



St Nicholas Church of England (Controlled) Primary School

Drug Education Policy

Date: 9th February 2015

Drug Education Co-ordinator – Dionne Harper

IEB Link Board Member – Lisa Evans

All young people need high quality drug and alcohol education so they have a thorough knowledge of their effects and harms and have the skills and confidence to choose not to use drugs and alcohol. Schools have a clear role to play in preventing drug and alcohol misuse as part of their pastoral responsibilities to pupils. (Drug Strategy 2010: Supporting people to live a drug free life: HM Government)

Introduction

At St Nicholas Church of England School we are committed to the health, safety and general well being of all members of the school community. Through our science and PSHE curriculum we aim to equip our pupils with the skills, knowledge and attitudes and strategies to enable them to make safe sensible life choices. A teacher of drug education does not need to be an authority on drugs, as it is the life skills approach which is crucial to this area of learning.

The School also observes the need for a clear, consistent and balanced approach to education and incident management and views drug education as a whole school/ community issue.

(The drugs education programme takes account of the National Curriculum Guidance (Dept for Education) the 2010 Government Drug Strategy and Drugs the DfE and ACOP drug advice for schools)

Definition of substances

For the purpose of this policy a 'drug' is a substance people take to change the way they feel, think or behave. This includes both legal and illegal substances (solvents), alcohol, tobacco and prescribed drugs and those classed as over the counter drugs. At St Nicholas we recognise that any drug can be potentially dangerous and can be misused.

School description and context

St Nicholas Church of England (Controlled) Primary School is situated in New Romney and serves a wide catchment area across Romney Marsh. It is a very mixed community with a mixture of private and housing association housing but with very little local infrastructure. There is also a large community in seasonal holiday accommodation which increases the local population considerably from March to the end of October.

The school is a primary school which takes children from the ages of 4 to 11 years after which they transfer to secondary.

We have very few ethnic minorities in the local area and very little religious diversity although we are proud of our Church of England Heritage.

Approximately 25% of the children who attend the school have additional educational needs and a similar number are on Free School Meals.

We have been informed that our school is in the bottom 25% of the index of deprivation and the locality is an area where drugs have been an issue for some time and some of our children have experienced and are aware of the effects drugs and alcohol can have on people.

Principles (in keeping with the aims of the school)

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St Nicholas School is committed to the Health and Safety of all its members and we believe that we have a duty to support and safeguard the well-being of all its pupils/students and staff. The school is committed to the principles of the National Healthy Schools Standard.

The school values the importance of its pastoral role in the welfare of its pupils/students, and through the general ethos of the school, we seek to encourage and develop young people’s learning and ensure support appropriate to their needs is provided.

Education about drugs is not concerned merely with substance, but with people in their social settings and therefore should involve the development of attitudes, values and the development of skills, as much as the acquisition of appropriate knowledge.

Drug issues and concerns extend across socio-economic and ethnic boundaries, and pupils/students of all ages and abilities will encounter both the positive and negative effects of drugs, as used legally in medicine to aid recovery, or illegal use. Many pupils/students have some knowledge about illegal drugs through the media, “street talk”, and personal experience. The school welcomes and encourages parent/carer and community involvement in the development of school policy and curriculum delivery.

Drug Policy Aims:

- To create a positive climate in which teaching and learning take place where pupils feel comfortable to discuss their perceptions of drug use.
- To provide a safe, healthy environment in which pupils/students and staff can learn and develop.
- To ensure that pupil premium funding will address inequalities and narrow the gap in achievement to offer freedom of choice to all pupils.
- To ensure that our Healthy Schools status will have a key contribution in improving the health and wellbeing of pupils.
- To ensure all members of the school community know and understand the rules of the school, the expectations about their behaviour, and the policy regarding drug incidents and concerns about individuals.
- To promote clarity about the management of drug related incidents in the school.
- To encourage and enable pupils/students to appreciate the benefits of a healthy lifestyle now, and in the future.
- To enable pupils/students to make reasoned, informed choices.
- To minimise pupils/students experimentation with illegal or harm causing substances.
- To address and take account of local community needs, including the differences and diversity within the school community.
- To support and engage parents/carers and pupils/students in their own personal learning and responsibilities.
- To enable young people and staff to access support structures (including the voluntary sector), e.g. Connexions Service, counselling, and treatment.
- To monitor, evaluate and review learning outcomes for pupils/students.
- To work with KCC and outside agencies, including the voluntary sector, to secure and support a balanced delivery of a drugs education programme, e.g. Community Drug Education Co-ordinators, Kent Advisory Service, other schools, Healthy Schools Schemes, Health Promotion, Primary Health Care professionals, Community Police, Youth and Community and Kent Safe Schools.

Objectives for Drug Education:

- To provide opportunities for pupils/students to acquire knowledge and identify the distinction between authorised and unauthorised drugs.
- To develop and equip pupils/students with the knowledge, attitudes and skills necessary to build their resilience and avoid peer group pressure or unwanted drug offers from others.
- To build pupils/students’ decision-making skills and increased self esteem.
- To engage parents/carers in the school community and learning process.
- To enable pupils/students and staff to access support if they have concerns about their own or others’ drug use.

Principles of Teaching and Learning

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At St Nicholas School drug education is taught during Science and planned PSHE lessons.

Knowledge and Understanding

Pupils are taught within the guidance of the National Curriculum

This includes:

Biology - Structure and function (KS2 New National Curriculum)

- describe the effects of diet, exercise, drugs and lifestyle on how their bodies function in the long and short term.

Pupils/students are taught:

- To value and trust in their own learning through positive reflections and development of assertiveness and coping skills.
- Confidence building and communication skills.
- About themselves and their achievements, seeing their mistakes, making positive changes and setting personal goals.
- To recognise risky behaviour and risk taking within different situations and be able to respond appropriately.
- That pressure to behave inappropriately or to take risks can come from a variety of sources, including people they know, TV and the media.
- How to seek/ask for help and use basic techniques for resisting peer or unwanted pressure in order to minimise harm to themselves or others.
- That their actions affect themselves and others, to respect and care about other people's feelings, trying to see things from their point of view.
- That communication and problem solving skills are central to bringing about a positive change in attitudes and actions.

In teaching drug education, teachers use a range of teaching strategies, including role-play, discussion group work, draw and write, debate and circle time. The use of circle time is a key strategy for developing life skills.

Resources:

- Teaching resources are up to date, differentiated and culturally and age appropriate.
- Adequate staff resources, development and training are provided to address identified needs.
- Kent Advisory Service has prepared a series of lesson plans for Key stage 1 & 2. These are available to schools. Kent Healthy Schools Scheme also provides curriculum resources, on free loan, to support this work.

Differentiation and Special Educational Needs and Disability

Whilst some pupils/students may have a fairly broad knowledge and insight into the world of drugs, there are those who have little or no knowledge at all. Teachers need to be sensitive to this issue and ensure that lessons are planned to take account of pupils/students' age, culture, experience and maturity. The needs of pupils/students with SEND will be taken into account by the teacher who may need to provide different resources, different activities or specific support to some pupils/students. Where pupils/students' Individual Education Plans (IEP) identify targets relating to their personal development, the teacher will ensure that opportunities are planned to support pupils/students in achieving these.

Staff Development

Additional support and Continuing Professional Development (CPD) opportunities for teachers involved in Drugs Education will be made available through existing CPD and training strategies provided by Kent School Effectiveness, Community Drugs Education Co-ordinators, and 'Healthy Schools' and other agencies.

Links to related school policies:

Identify the links to other policies including:

Personal, Social and Health Education and Citizenship
Behaviour

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Inclusion
Single Equality Scheme
Child Protection
Health and Safety
Medicines and pupils/students with medical needs.

Monitoring, Evaluating and Reviewing:

There is a named co-ordinator and a linked Board Member for drug education and policy development.

Senior managers are involved in monitoring and evaluation.

Pupils/students, staff, parents/carers and governors are consulted and the programme and policy are modified where appropriate.

There is ongoing monitoring and evaluation of the programme, teaching methodologies and learning outcomes to ensure that needs are met.

Drug education is reviewed in line with current LA and Government guidelines and at least every two years.

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Appendix A

Visitors and Outside Agencies

At St Nicholas we acknowledge that visitors and agency professionals can be of value, but they are integrated into a teacher led programme. Class teachers should view any teaching materials and resources prior to any session being conducted by an outside agency, and must remain in the classroom throughout. Visitors should be aware of this policy and issues about confidentiality prior to any sessions with pupils.

Checklist for Use of Visitors in Delivery of Drug Education

Drugs Education is a shared responsibility and schools need not be alone in providing effective and relevant drugs education for young people.

Visitors and staff from a range of statutory and voluntary agencies can support and enhance drug education programmes in schools when part of a PSHE programme. However, they should not be used to abdicate the responsibility of the school, and be relied upon solely to deliver drugs education. The use of visitors needs to be part of a planned, coherent and integrated approach. The checklist below will assist the school in developing a partnership approach to drugs education delivery and support for young people.

Before involving a visitor it is useful to consider the following:

- Consistency with school's ethos, values, drug policy and approach to drugs education.
- The most appropriate source of information/support – why do you want the agency's involvement?
- What is the visitor expected to do?
- What will the teacher's contribution to the session be?
- Is it clear to the visitor that the teacher will remain in the classroom?
- What preparation will be necessary, i.e. classroom layout, size of groups, content of session, A/V equipment etc?
- Has the visitor been checked with the DBS? Child protection implications.
- Have confidentiality issues been clarified, avoiding inappropriate disclosures?
- How will the session be followed up?
- How will the input be evaluated?
- Is parental consent required?

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Appendix B

Confidentiality and the Classroom

Where possible during drug education in the classroom and in the event of drug related incidents, appropriate confidentiality should be observed in conjunction with the child protection policy, without jeopardising the safety of children or staff. When introducing drug education topics ground rules should be clearly established and the issue of confidentiality may be raised. It is important that staff know that they cannot promise total confidentiality due to their legal responsibilities and child protection issues.

For this reason the following issues should be considered:

- Pupils should be aware of the boundaries of confidence before disclosures are made.
- Staff should never offer absolute confidentiality as they are obliged to share information relating to abuse in line with child protection procedures.
- There is no legal requirement for staff to disclose information relating to pupil drug use although parents will normally be contacted and other agencies may be involved where appropriate.
- When considering the involvement of other agencies the implications for all parties should be carefully considered.
- In law children of 16 years of age have rights to confidentiality as do those under 16 who are of a 'mature nature'.
- All situations should be accurately recorded, including the school responses and monitoring of pupil progress.
- Records should be stored in a secure place (a photocopiable record sheet is provided in 'The Right Responses').
- All staff should be aware of the school's confidentiality policy and this policy should be shared with visitors and outside agencies.

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Appendix C

Substance-Related Incidents

If any drug-related situation should arise in school it will be co-ordinated by the Head Teacher following procedures set out below. (If the Head Teacher is unavailable then a member of the SMT will deputise).

1. Assess medical needs and call emergency services if necessary.
2. Any substances will be confiscated and disposed of as appropriate...this will normally mean handing them to the police.
3. Staff may search a pupil's desk or tray, but if it is suspected that a pupil is concealing illegal drugs on their person every effort should first be made to persuade them to hand them over. If the pupil refuses then the police should be called to deal with the situation. **Physical searches should never be made by teachers.**
4. The Head Teacher must be informed and the incident documented according to agreed procedures.
5. Parents/carers will be informed.
6. Substance-related incidents will be taken very seriously
7. Any incident will be considered individually based on the particular set of circumstances.
8. The school will balance sanctions, support and education to ensure the well being of the school community.
9. A range of responses/sanctions may be used including the involvement of outside agencies.
10. Liaise with Chair of Governors.
11. Meet with parents as soon as possible following any incident.

When responding to incidents care should be taken to avoid over reacting to drug use and under-reacting to drug misuse. National Strategy aims to reduce drug related damage to young people's potential –care should be taken to ensure that sanctions do not adversely affect potential to a greater degree than the substance misuse.

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