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## Drug Education & Managing Drug Related Incidents Policy

**Spring 2017**

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### **Summary**

This policy summarises Fieldhead Carr's approach to drug education through the curriculum and also sets out the processes for handling a range of drug related incidents

It should be read in conjunction with the following policies:

- Child Protection Policy
- Safer Working Practice Policy
- PHSCE Policy

The term 'school' incorporates the Breakfast Club and After School Club. The term 'staff' therefore includes staff employed in Breakfast Club and After School Club

### **Recommendation**

Governors to read and agree the policy.

Author's Role	PHSCE and Healthy Schools Lead
Date	Spring 2017
Internal Review Date	Spring 2018
Review Date	As changes

FIELDHEAD CARR PRIMARY SCHOOL  
**DRUG EDUCATION & MANAGING DRUG RELATED INCIDENTS POLICY**

### **Definition**

At Fieldhead Carr 'drugs' include any substance that affects your body. This includes socially acceptable and unacceptable drugs. These will include:-

- Tobacco – including e cigarettes
- Alcohol
- Medicines
- Illegal substances

### **Introduction**

As a school community we acknowledge that some of our children will have extensive knowledge of the world of drugs. For some, this knowledge may be inaccurate and incomplete, for others it will develop through personal experience. Therefore drug education should contribute to:

- Reducing the health risks and other damage related to drug misuse
- Reducing the acceptability and availability of drugs to young people
- Increasing the safety of communities from drug related crime

At Fieldhead Carr we believe that drugs education should provide:-

- Accurate information presented simply and clearly
- Informative and accessible reading materials
- Access to expert and credible adults besides teachers.
- Stimulating and enjoyable classroom tasks that are thought provoking
- Opportunities to develop pupil's knowledge and understanding in a challenging and safe atmosphere where they feel secure enough to play a full and active part

We aim to provide a consistent of approach throughout the school and to encourage children to develop the knowledge and skills to make informed and responsible choices now and in later life and to stress the benefits of a healthy lifestyle. At Fieldhead Carr we encourage children to develop positive attitudes and values and to ensure that Health and Safety procedures are followed when dealing with incidents/equipment related to drugs and drug use.

Welfare of pupils is paramount and procedures and policies are designed to reflect this commitment.

### **Overall Learning Objectives**

#### **For pupils:**

- To develop children's personal and social skills including refusal and decision making skills
- To help children take increased responsibility for themselves and their actions.
- To encourage children to value themselves and others.
- To encourage children to help and support others.
- To encourage children to work cooperatively in active learning and group work.
- To clarify what children already know, give information to clarify facts and correct false knowledge and beliefs.
- To help children deal with the effect of media coverage of issues relating to drugs.
- 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 increased self esteem.

#### **For staff:**

- To support staff in dealing with issues and incidents relating to drugs and drugs use.
- To ensure all staff are aware of procedures relating to drugs and drug use at Fieldhead Carr.

## Curriculum

Drugs education is part of the planned PSHE curriculum and is also delivered through the teaching of Science and through circle time. The PSHE framework outlines the areas to be covered each year.

Cross-curricular links Drug education has many cross-curricular links, with science making a particular contribution. The NC guidelines for science require that children are taught:-

- At KS2 – recognise the impact of drugs and lifestyle on the way their bodies function.

However, the development of life skills is a theme throughout the curriculum, within the programme for Personal, Social, Health and Citizenship Education (PSHCE), and enshrined in the values, which are embodied in the schools' ethos. There are links to other subjects, such as physical education, and aspects of school life, notably the spiritual, moral, social and cultural aspects of the curriculum.

For a view of each year groups curriculum see **Appendix 1**.

## Teaching

Our approach to drugs education is one in which children are given information in the belief that increased knowledge about drugs and the risks will empower children to make informed and safe decisions. We approach this in a sensitive manner appropriate to the age and experiences of the children concerned. Teaching is:-

- Well resourced
- Reflective of the needs and experiences of pupils
- Using a range of teaching methods including group work, discussions, videos and outside speakers
- Reinforcing messages about healthy lifestyles
- Flexible and relevant
- In the context of a wider PSHE programme
- Interesting and stimulating
- Informed.

### **Outside visitors**

Where outside speakers are used in any aspect of the drugs education programme, their contribution will be properly planned and agree with the PHSE leader. Teachers will be present and involved in all sessions and will evaluate the work afterwards. The teacher has overall responsibility for the session and the work planned.

### **Training, monitoring and evaluation**

Teaching and learning is monitored in relation to this agreed policy and the school's Teaching and Learning policy. The PSHE coordinator has responsibility for monitoring drug education teaching and learning in conjunction with the Headteacher.

### **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 Headteacher retains the responsibility for deciding how to respond to particular incidents in conjunction with the Senior Leadership team (SLT). This will take into account the individual concerned and whether they are a pupil, parent or member of staff.

The school's policy is that 'no individuals should be under the influence of drugs (as detailed in this policy) while on the school premises (within the boundary of the external playground wall) unless a doctor's note indicates that this does not affect the individuals capacity to perform their duties, take care of children in their charge, or in the case of pupils, take part in lessons.

**Appendices 2, 3, 4 and 5** outline the procedures to be followed in individual circumstances.

All incidents are recorded in the incident monitoring log.

All members of the school community are aware of these procedures and the implications for individuals.

Each incident will be dealt with on an individual basis.

Young children who are deemed to be at risk will be treated in relation to the school's policy on Child Protection.

**Monitoring, Evaluating and Reviewing:**

- Senior leaders are involved in monitoring and evaluation.
- 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 LEA and Government guidelines.

## Appendix 1

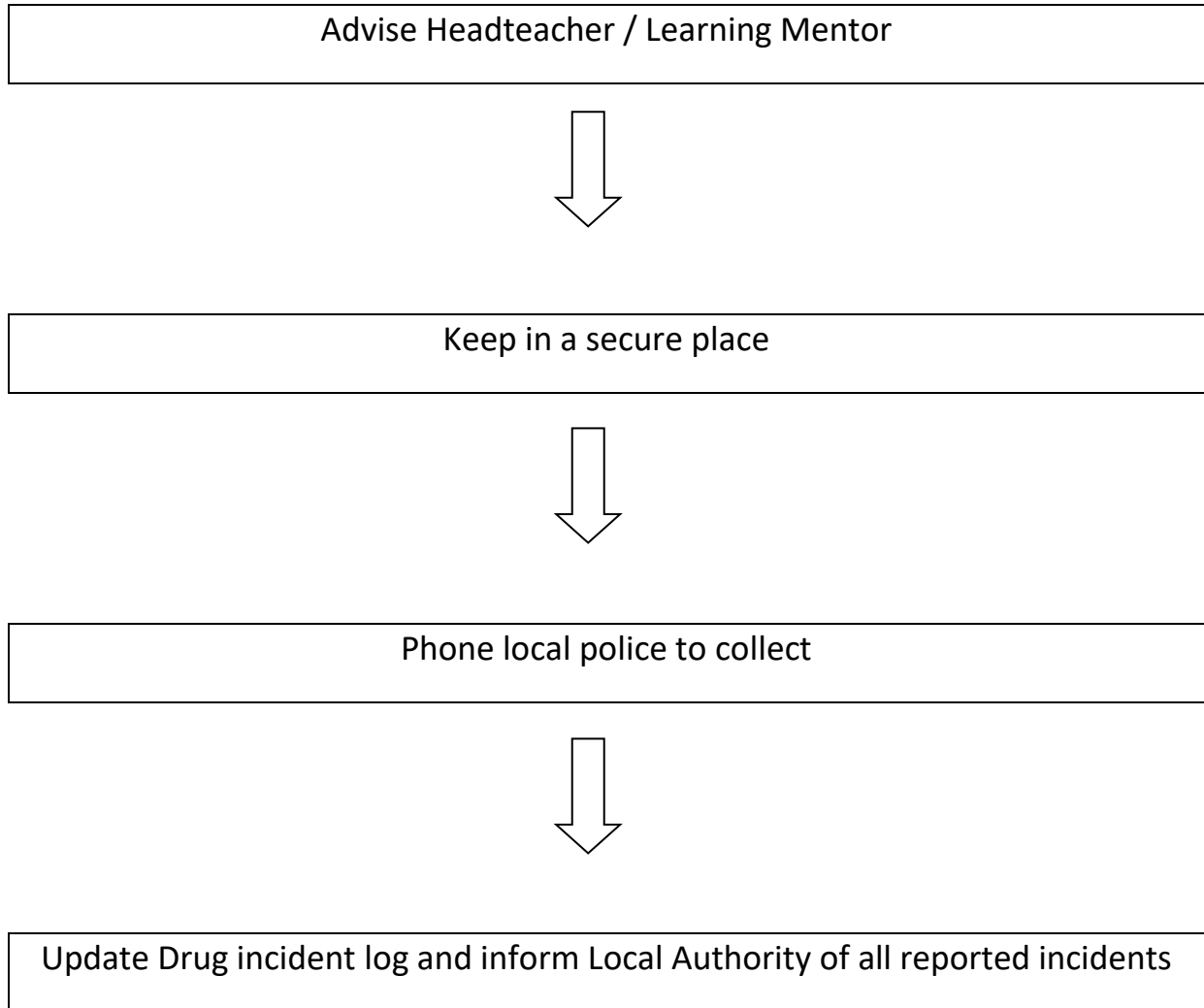
<u>Year Group</u>	<u>Curriculum content</u>
Year 1	<p><b>Drug, alcohol and tobacco education:</b> <b>What do we put into and on to bodies?</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● about what can go into bodies and how it can make people feel</li> <li>● about what can go on to bodies and how it can make people feel</li> </ul>
Year 2	<p><b>Drug, alcohol and tobacco education:</b> <b>Medicines and me</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● why medicines are taken</li> <li>● where medicines come from</li> <li>● about keeping themselves safe around medicines</li> </ul> <p><b>Asthma lesson for Year 2, 4</b></p> <ul style="list-style-type: none"> <li>● that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</li> </ul>
Year 3	<p><b>Drug, alcohol and tobacco education:</b> <b>Tobacco is a drug</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● the definition of a drug and that drugs (including medicines) can be harmful to people</li> <li>● about the effects and risks of smoking tobacco and secondhand smoke</li> <li>● about the help available for people to remain smoke free or stop smoking</li> <li>● role of e cigarettes in giving up smoking</li> </ul>
Year 4	<p><b>Drug, alcohol and tobacco education:</b> <b>Making choices</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them</li> <li>● about the effects and risks of drinking alcohol</li> <li>● about different patterns of behaviour that are related to drug use</li> </ul> <p><b>Asthma lesson for Year 2 and 4</b></p> <ul style="list-style-type: none"> <li>● that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions.</li> </ul>

Year 5	<p><b>Drug, alcohol and tobacco education:</b></p> <p><b>Different influences</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis</li> <li>● about different influences on drug use – alcohol, tobacco and nicotine products</li> <li>● strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol</li> </ul>
Year 6	<p><b>Drug, alcohol and tobacco education:</b></p> <p><b>Weighing up risk</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs</li> <li>● about assessing the level of risk in different situations involving drug use</li> <li>● about ways to manage risk in situations involving drug use</li> </ul> <p><b>Science Curriculum</b></p> <ul style="list-style-type: none"> <li>● recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> </ul>



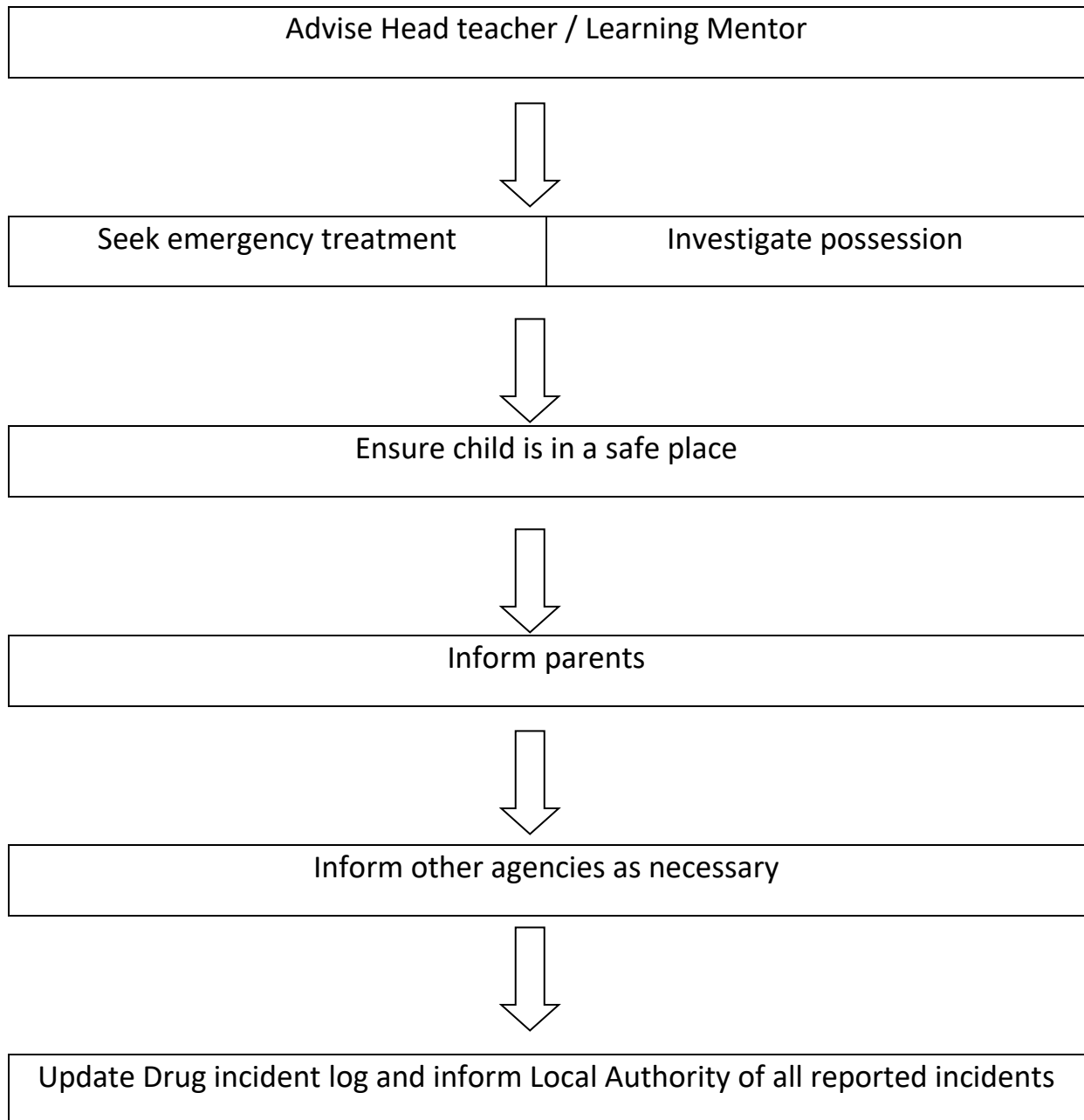
## Appendix Two

### Illegal drugs found on the premises



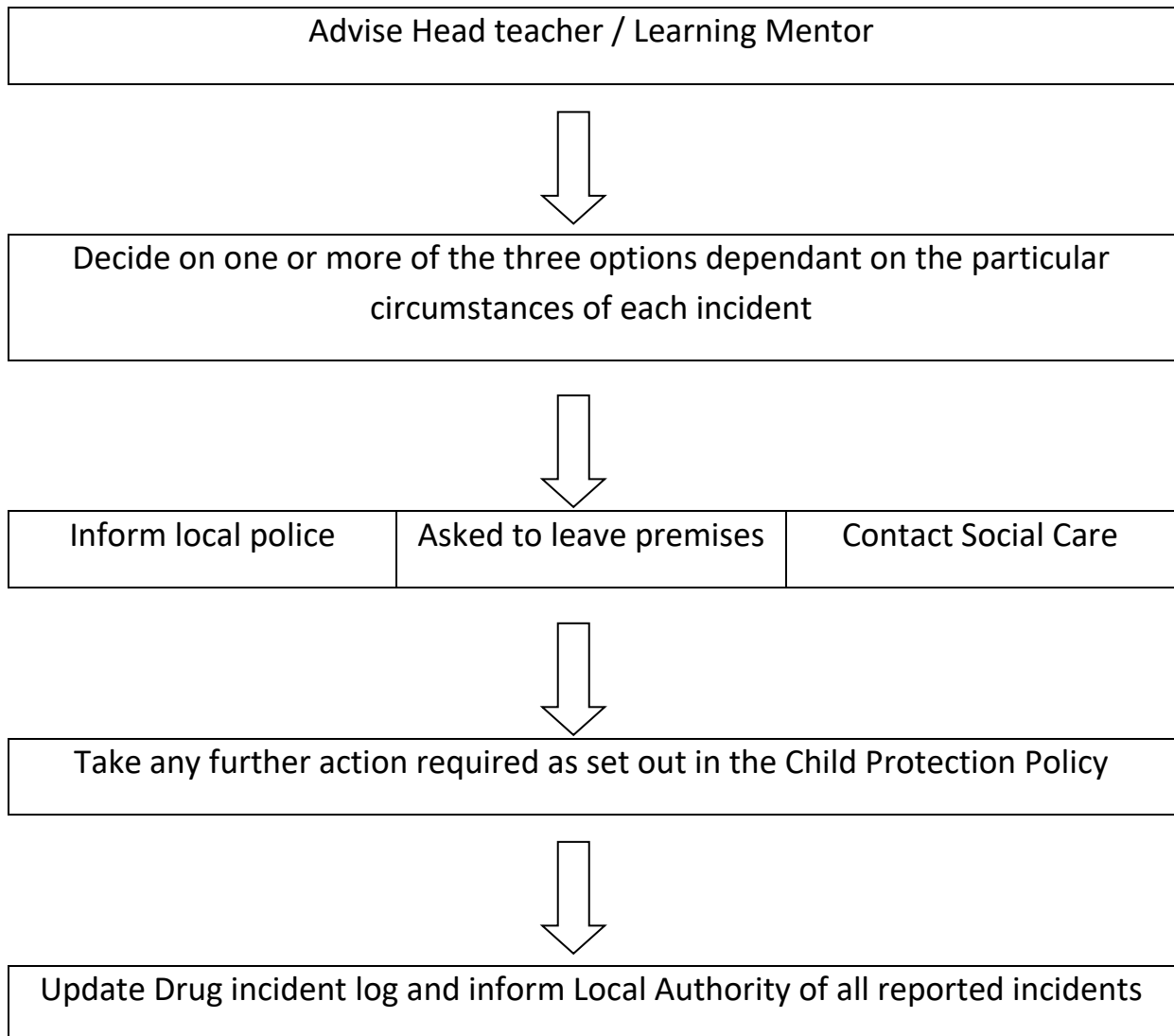
## Appendix Three

### Pupils under the influence of drugs / alcohol



## Appendix Four

### Parents/Carers under the influence of drugs/alcohol on school premises



## Appendix Five

### Staff/Governors on school premises

