

BROOKHURST PRIMARY SCHOOL

Policy Name: Drug Education Policy

Developmental process

A task group reviewed and developed the drug policy. This policy was presented to school staff at a staff meeting for comments and also circulated to the admin team, TAs and mid-day supervisors not present at the meeting.

All parents were invited to request a copy of the policy and complete a comment sheet through the school newsletter. The policy and the comment sheet were also available on the school website.

The school nurse and local police officer were also asked for comments.

All the comments and views were carefully reviewed by task group with support from the Head teacher and SMT. These comments have been incorporated into the policy where appropriate.

Location and dissemination

Policies are disseminated to the whole school, including school staff, pupils, governors and parents. Copies are located in Head teacher's office and in the office. New members of staff will receive the policy through their induction programme.

The context of the policy and its relationship to other policies

- PSHE&C policy
- Science policy
- Child protection policy
- Smoke free policy
- Alcohol policy
- Medicines policy
- Confidentiality policy
- Pastoral policy
- Discipline/behaviour policy
- Anti-bullying policy
- Health and safety policy
- Equal opportunities policy
- Outside visits policy
- Staff health and wellbeing policy

Local and national guidance

The documents that have been used to support the development of this school drug policy are acknowledged below:

- Drugs: Guidance for Schools DfES 0092/2004;
- Drug, Alcohol and Tobacco Education - Curriculum guidance for schools at Key Stage 1 (QCA 2002);
- Drug Education - Including Alcohol and Tobacco (NHSS, 2003);
- Quality Standards for Drugs, Alcohol and Tobacco (Warwickshire LEA, 2004).

Purpose of the policy

This policy:

- Clarifies the legal requirements and responsibilities of the school;
- Reinforces and safeguards the health and safety of pupils and others who use the school;
- Clarifies the school's approach to drugs for all staff, pupils, governors, parents/carers, external agencies and the wider community;
- Enables staff to manage drugs on school premises, and any incidents that occur, with confidence and consistency, and in the best interests of those involved;
- Provides a basis for evaluating the effectiveness of the school drug education programme and the management of incidents involving illegal and other unauthorised drugs;
- Reinforces the role of the school in contributing to local and national strategies.

Where and to whom the policy applies

This policy applies to all school staff, pupils, parents/carers, governors and other partner agencies working with the school. This policy applies to day and residential trips, and when schools are deemed in loco-parentis.

Definitions and terminology

The term "drugs" refers to:

- All illegal drugs (those controlled by the Misuse of Drugs Act 1971) ;
- All legal drugs, including alcohol, tobacco, volatile substances (those giving off a gas or vapour which can be inhaled), ketamine, khat and alkyl nitrites (known as poppers);

- All over the counter and prescription medicines.

The school's stance towards drugs, health and the needs of pupils

- General information about the school.
- The school's philosophy on drug education, school ethos and values framework, and school mission statement.
- A clear statement that illegal and other unauthorised drugs are not acceptable. The first concern in managing drugs is the health and safety of the school community and meeting the pastoral needs of pupils.
- School rules with regard to authorised drugs, making links to the school regarding medicines (for further guidance, please refer to Health and Safety Warwickshire Schools Health Directory).

Staff with key responsibility for drugs

Head teacher

The Head teacher will ensure that staff and parents are informed about this drug policy, and that the policy is implemented effectively. The Head teacher will also ensure that staff receive training, so that they can teach confidently and handle any difficult issues with sensitivity.

PSHE&C Coordinator

The PSHE&C Coordinator will liaise with external agencies regarding the school drug education programme, and ensure that all adults who work with pupils are aware of the school policy and work within this framework. The PSHE Coordinator will monitor the policy on a day-to-day basis and report to governors, when requested, on the effectiveness of the policy.

School staff

Drug prevention is seen as a whole school issue. Every member of staff and all school staff have a part to play in the implementation of the policy.

Site manager

The site manager will support the member of staff responsible for health and safety; with internal and external risk assessments, as and when necessary. They will also ensure the site is free of drugs and drugs paraphernalia through routine checks, carried out on a regular basis.

Drug education

Drug education is major component of drug prevention. Drug prevention aims to: minimise the number of young people engaging in drug use; delay the onset of first use; reduce the harm caused by drugs; and enable those who have concerns about drugs to seek help.

The aim of drug education

The aim of drug education is to provide opportunities for 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.

The school aims to provide opportunities for pupils 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, and make decisions and access help when needed.

The drug education curriculum

Statutory guidance: Science

Key Stage 1

Sc2 2d about the role of medicines.

Key Stage 2

Sc2 2g about the effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health.

Non-statutory guidance: PSHE and Citizenship

Key Stage 1

3f that all household products, including medicines, can be harmful if not used properly.

Key Stage 2

3d which commonly available substances and drugs are legal and illegal, their effects and risks.

Methodology and resources

At our school, we ensure that all pupils are fully involved in lessons by using a variety of interactive and participatory teaching methods. Teachers use a range of active approaches in drug education such as:

- Thought showers/mind maps
- Circle time
- Role play/simulations
- Literature
- Discussion
- External contributors
- Drama
- Formal debate
- Group work
- Structured games
- Interactive ICT
- Local surveys
- Peer education
- Questionnaires
- Quizzes
- Video, supported by follow up

Confidentiality and handling disclosures

Teachers cannot and will not promise total confidentiality. The boundaries of confidentiality will be made clear to pupils. If a pupil discloses information which is sensitive, not generally known, and which the pupil asks not to be passed on, the request will be honoured unless this is unavoidable in order for the teacher to fulfil their professional responsibilities in relation to:

- Child protection;
- Co-operating with a police investigation;
- Referral to external services.

Every effort will be made to secure the pupil's agreement to the way in which the school intends to use any sensitive information.

Please see Appendix 1 for further advice.

Staff support and training

Induction

During induction to Brookhurst School, staff will be given the opportunity to gain a good understanding of the school drug policy and other related policies.

Continuing professional development

All those involved in teaching drug education will have the opportunity to develop skills, knowledge and confidence in addressing drug issues with pupils. Opportunities will be available for:

- Team teaching;
- Observation of skilled staff;
- Coaching or mentoring;
- Training courses by LEA;
- INSET.

Time will be allocated during a whole staff meeting to feedback to the staff about key issues for discussion following training, and to ensure that information has been disseminated to the staff.

Assessment, monitoring, evaluation and review

Assessment

The elements of drug education that form part of the Science curriculum at Key Stages 1-4 will be assessed in accordance with the requirements of the National Curriculum. The learning from the other elements of drug education will also be assessed as part of the PSHE provision.

Methods used in school will include:

- Pupil self-assessment
- Peer group assessment
- Teacher assessment

Progress and achievement in drug education will form part of the PSHE section of the school's annual report to parent/carers.

Monitoring and evaluation

Monitoring and evaluation of teaching and the curriculum enables the school to gather information about the quality, relevance and effectiveness of the drug education programme.

The monitoring of drug education will include:

- Lesson observations with feedback to teachers;
- Looking at a sample of pupils' work;
- Teachers making comments on the scheme of work/lesson plans;
- Monitoring curriculum plans half termly, with feedback to teachers if necessary;
- Feedback from curriculum coordinators, heads of year, class teachers and pupils about what has been covered;

Approaches to evaluation include:

- Participatory activities at the end of lessons or units of work;
- Questionnaires at the end of units or as part of an end of year review;
- Feedback from pupils and teachers about particular aspects of the drug education programme, e.g. external contributors, peer education;
- Comparison with the baseline of pupils' existing knowledge, understanding and skills.

Pupils vulnerable to drug misuse including those at risk of exclusion and those excluded from school

Drug education will be a priority for these pupils. It will be developed to address their specific needs, as many are more likely to be using drugs, many are at higher risk of developing problematic drug use and some may have been excluded as a result of a drug incident.

Teachers will:

- Focus on ways to reduce the harm drugs can cause;
- Involve a range of external contributors, as part of the planned programme, to add value by providing additional perspectives and approaches; ;
- Arrange access to diversionary activities that focus on life skills and develop pupils' self esteem and self worth, and basic skills such as literacy and numeracy;
- Help pupils to access further information and support.

Using outside visitors in school

Outside visitors contribute to a planned drug education programme. For more details, refer to the Quality Standards for Using outside Visitors in School (Warwickshire LEA, 2001).

The needs of pupils and special educational needs

Care will be taken to ensure that the drug education curriculum meets the needs of individual pupils and takes into account their age, maturity, stage of development and personal and social influences. Appropriately differentiated materials and approaches will ensure that vulnerable pupils, including those with SEN, receive their entitlement to drug education.

Pupils with SEN may be more vulnerable to situations involving risk. Teachers will focus more on developing pupils' confidence and skills to manage

situations that require making decisions about drugs. Teachers will pay particular attention to enabling pupils to seek help and support when they need it.

Involvement of parents/carers

The school encourages the involvement of parents/carers by:

- Informing parents about the school drugs education policy and practice;
- Inviting parents to view the materials used to teach drugs education in our school;
- Answering any questions parents may have about the drugs education their children receive in school;
- Taking seriously any issue which parents raise with teachers or governors about this policy or the arrangements for drugs education in the school;
- Informing parents about the best practice known with regard to drugs education so that the parents can support the key messages being given to children at school.

The role of governors

As part of their general responsibilities for the strategic direction of the school, governors have a key role to play in the development of our school's policy on drugs. Governors will be kept informed as to the efficacy of present drug education provision and involved in any changes to existing provision/policy that may need to be made.

APPENDIX: 1

CONFIDENTIALITY AND HANDLING DISCLOSURES

Confidentiality

Information about pupils will not be passed on indiscriminately. The Head teacher may wish to be informed in all or some circumstances; staff have a contractual obligation to comply.

Teachers will make it clear to pupils that although most information can be kept confidential, some may need to be passed on in the young person's best interest. However, the pupil will know when this has to happen, what will be done with the information and who will have access to it.

In the case of illegal activity, action will be taken in the best interests of the pupil. This does not necessarily involve informing the police. Teachers are not obliged to inform the police about illegal drug activity.

Teachers are not obliged to pass on information about pupils to their parents, although where the teacher believes the pupil to be at moral or physical risk, or in

breach of the law, they will ensure that the pupil is aware of the risks and encourage them to seek support from their parents.

In lessons, teachers will establish from the beginning that it is inappropriate to disclose personal information. Ground rules, which ensure pupils agree not to pressure one another to answer questions about their own experiences, also apply to staff.

Handling sensitive and controversial issues

Teachers will:

- Ensure pupils establish ground rules about how they will behave towards each other and how the issue will be dealt with
- Judge when to allow pupils to discuss issues on their own in small groups and when to join in and offer support
- Ensure that pupils are clear about the difference between fact, opinion and belief, and that they have access to balanced information and views against which they can clarify their own opinions and views, including contributions made by visitors to the classroom
- Decide how far they are prepared to express their own views, bearing in mind that they are in an influential position and that they have to work within the school's values framework
- Provide appropriate support after a session for any pupil who may be troubled by an issue raised

Adapted from: "Passport – A framework for personal and social development", commissioned by the Gulbenkian Foundation, written by Jane Lees and Sue Plant.