



St Helens Primary School

Drugs Policy

Reviewed by: FGB

On: June 2021

Next review due: June 2023

Chair of Governors Gary Booth

Signature: Gary Booth



ST HELENS PRIMARY SCHOOL

DRUG, ALCOHOL AND TOBACCO POLICY

June 2021

Drug Education and the management of drug related incidents forms an integral part of the school's commitment to enabling children to become healthy, independent and responsible members of society.

The development of this policy is closely linked to the school's PSHE and citizenship programme and commitment to the National Healthy School Standard.

Rationale

The School is committed to optimising the learning potential of every pupil.

- We are aware that all drugs carry the potential for harm and may have a serious impact on health, well-being and academic achievement.
- The school has a part to play in reducing the risks to its pupils through the provision of a sound, planned programme of drug education.
- We are committed to endorsing consistent and clear procedures that promote safety and good management of all drugs.

Aims of the Policy

Drug education can be enhanced by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment, which is conducive to learning. In our school we aim:

- To ensure the health, safety and well-being of pupils and others who use the school.

- To enable staff to deal sensitively with, and to follow the correct procedures for, any case of substance misuse.

Range of the Policy

This policy relates to staff, parents, governors and all visitors to the school as well as the pupils. The physical boundaries of the school define the extent of the school premises during the school day and the school term. But school rules and expectations of behaviour extend further if pupils visit a library, for example, or leave school on supervised visits. School boundaries as they apply to conduct also extend to include school trips, and clear guidance to staff is given about their supervisory responsibilities. Staff are made aware of any controls on their own drug use (e.g. of alcohol, tobacco and medicines) when on duty.

The Range of Substances Covered by this Policy

- Volatile (sniffable) substances (e.g.: petrol, alkyl nitrates, butane, aerosols)
- Over-the-counter medicines (e.g.: paracetamol, cough medicines)
- Prescription medicines (e.g.: tranquillisers, amphetamines, anabolic steroids)
- Alcohol
- Tobacco
- Other legal drugs (e.g.: caffeine)
- Illegal drugs (e.g. cannabis, heroin, LSD, ecstasy)

Working with Parents and Governors

Our school seeks to work in partnership with governors and parents to provide effective drug education and support for young people. Parents need to know that the school's drug education programme will complement and support their role as parents and understand the school expectations and procedures for managing drug incidents. Governors have a role to play in agreeing policy and procedures and will take steps to ensure this policy is adhered to throughout the school.

Aims of Drug Education

The outcomes of drug education are to give young people the knowledge, skills and attitudes to appreciate the benefits of a healthy lifestyle and relate these to their own action, both now and in their future lives. Effective drug education enables pupils to:

- Improve their self esteem
- Make informed choices and decisions
- Develop personal initiative and be able to take responsibility
- Recognise personal skills and qualities in themselves and others
- Maintain and develop relationships
- Develop self confidence
- Develop assertiveness in appropriate situations
- Develop the motivation to succeed

Context

Drug education is firmly rooted within the school's Scheme of Work for PSHE and citizenship. It is not delivered in isolation. Many opportunities exist throughout the curriculum for promoting drug education. The scheme of work is organised to ensure continuity and progression in and between Key Stages, linking inputs in Drug Education with those made in PSHE, science, RE and other subjects. The programme is developmental and builds on young people's existing knowledge, experiences and perceptions. There is progression across key stages enabling pupils to re-visit and extend their learning throughout their time in school.

For each year group the following are stated within the PSHE scheme of work:

- classroom activities;
- desired learning outcomes;
- assessment methods to be employed;
- resources.

Approaches to Teaching and Learning

Our school can help pupils to develop confidence in talking, listening and thinking about drugs.

To facilitate pupils' learning in drug education:

- The purpose of each lesson is made clear
- Appropriate learning experiences are planned and meet the needs of all the pupils in the class
- We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities.
- We offer children the opportunity to hear speakers, such as health workers, police, and representatives from the local church, who talk about their role in creating a positive and supportive local community.
- Teaching resources are up to date, differentiated and culturally and age appropriate
- Time is given for pupils to reflect and consolidate their learning
- Pupils are encouraged to take responsibility for their own learning and to record their own progress
- Attention is given to developing a safe and secure classroom climate
- Staff training needs are met

The school leads the programme but outside visitors have a role. There is a school protocol for involving outside visitors wherever appropriate.

Foundation Stage

We teach PSHE and citizenship to Reception pupils as an integral part of the topic work covered during the year. As the Reception class is part of the Foundation Stage, we relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE and citizenship matches the ELGs. We also support citizenship education in Reception when we teach 'how to develop a child's knowledge and understanding of the world'

Teaching Children with Special Needs

We teach Drug education to all children, regardless of their ability as part of our PSHE and citizenship scheme of work. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE and citizenship we take into account the targets set for the children in their Pupil Passports

Monitoring

The PSHE and Citizenship Leader is responsible for monitoring the standards of children's work and the quality of teaching. This member of staff supports colleagues in the teaching of PSHE and Citizenship by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The leader is also responsible for producing an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

Assessment

Teachers assess the children's work by making informal judgements as they observe them during lessons, gauged against the specific learning objectives set out in the National Curriculum. This assessment should not be judgemental. Teachers record the achievements of pupils in Drug Education as part of PSHE and citizenship assessments.

Resources

The school holds resources for Drug Education with those for PSHE and citizenship. Additional resources are available on loan from the Teacher Centre and Schools Library Service.

Managing Drug Related Incidents

Guidance is given in: The Right Responses, SCODA 1999, The Essential Guide to Drug Education and Managing Drug Related Incidents, QLS 2001 and DfE Circular 4/95. The Headteacher is the member of staff responsible for co-ordinating the schools response to drug-related incidents.

The primary concern of the school is the care and welfare of children and young people. In cases of a medical emergency the school will act promptly to ensure the safety and well-being of the pupil and the school community. The school is committed to ensuring that all

staff are familiar with the procedures for managing drug-related incidents and related documentation.

The school seeks to ensure that:

- Pupils know the school rules that all drugs and medicines must be managed at school by teachers.
- Drugs and medicines should only be brought onto school premises with teachers' knowledge and approval.
- The management of medicines will always be in accordance with D1EE/DH 1996 Good Practice Guide: "Supporting pupils with medical needs".
- Parents will be informed as a matter of course with all drug-related incidents and the police will be informed if necessary.
- Where drug use or misuse seems to be harming a pupil, the pupil will be referred for further help.
- All drug-related incidents will be recorded and completed forms will be submitted to the LEA.
- Where appropriate, sanctions will be chosen from the range of those available for other breaches of school rules.

Child Protection

Teachers and other adults involved in drug education will sometimes hear disclosures that suggest a child may be at risk. It is essential that all are aware of the school's Child Protection policy. A copy of this is available from the Headteacher as the school's designated teacher for Child Protection. Where an adult believes a child may be at risk the Headteacher must be consulted before any further action is taken.

REFERENCES

Drugs: Guidance for Schools (Ref: DfES/092/2004)

<http://www.healthyschools.gov.uk>