

# Stoke Holy Cross Primary School

## DRUG EDUCATION & DRUG RELATED INCIDENTS POLICY

### Position Statement

At Stoke Holy Cross Primary School, we are committed to investing in our pupil's health and well-being, because we believe doing so will assist the process of raising their achievements. Drugs education is an important issue that is both essential and relevant to children in the real world. We aim to protect our pupils through education by providing 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.

In developing our policy and programme of study we have taken full account of the Norfolk Drug & Alcohol Partnership guidance contained in 'Drugs and Alcohol: Advice for Schools' (2014)

### Policy Aims

The aim of this policy is to acknowledge and clarify the schools' role in drug prevention and education and ensure it is appropriate to pupils' needs. The policy provides information and about drug education, as well as procedures to respond to any drug-related incident, for pupils, teachers, support-staff and outside agencies or individuals.

The policy aims to ensure that the approach taken on the issue of drugs is a whole-school one, as part of our commitment to and concern for the health and well-being of the whole school community. Teachers will need to be confident and skilled to teach drug education and pupils need to receive up-to-date, relevant and accurate information, as well as support.

This policy aims to make clear procedures for responding to and managing drug-related incidents. Sanctions for incidents will be consistent with the school's behaviour policy. This policy applies at all times to the school premises and school transport, as well as school visits and visitors.

### Dangerous Substances

For the purpose of this policy and our drugs education programme, drugs are defined as: a substance people take to change the way they think, feel or behave. Our school uses the term 'drug' to include, caffeine, alcohol, tobacco, medicines, illegal drugs and other substances such as solvents and poppers.

If a child finds anything unusual, the issue of safety is paramount. They should not pick up syringes or handle unknown substances, but fetch a member of staff. Any correction fluid should be kept in the teacher's desk and any toxic substances in lockable cupboards ie. Art/Craft, Cleaners' Cupboard. Children are discouraged from sniffing substances such as glues, felt pens and poster markers.

### Curriculum

Drugs Education is part of Personal Social Health and Economic (PSHE) Education and should enable pupils to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle. The PSHE framework outlines the areas to be covered each year:

## **KS1**

### **Pupils could have the opportunity to learn:**

- What constitutes a healthy lifestyle
- That people's bodies can be hurt
- The responsibilities they have for their own health and that of others
- About growing and changing and new opportunities and responsibilities that increasing independence may bring
- To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health
- That household products, including medicines, can be harmful if not used properly
- To recognise that they share a responsibility for keeping themselves and others safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell'
- The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises
- About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people look after them.

## **KS2**

### **Pupils could have the opportunity to learn:**

- What positively and negatively affects their physical, mental and emotional health
- To recognise their increasing independence brings increased responsibility to keep themselves and others safe
- How to make informed choices (including recognising that choices can have positive, neutral and negative consequences)
- Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others
- What is meant by the term 'habit' and why habits can be hard to change
- That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media
- To recognise and manage 'dares'
- To differentiate between the terms, 'risk', 'danger' and hazard
- To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this as an opportunity to develop resilience
- The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
- Why and how rules and laws that protect themselves and others are made and enforced
- School rules about health and safety, basic emergency aid procedures, where and how to get help
- About people who are responsible for helping them stay healthy and safe and ways that they can help these people.

The National Curriculum guidelines for science require that children are taught:-

- At KS1 about the role of drugs and medicines
- At KS2 that tobacco, alcohol and other drugs can have harmful effects

Teachers will attempt to answer children's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary refer to the PSHE Co-ordinator for advice and support. Teachers will also follow the following guidance:

- Teachers will establish clear parameters about what is appropriate and inappropriate in a whole-class setting
- If a child's question is inappropriate to address with the whole class the teacher should acknowledge the question and attend to it later on an individual basis
- If a question is too personal the teacher should remind the pupils of the ground rules

- Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way encourages positive participation
- Pupils may have opportunities to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to questions before the next session, and can choose not to respond to any questions which are inappropriate to address in whole class lessons

### **Equal Opportunities – Learning Together**

The school's drugs education programme of study is designed to promote the achievement of our aims and to ensure that all children have equality of access to them.

Children may have varying needs regarding Drugs Education depending on their circumstances and background. The school strongly believes that all pupils should have access to Drugs Education that is relevant to their particular needs. To achieve this, the school's approach to Drugs Education will take account of:

- Ethnic and cultural diversity
- Varying home backgrounds
- Special educational needs

### **Implementation**

This policy should be read in conjunction with:

PSHE Policy  
 Science Policy  
 Child Protection Policy  
 Critical Incidents Procedure  
 First Aid Procedure  
 Administration of Medicines  
 Behaviour Policy  
 School Support Team  
 Teaching and Learning

The head teacher takes overall responsibility for the policy and its implementation, for liaison with the governing body, parents, LEA and appropriate outside agencies. The head teacher will ensure that all staff dealing with substance issues are supported and trained.

### **Managing drug related incidents**

Incidents are managed in the context of the school's commitment to:-

- The safety and welfare of all pupils and staff
- The welfare of individuals deemed to be at risk
- The law concerning drugs

The Head Teacher retains the responsibility for deciding how to respond to particular incidents. This will take account of the individual concerned and whether they are a pupil, parent or member of staff. The following appendices outline the procedures to be followed in individual circumstances.

APPENDIX A: Responding to incidents involving drugs

APPENDIX B: Record of drug / substance related incident

