lesson 3: Safety Rules

Year 3 Smoking

Lesson 1: Why People Smoke

Lesson 2: Physical Effects of Smoking

Lesson 3: Smoking and Society

Year 4 Alcohol

Lesson 1: Effects of Alcohol

Lesson 2: Alcohol and Risk

Lesson 3: Limits to Drinking Alcohol

Year 5 Legal and Illegal Drugs

Lesson 1: Legal and Illegal Drugs

Lesson 2: Attitudes to Drugs

Lesson 3: Peer Pressure

Year 6 Preventing Early Use

Lesson 1: Cannabis

Lesson 2: VSA and Getting Help

Lesson 3: Help, Advice and Support

Parental right to withdraw from Drugs Education

As stated above parents have the right to withdraw their pupils from the Drugs Education that falls outside the National Curriculum Science programme of study. They do so by writing to the Headteacher. When the Headteacher receives such a letter, she will invite the parents to a meeting, at which the Headteacher will explain clearly what the school's policy is and seek to accommodate the wishes/concerns of the parents. If that is not possible the pupil will be withdrawn from Drugs Education and placed in another class where suitable work will be provided. Class teachers will pass on and retain any requests for the withdrawal of a child/ren from Drugs Education. This request will be complied with until written notification of any change has been received.

DFE's guidance to parents

The coalition government have underlined their commitment to children's entitlement to high quality drug and alcohol education in the new Schools' White Paper, The Importance of Teaching, DfE 2010;

"Children need high quality PSHE education so that they can make wise and informed choices. Good PSHE supports individual young people to make safe and informed choices. It can help tackle public health issues such as substance misuse"

The second source is the DFE's site offering advice for parents.

Appendix 1: Christopher Winter Curriculum Overview

Appendix 2: Managing a suspected drugs related incident flowchart

Appendix 3: Medical Emergencies / First Aid Procedures

Appendix 4: Suspected drugs related incident recording sheet