



Sutton in Craven C of E (VC) Primary School

Drugs Education Policy

Date Adopted: May 2015

Next Review: May 2018

Reviewed every 3 years by the Resources Committee

How this Policy was developed

This policy was developed from consultation with staff and governors

It takes full account of the school's legal obligations, noted in DfES and other materials

School Context

Sutton C of E Primary School is situated in a village. Children come from a mixture of private and council housing, single and dual parent families. Most pupils are of white British heritage.

Definitions

Drug Education is one element of Sutton C of E Primary School School's work in Science and in Personal, Social and Health Education (PSHE).

Our Drug Education Policy recognises that drug taking covers a broad spectrum: from medicinal drug taking (e.g. on prescription), to socially accepted, recreational drug use (e.g. alcohol), through to problematic drug taking which frequently involves a drug dependency, often using illegal drugs. We also recognise that our society has an ambivalent attitude to drug taking and drug takers and that young people frequently receive very mixed, and often contradictory, messages. As such it is important that we are clear and consistent in our use of language. The definitions below are used:

Drug refers to a substance people take to change the way they feel, think or behave. Drugs include:

Over the counter and prescription medicines	Legal drugs	Illegal drugs
e.g. aspirin; asthma inhalers; antibiotics	e.g. alcohol; tobacco; volatile substances (those giving off a gas or vapour which can be inhaled eg glue, aerosols); poppers (amyl nitrites)	<i>also known as controlled drugs (Misuse of Drugs Act 1971)</i> e.g. cocaine, ecstasy (Class A); amphetamines (Class B); cannabis (Class C)

Drug use / taking involves the use of any drug that can potentially lead to harm.

Drug misuse is drug taking which leads a person to experience social, psychological, physical or legal problems related to intoxication or regular excessive consumption and / or dependence.

Drug education is the provision of 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. It is a major component of drug prevention.

Drug prevention aims to: minimise the number of young people engaging in drug use that is not medically advised; delay the age of onset of first use; reduce the harm caused by drugs; and enable those who have concerns about drugs to seek help.

Rationale and Statutory Requirements

Sutton C of E Primary School recognises that young people are exposed from an early age to messages about drug use from the media, family and older friends. We wish to promote the development of the 'whole person', which encompasses physical, mental, emotional, social and environmental health; by equipping pupils with the knowledge, skills, attitudes and values to handle their lives effectively in the present and prepare them for adulthood.

Ofsted's report "Drug Education in Schools" (1997) suggests that effective teaching of drug education not only increases children's knowledge about drugs but also enables children to:

- improve their self esteem

- make informed choices and decisions
- develop personal initiative and responsibility
- recognise personal skills and their qualities in others
- maintain and develop relationships
- develop self-confidence
- develop assertiveness in appropriate situations
- develop the motivation to succeed.

Furthermore, there is a legal requirement to teach about drugs. The National Curriculum for Science specifies aspects of Drug Education that must be taught and the non-statutory guidelines for PSHE incorporate Drug Education

The 1988 Education Act requires school to:

- promote the spiritual, moral, social, cultural and physical development of pupils
- prepare pupils for the opportunities, responsibilities and experiences of adult life.

Drug Education has a role to play in the fulfilment of these two aims of the National Curriculum.

Values

The aims and objectives (see Appendix 2) form the values which underpin all PSHCE work, including Drug Education. These closely correspond with the National Curriculum Values, Aims and Purposes.

Our values underpin all teaching, in all subjects including Drug Education; we encourage:

- awareness, understanding and respect for self, including self-confidence and self-esteem
 - awareness and respect for others and their views
 - consideration and responsibility for choices and actions
 - an appropriate set of values to guide their own behaviour and their relationships with others
 - responsibility and care for family, friends, school and wider community
- appropriate communication and social skills.

Aims

Drug education should enable 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. It is not just about giving information on drugs; it also aims to help our pupils make responsible and healthier informed choices. It has the following specific desired learning outcomes

Attitudes, Values and Skills

- develop and demonstrate sense of responsibility towards themselves and others
- develop values and attitudes and the personal skills needed to make responsible choices: become aware of self and develop their self esteem and self-discipline
- develop positive attitudes towards personal health
- have an understanding how they can influence their peers
- acquire an awareness of attitudes and values towards drugs and drug issues within their own community.

Knowledge, Understanding and Skills

- know about of the effects of substances taken into the body
- understand that many drugs have medicinal benefits but that all substances can also be harmful including, if not used properly, medicines
- knowledge about rules and laws relating to drugs
- develop and demonstrate skills to avoid pressure, exploitation and abuse
- know where and how to find help and advice
- develop and demonstrate especially of assertiveness, communication and decision-making

Roles and Responsibilities

The Science Co-ordinator is responsible for all aspects of the subject including Drug Education. In respect of this, responsibilities are to:

- ensure that all staff are confident in the skills to teach and discuss Drug Education issues
- monitor and advise on organisation, planning and resource issues across the school
- review / update the policy on a three year cycle or sooner if necessary.
- keep the governing body fully informed of issues and progress in Drug Education
- act upon any concerns which may arise from pupil disclosure during Drug Education sessions.

The Governing Body

The Governing body, in co-operation with the Head Teacher, determines the school's general policy and approach to Drug Education provision for all pupils.

Teachers

Teaching children about drugs is a whole-school process and all teachers are sensitive to each individual pupil's needs. Teachers promote positive, healthy choices on a daily basis.

It is the responsibility of all staff to teach Drug Education in line with the principles and statements set out in this policy, and in particular, to:

- to establish with pupils a set of ground rules which set the parameters for discussion
- to recognise when there is a concern and to follow concerns under Child Protection procedures (see Child Protection and Confidentiality section, below)
- promote the spiritual, moral, cultural, mental and physical development of pupils at the school
- prepare pupils for the choices, pressures and responsibilities of adult life
- approach the teaching of drug education with an awareness of the children's needs in this area
- inform children about drugs and their effects as part of the Science and PSHE curriculum.

When teaching any work in Drug Education, sensitive questions may arise. Teachers should:

- deflect questions that are of a personal nature
- delay answers to some questions to allow clarification

Teaching Assistants

Teaching Assistants may support teachers in the preparation and organisation of resources and with particular children to facilitate access to materials (e.g. as a reader or scribe).

External Agencies

Visitors may be invited to help the teaching and learning process. Where visitors play a part in classroom work then a form HS2 *Partners in Education* must be completed .

Parents

There is not a right to withdraw children from work in schools on drugs. However, Sutton C of E Primary School is committed to working with parents. Parents have a legal right to view this policy and to have information about the school's drug education provision. The school will seek and take account of parent / carer views and endeavour to adopt a partnership approach with parents/carers eg through information workshops for parents / carers.

Child Protection and Confidentiality

It is the responsibility of Sutton C of E Primary School to support its pupils but no individual should guarantee a child absolute confidentiality. If there are any disclosures made which raise concerns, the teacher must refer to Child Protection protocol by consulting with the Headteacher or the Child Protection Officer who will advise or act upon the concern. Under the Children Act 1989, adults "*may do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child's welfare*".

Organisation, Planning and Resources

Drug Education is delivered in line with the National Curriculum for Science, the national framework for PSHCE, DfES Drugs Guidance and the North Yorkshire Healthy Schools Scheme guidance.

Some work on Drug Education is developed indirectly in day-to-day teaching and learning. (For example, at KS1 pupils should be taught about making simple choices that improve their health and well-being.)

Drug Education is addressed in the following ways:

- through designated curriculum time as part of PSHE or Science work.
- through assemblies led by the Headteacher or visiting speakers.
- through attendance at specific events e.g. Crucial Crew

Drug Education

The school provides a planned drug education curriculum through the following:

(i) The National Curriculum science order outlines the content of the *statutory* drugs education-

- Key Stage 1, 5-7 year olds should be taught about the role of drugs as medicines
- Key Stage 2, 7-11 year olds should be taught that tobacco, alcohol and other drugs can have harmful effects

Drug Education, as part of PSHE, forms part of Sutton C of E Primary School School's Long Term Plans; in the table below, ticked headings are directly relevant to work on promoting a healthy lifestyle, double ticked headings relate specifically to drugs.

Foundation Stage	Key Stage 1	Key Stage 2
Fairness Choices ✓ Communities Feelings Relationships Responsibilities Right & Wrong	Choices ✓ Communities Feelings & Relationships ✓ Right & Wrong Rights & Responsibilities ✓ Rules ✓✓	Choices ✓ Communities Democracy Feelings & Relationships Health ✓✓ Right & Wrong ✓ Rights & Responsibilities Rules & Laws The Global Community

Assessment and Reporting

Assessments will be made through observation of children and their work and by talking with and listening to discussion between pupils.

A statement as to the personal and social development of each pupil will be made in the annual report to parents. This may make reference to learning about drugs during the year (if, for example, a child's learning in the area was particularly mature).

Assessment and reporting of Drug Education will make reference to learning outcomes in PSHE or Science.

Equality of Opportunity

The nature of PSHE lends itself to study by children with a range of different abilities. Children can work on the same content at different rates and levels. Young people may have varying needs regarding Drug Education depending on their circumstances and background.

Monitoring and Evaluating

The Drug Education programme is regularly evaluated by the PSHE co-ordinator.

- to review and plan the content and delivery of the programme of study for PSHE
- to review resources and renew as appropriate
- to update training in line with current LA guidelines.