

# Eastchurch Church of England Primary School



## Drug Education Policy

Date: May 2017

Review Date: June 2020

### Definitions (Guiding Principles)

- **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.**

### **School description and context**

Eastchurch Church of England Primary School is situated on the eastern side of the Isle of Sheppey and serves families from Eastchurch, Warden Bay, Bay View and Leysdown. It is a very mixed community with a mixture of private and housing association housing but with very little local infrastructure. There is also a large community in seasonal holiday accommodation which increases the local population considerably from March to the end of October.

The school is a primary school which takes children from the ages of 3 to 11 years.

We have very few ethnic minorities in the local area and very little religious diversity.

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Approximately 15% of the children who attend the school have additional educational needs and we have a number of Looked After children.

We have been informed that Eastern Ward is in the top 20% of the most deprived Wards in England and Wales. The Isle of Sheppey is an area where drugs have been an issue for some time and some of our children have experienced and are aware of the effects drugs and alcohol can have on people.

**Principles** (in keeping with the aims of the school)

- Eastchurch 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 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, 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/students 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/students 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/students 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 incidents and concerns about individuals.
- To promote clarity about the management of drug related incidents in the school.
- To encourage and enable pupils/students to appreciate the benefits of a healthy lifestyle now, and in the future.

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- To enable pupils/students to make reasoned, informed choices.
- To minimise pupils/students 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/students in their own personal learning and responsibilities.
- To enable young people and staff to access support structures (including the voluntary sector), e.g. Turning Point, counselling, and treatment.
- To monitor, evaluate and review learning outcomes for pupils/students.
- To work with KCC and outside agencies, including the voluntary sector, to secure and support a balanced delivery of a drugs education programme, e.g. Kent Advisory Service, other schools, Healthy Schools Schemes, Health Promotion, Primary Health Care professionals, Community Police, Youth and Community and Kent Safe Schools.

### **Objectives for Drug Education:**

- To provide opportunities for pupils/students to acquire knowledge and identify the distinction between authorised and unauthorised drugs.
- To develop and equip pupils/students 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/students' decision-making skills and increased self esteem.
- To engage parents/carers in the school community and learning process.
- To enable pupils/students and staff to access support if they have concerns about their own or others' drug use.

### **Principles of Teaching and Learning**

Science, Personal, Social and Health Education (PSHE) and Citizenship all provide opportunities for drugs education. PSHE is described as a framework that is non-statutory (it does not have to be taught in schools). At key stages 1 and 2 Citizenship is included in the framework.

At Eastchurch School drug education is taught during timetabled PSHE/citizenship sessions.

### **Knowledge and Understanding**

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

<b>Key Stage</b>	<b>Learning Objective</b>	<b>Learning Outcome</b>
<b>1</b>	<i>To know the dangers from household substances, if they are not used as instructed</i>	<i>I can identify different household substances and know that if they are not used properly, they can be dangerous</i>
<b>2</b>	<i>To know that there are different names given to drugs</i>	<i>I know the scientific names for drugs and that they also have other, common names</i>
<b>3</b>	<i>To understand that people can become dependent on some drugs and that there is help available to them</i>	<i>I know what drug dependency means and how it affects people's lives. I know where to go to get help locally</i>
<b>4</b>	<i>To explore a range of attitudes towards alcohol use</i>	<i>I recognise that different people have different attitudes towards alcohol and why they might feel this way</i>

### **Attitudes, Values and Skills:**

Pupils/students 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 bringing about a positive change in attitudes and actions.

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In teaching drug education, teachers use a range of teaching strategies, including role-play, discussion group work, drawing and writing, debating and circle time. The use of circle time is a key strategy for developing life skills.

### **Resources:**

- Teaching resources are up to date, differentiated and culturally and age appropriate.
- The school allocates adequate funding to Drug Education provision, through the PSHE and Science budgets.
- Adequate staff resources, development and training are provided to address identified needs.
- There is a protocol for use of visitors contributing to the school programme (See Appendix A).

### **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 (PSHE), 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 (AEN)**

Whilst some pupils/students 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/students' age, culture, experience and maturity. The needs of pupils/students 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/students. Where pupils/students' Individual Education Plans (IEP) identify targets relating to their personal development, the teacher will ensure that opportunities are planned to support pupils/students in achieving these.

### **Staff Development**

This school has an ongoing programme for professional development. Additional support and Continuing Professional Development (CPD) opportunities for teachers involved in Drugs Education will be made available through existing CPD and

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training strategies provided by the Local Authority and 'Healthy Schools' and other agencies.

**Links to related school policies:**

We have identified links to other school policies including:

- Personal, Social and Health Education and Citizenship
- Behaviour
- Inclusion
- Equal Opportunities
- Social, Moral, Spiritual and Cultural
- Safeguarding
- Health and Safety
- Medicines and pupils/students with medical needs.
- Use of visitors in the classroom (see appendix A)

**Monitoring, Evaluating and Reviewing:**

- Senior managers are involved in monitoring and evaluation.
- Pupils/students, 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.

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## Appendix A

### Checklist for Use of Visitors in Delivery of Drug Education

**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, coherent 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:**

- Consistency with school's ethos, values, drug policy and approach to drugs education.
- The most appropriate source of information/support – why do you want the agency's involvement?
- What is the visitor expected to do ?
- What will the teacher's contribution to the session be ?
- Is it clear to the visitor that the teacher will remain in the classroom ?
- What preparation will be necessary, i.e. classroom layout, size of groups, content of session, A/V equipment etc. ?
- Has the visitor been checked with the Criminal Records Bureau (CRB)? Safeguarding implications.
- Have confidentiality issues been clarified, avoiding inappropriate disclosures?
- How will the session be followed up?
- How will the input be evaluated?
- Is parental consent required?

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