



Wilbarston CEVC Primary School

Drug Education Policy (No-Smoking Policy) 2015

Our Vision is to be acknowledged as a school that provides quality learning in a quality-learning environment.

Our Mission statement is Enjoyment, Excellence, Care and Respect.

At Wilbarston School we aim to provide the highest standards of education in a happy, caring environment.

Ethos Statement

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experiences it offers to all its pupils.

The children will gain skills, knowledge, and understanding enabling them to experience success and to realize their potential in a safe and caring environment. The children will be taught those values and attitudes which will strengthen their respect for themselves and others, enabling them to take their place in society with confidence. The way people behave towards one another plays a vital role in achieving this aim.

Introduction:

Drug and drug education in the context of this document are inclusive terms including tobacco, alcohol, illegal drugs, medicines and other 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/students' life skills. This policy applies to all pupils/students, parents/carers, volunteers and staff members attending the school or whilst on school business including off-site visits and trips.

Principles (in keeping with the aims of the school)

- Wilbarston 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.

- In line with our healthy schools agenda we have adopted a ‘**No-smoking policy**’ throughout the school. No smoking signs are prominently displayed in school and our policy is made clear in the school brochure.
- 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 abuse, 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 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.

Drug Policy 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 and smoking 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 young people and staff to access support structures, e.g. Connexions Service, counselling and treatment.
- To monitor, evaluate and review learning outcomes for pupils.
- To work with outside agencies, to secure and support a balanced delivery of a drugs education programme.

Objectives for Drug Education:

- To provide opportunities for pupils to acquire knowledge and identify the distinction between authorised and unauthorised drugs, which is to include tobacco and alcohol.
- 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 increased 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 Teaching and Learning

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

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 bring 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.

Northamptonshire Police play an active role in Year 6 drugs education.

Knowledge and Understanding

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

Key Stage	Learning Objective	Learning Outcome
1	<p>To agree and follow the rules for their group and classroom, and understand how rules can help them.</p> <p>To know about the role of drugs as medicines.</p> <p>To know that all household products, including medicines, can be harmful if not used properly.</p> <p>To know the rules for, and ways of, keeping safe, including basic road safety, and about people who can help them stay safe.</p>	<p>To know the Golden Rules and Class Rules.</p> <p>To know how medicines help to make us better.</p> <p>To be able to identify different household substances and know that if they are not used properly, they can be dangerous.</p>
2	<p>To know how and why rules are enforced and how to take part in making and changing rules.</p> <p>To know about the effects on the human body of tobacco, alcohol and other drugs and how these relate to their personal health.</p> <p>To know what makes a healthy lifestyle, including the benefits</p>	<p>To know the Golden Rules and Class Rules and the consequences for breaking these.</p> <p>To cope with the effects of peer pressure with regards to smoking, alcohol and taking drugs and what harm it can do to our bodies.</p> <p>To look at how our Activate</p>

	<p>of exercise and healthy eating, what affects mental health, and how to make informed choices.</p> <p>To know that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.</p> <p>To know which commonly available substances and drugs, including tobacco and alcohol are legal and illegal, their effects and risks.</p> <p>To know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.</p> <p>To know school rules about health and safety, basic emergency aid procedures and where to get help.</p> <p>To know where individuals, families and groups can get help and support.</p>	<p>programme and other exercise can improve our lifestyle.</p> <p>Good hygiene practice, e.g. washing hands before cooking and after going to the toilet.</p> <p>I know the scientific names for drugs and know that they have other, common names.</p> <p>What to do in the event of fire by practising fire-drills.</p> <p>Providing leaflets and posters e.g. Childline information.</p>

Resources:

- Teaching resources are up to date, differentiated and culturally and age appropriate e.g. ‘Tackling Sex and Relationships Education in the Primary School’ and ‘Tackling Drugs in the Primary School.’
- The school allocates adequate funding to Drug Education presentation.
- Adequate staff resources, development and training are provided to address identified needs.

Cross-curricular links

Drug education has many cross-curricular links, with science making a particular contribution. However, the development of life skills is a theme throughout the curriculum, within the programme for Personal, Social, Health and Citizenship Education and enshrined in the values, which are embodied in the schools’ ethos. 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 Educational Needs

Whilst 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 ensure that lessons are planned to take account of pupils age, culture, experience and maturity. The needs of pupils with SEN will be taken into account by the teacher who may need to provide different resources, different activities 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 pupils in achieving these.

Monitoring, Evaluating and Reviewing:

- Governors review Drugs Education as part of the overall monitoring of the curriculum.
- Pupils, 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.

Summary:

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 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:

- Follow the Outside Agencies and Visitors in School Policy.
- Consistency with the school’s ethos, values, drug policy and approach to drugs education.
- What is the visitor expected to do?
- What will the teacher’s contribution to the session be?
- What preparation will be necessary, i.e. classroom layout, size of groups, content of session, equipment etc?
- Has the visitor been checked with the Criminal Records Bureau?
- Have confidentiality issues been clarified, avoiding inappropriate disclosures?
- How will the session be followed up?
- Is parental consent required?

Managing Incidents in School

The school will follow the procedures set out in ‘Drugs: Guidance for Schools’ by the department for Education and Skills 2004 Section 4:6 – 4:9. Photocopies are attached at the end of the policy.

This policy will be reviewed every 3 years.

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Signed -----

APPENDIX

Support Agencies

National

- **Talk To Frank** - 0800 776600
www.talktofrank.com
- **Drinkline** – 0800 9178282
www.alcoholconcern.org.uk,
- **ADFAM** – 020 7 928 8898
Waterbridge House, 32-36 Loman Street, London. SE1 0EH.
The national organisation for the families and friends of drug users
www.adfam.org.uk
- **Drugscope** – 020 7928 1211
Waterbridge House, 32 - 36 Loman Street, London SE1 0EE.
DrugScope is a UK charity that conducts research in the drugs field and provides drugs information to professionals and the public.
www.drugscope.org.uk
- **Release – 0207 729 5255**
388 Old Street, London, EC1V 9LT
Also, Drugs in Schools Helpline by RELEASE - 0345 366666
www.release.org.uk
- **RE-SOLV** – 0808 800 2345
30a High Street, Stone, Staffordshire, ST15 8AW
The Society for the Prevention of Solvent Abuse
www.re-solv.org/
- **Childline** – 0800 1111.
Studd Street, London. N1 0QW
www.childline.org.uk