



DRUG EDUCATION POLICY

BRICKHILL LOWER SCHOOL

MAY 2017

Drug and education in the context of this document are inclusive terms including tobacco, alcohol, medicines and substances such as solvents.

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.

Successful drug education should start early: the key to which is developing pupils' skills.

The policy applies to all pupils, parents/carers, volunteers and staff members attending the school or whilst on school business including off –site visits and trips and is based on DfE and ACPO drug advice for schools September 2012.

Principles

- Brickhill Lower School is committed to the Health and Safety of all its members and believe that we have a duty to support and safeguard the well being of all its pupils 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, and through the general ethos of the school, we seek to encourage and develop pupils 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.
- Families have an important role to play in supporting the provision of drug education, especially in helping a young person examine their attitude to drugs. The school's approach and rational needs to be explained to parents/carers to gain their understanding and support. This is particularly important for parents/carers of primary aged pupils, as they may not understand the necessity of starting drug education from an early age. Parents/carers should be provided with information about the drug education their child will receive at school so that they can support their child's learning at home, and access to support and information about drugs. The LEA and Healthy School Programme can provide strategies to support the involvement of parents/carers.
- Drug issues and concerns extend across socio-economic and ethnic boundaries, and pupils 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 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.

Aims:

- To provide a safe, healthy environment in which pupils and staff can learn and develop.
- 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 to appreciate the benefits of a healthy lifestyle now, and in the future.
- To enable pupils to make reasoned, informed choices.
- To minimise pupils' 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 in their own personal learning and responsibilities.
- To enable pupils and staff to access support structures (including voluntary sectors) e.g. Connexions Service, counselling and treatment.
- To monitor, evaluate and review learning outcomes for pupils.

Objectives:

- To provide opportunities for pupils to acquire knowledge and identify the distinction between authorised and unauthorised drugs.
- To develop and equip pupils 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' decision making skills and to increase self esteem.
- To engage parents/carers in the school community and learning process.
- To enable pupils and staff to access support if they have concerns about their own or others' drug use.

Principles of Learning and Teaching

In addition to science, Personal, Social, Health and Economic Education (PSHE) and Citizenship provide opportunities for drugs education. PSHE is described as a frame that is non-statutory. At Key Stage 1&2 Citizenship is included in the framework.

Drug Education is organised through timetabled PSHE lessons, Science and other curriculum subjects and off-timetable activities including themed weeks.

Knowledge and Understanding

Pupils are taught within the guidance of the National Curriculum (science programme of study, and the guidance for PSHE and Citizenship). This includes:

Key stage	Learning Objective	Learning Outcome
1	<i>To know that not all things are safe. To learning about signs that mean danger. To know the dangers from household substances, if they are not used as instructed. To learn about the role of drugs as medicine. To know that not all drugs are medicines</i>	<i>I can identify signs which mean danger. I can identify different household substances and know that if they are not used properly, they can be dangerous. I know that drugs can be medicines but that not all drugs are medicines</i>
2	<i>To understand further the role of drugs as medicines. To know that some drugs are harmful To explore (in PSHE) situations where drugs could be offered. To find out about the appearance of drugs</i>	<i>I understand that medicines are drugs but that similar drugs are not medicines and are harmful. I know what to do if I find something that I think is a drug</i>

Attitudes, Values and Skills:

Pupils 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.

Cross-curricular links

Drug education has many cross curricular links, with science making particular contribution. However, the development of life skills is a theme throughout the curriculum, within the programme for Personal, Social, Health and Citizenship Education (PSHCE), reflected in our Core Purpose. These life skills are also taught through the Foundation Stage. There are links to other subjects, such as geography and physical education, and aspects of school life, notably the spiritual, moral, social and cultural aspects of the curriculum.

Differentiation and Special Education Needs (SEN)

While some pupils 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 that lessons are planned to take account of pupils' age, cultures, experiences and levels of maturity. The needs of pupils with SEN will be taken into account by the teacher who may need to provide different resources or specific support to some pupils. Where pupils' Individual Education Plans (IEP) identify targets relating to their personal development, the teacher will ensure that opportunities are planned to support pupil's in achieving these.

Staff development

Additional support and Continuing Professional Development (CPD) opportunities for teachers involved in Drug Education will be made available through existing CPD and training strategies.

Other related school links/ policies

- PSHE and Citizenship
- Early Years/Foundation Stage
- Behaviour
- Inclusion
- Equal Opportunities
- Child Protection
- Health and Safety
- Medicines and Pupils with Medical Needs
- Use of visitors in the classroom
- School Smoking and Alcohol policies

Monitoring, Evaluating and Reviewing

- There is a named co-ordinator and a linked governor for Drug Education and policy development.
- Senior managers are involved in monitoring and evaluation.
- Pupils, staff, parents/carers and governors are consulted and 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.

This policy will be reviewed every two years in the light of any changes in the classification of drugs, local issues, incidents, guidance and recommended practice. The school's drug co-ordinator will undertake the review and disseminate it to staff.

Managing Drugs Related Incidents

At Brickhill Lower School we do not condone the misuse of drugs, including alcohol. We are committed to tackling drug misuse amongst young people and that any instances of possession, use, or supply of illegal drugs on school premises by pupil or adults will be regarded with the utmost seriousness.

Code of conduct:

- Brickhill Lower School is a non-smoking site at all times.
- Adults are only permitted to drink alcohol at school, on social occasions.
- Pupils are not allowed, at any time, to be in possession of, or use, alcohol, tobacco, matches, lighters, products that can be inhaled/sniffed, or any illegal drugs.
- Pupils who need to bring medicine to school must leave it in the office where responsible adults can dispense it (See Administration of Medicines policy).

Procedure for managing a drugs related incident:

If any pupil is found in possession of any unauthorised drug, the substance will be confiscated, in the presence of a witness, placed in a sealed bag and taken to the office for secure storage. It is permitted by law for school staff to take temporary possession of a substance suspected of being a controlled drug for the purposes of protecting pupil/pupils from harm and the offence of possession.

1. A written record of the incident will be kept in a notebook attached to the main incident book in the Head teacher's office.
2. The Head teacher will be informed and will take the lead in deciding how to respond further.

3. The Head teacher will contact the relevant LEA personnel to seek advice. This is important in relation to talking to the media. No members of the staff should make comments to the media.
4. Parents/carers will normally be informed, unless there is a fear that a child might be at risk under the Child Protection guidelines.
5. The Head teacher will advise the parents/carers of additional support the family may want, such as LA, EWO and LEA School Nurse.
6. No member of staff will attempt to analyse or taste an unidentified substance.
7. If criminal behaviour is involved, the Head teacher will contact the school's Police school's liaison officer who will provide confidential advice.
8. If a pupil is suspected of concealing illegal drugs on their person, every effort will be made to secure the voluntary production of such drugs. This will be carried out in the presence of a witness. School property such as drawers may be searched.
9. The sanctions used for rule breaking will depend on the nature and gravity of the offence. This will be decided by the Head teacher. Exclusion will be considered in serious cases and will be in line with the DfE's guidance on exclusion.
10. If exclusion is likely, the substance will be placed in a sealed container with a written record of the response attached to it.
11. If exclusion is not likely the substance will be disposed of in consultation with the Police or the Health Education Unit.
12. If any pupil is thought to be affected by taking 'substances', medical help will be sought at once and first aid given if required. This is not an appropriate time to question the pupil; the priority is always the pupil's safety.

Policy reviewed and updated : signed

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