



Placing children's rights at the heart of all we undertake.
respect integrity humility equality care towards all



Dosthill Primary Academy

Drugs Education Policy

Reviewed by: Joanne Lewis
Approved by: Governing Body
Next review due: Autumn 2020

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Aims and Values

Our core moral purpose is encapsulated in the vision statement for the school: Striving for excellence in an inspirational climate where learning is nurtured and secured. Our core values permeate our every breath at Dosthill Primary Academy where everyone is selflessly committed to:

- Promising Academic Achievement.
- Crafting Character Skills for Life.
- Ensuring Excellence for All.
- Inspiring Each other/Achieving Together.

Our aim is that everyone in our Dosthill Family grows in confidence to achieve their ambitions and dreams with courage and kindness. We promise to provide a caring ethos where all children have the confidence to explore, dream and discover so that every valuable second of the day is a learning adventure.

For the purposes of this policy the word 'drug' includes both legal and illegal substances, volatile substances (solvents), alcohol and tobacco and prescribed medicines.

The definition of a drug adopted in the DfES document *Drugs: Guidance for schools* and by the Blueprint Programme is: 'A substance people take to change the way they feel, think or behave.'

This includes:

- all illegal drugs (those controlled by the Misuse of Drugs Act 1971)
- all legal drugs, including alcohol, tobacco, volatile substances, ecstasy, cannabis, crack/cocaine, heroin and LSD, ketamine, khat, GHB, alkyl nitrites and anabolic steroids
- all over-the-counter and prescription medicines
- Drugs that are legal to use but are covered by some legislation such as selling to under 18 year olds including alcohol, tobacco, shisha and volatile substances (solvents)
- Drugs that are legal to use and buy such as poppers
- And other drugs such legal highs/Novel Psychoactive Substances that are illegal to sell for human consumption and e-cigarettes that currently have no restrictions (although laws about selling to under 18s and use in public places are to be put in place)

Definitions of other key words

- Drug use describes any drug taking. Any drug use can potentially lead to harm, including through intoxication, breach of the law or school rules, or future health problems.
- Drug misuse is drug taking which leads to social, psychological, physical or legal problems through intoxication, regular excessive consumption and/or dependence.

Rationale/principles

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.

Drug education:

- increases learners' **knowledge** and understanding and clarifies misconceptions about:
 - the short and long-term effects and risks of drugs
 - the rules and laws relating to drugs
 - the impact of drugs on individuals, families and communities
 - the prevalence and acceptability of drug use among peers
 - the complex moral, social, emotional and political issues surrounding drugs
- develops pupils' personal and social **skills** to make informed decisions and keep themselves safe and healthy, including:
 - assessing, avoiding and managing risk
 - communicating effectively
 - resisting pressures
 - finding information, help and advice
 - devising problem-solving and coping strategies
 - developing self-awareness and self esteem
- enables pupils to explore their own and other peoples' **attitudes** towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences.

Drug Education

Drug Education is taught as part of our PSHE in both Key stages.

'Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.' (Guidance on PSHE DFE 2013)

Section 2.1 of the National Curriculum framework states:

'Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life'*

Drug education is enhanced by a supportive school ethos, where all are valued, encouraged, positive relationships are seen as important, and there is a safe and secure school environment that is conducive to learning. It is essential that drug education is delivered in a safe, secure and supportive learning environment.

Dosthill school's view about the use of drugs

This school does not permit the possession, use or supply of any illegal or legal drug (unless authorized legal drug), which takes place within the school boundaries. This covers; on or near the school premises, within the school day and during term time, on school visits, school journeys and at school social events.

These rules apply equally to staff, pupils, parents and carers, governors and those working and visiting the school.

Approaches to Learning and Teaching

We believe that the following elements are essential to ensure this:

- the establishment of clear ground rules, understood by all, covering confidentiality, right to privacy and respect and boundaries
- the use of distancing techniques, including depersonalised discussions, role play and theatre in education
- the avoidance of a focus on fear arousal techniques in drug education
- the presentation of teachers as facilitators of pupil learning rather than 'drug experts'.

In our school, young people are encouraged to develop confidence in talking, listening and thinking about drugs.

The core principles of teaching and learning in drug education are:-

- to ensure that every pupil succeeds through the provision of an inclusive education within a culture of high expectations;
- to build on what pupils already know: with teaching structured and paced to ensure that they understand what is being taught and how;
- to ensure that learning is vivid and real, developing understanding through enquiry, and group problem-solving;
- to make learning enjoyable and challenging with teaching techniques and strategies matched to a range of learning styles
- to promote assessment for learning: making pupils partners in their own learning and allowing time for reflection and consolidation

In line with Teaching and Learning Policy at Dosthill Primary Academy, teachers consistently:

- Encourage children to enjoy being challenged, to take risks and not be afraid of making mistakes.
- Use children's specific interests, prior knowledge assessments, questions to guide learning and teaching.
- Use a range of visual, auditory and kinaesthetic styles in order to meet but also develop children's less preferred learning style.
- Provide children with a range of learning outcomes (where appropriate offer a choice), such as debates, role-plays and oral presentations; investigation and problem solving; research and self discovery, designing and making things, not always written outcomes.
- Introduce learning in the most effective way for the objective. Flexible, imaginative, creative and inspiring teaching style.

- Where appropriate provide all learners with specific challenge/extension tasks and encourage/ motivate children to reach their challenge in order to motivate and extend children's learning potential.
- Use time targets and minimum expectations so that all learners are productive.
- Use oral and written feedback to motivate, guide and challenge all learners.
- Plan for and encourage children to extend their learning at home, valuing and sharing children's contributions and home learning sharing children's contributions and home learning.
- Use other adults, including visitors from the local and wider community, within the classroom effectively sharing their experience and expertise.
- Use focused displays to motivate, support and enhance learning in classrooms and around school, checking with children that displays are accessible for all levels of ability.
- Use Building Learning Power to support pupil understanding of PSHE and Citizenship learning objectives, and their role as global citizens.
- Use a multi-sensory approach to learning (E.g.: Film clips, music, sounds, ICT, the environment, artefacts, interesting items).
- Identify and gather appropriate resources for the lesson, modify materials and organisation to accommodate pupils' specific needs and abilities.
- Provide and encourage children to independently use a range of resources to maximize their learning.
- Use the environment most effectively to maximise learning (inside and outside).
- Use educational visits and visitors to enhance learning and make children aware of their role and responsibilities as global citizens.
- Teach drugs education through PSHE in upper key stage two.

Meeting the needs of all learners

Drug education is firmly rooted within the non-statutory framework for PSHE and citizenship and the statutory curriculum for science (Key stages 1 and 2). It is not delivered in isolation. Many opportunities exist throughout the curriculum for promoting drug education.

The programme is developmental and builds on young people's existing knowledge, experiences and perceptions. There is progression across key stages. Consideration is given to pupil's needs, ethnic origin and culture.

Planning

Key Stage 1 focuses on what are safe and unsafe substances, what medicines are, why people take them and how to take them safely, being ill and getting better and what to do if someone persuades you to take something dangerous

Key Stage 2 focuses on what a drug is, the effects and risks of drugs including tobacco and alcohol, managing peer influences and resisting pressure to take risks and be able to make safe decisions.

Our curriculum ensures that we are covering both the statutory requirement in science to teach Year 6 to recognise the impact of drugs on the way their bodies function and the non-statutory science guidance to teach Year 6 how some drugs and other substances can be harmful to the human body and the relationship between diet, exercise, drugs, lifestyle and health.

The Delivery of PSHE and Citizenship is reviewed to ensure topical issues such as substance misuse are taught according to the year group and the needs of our learners. These are taught as part of our connected curriculum.

At Dosthill Primary Academy teachers consistently:

- Differentiate and adapt their planning in order to meet the needs of all the learners in their class, regularly annotating plans to ensure that specific needs are considered;
- Use questioning throughout a lesson to assess and review learning in order to challenge and support to all learners;
- Use and value children's own self/peer assessments in order to assist planning and future differentiation;
- Judge the pupils' understanding with accuracy and use this to inform future learning opportunities/planning: through the use of success criteria, self and peer assessment, questioning, prior knowledge assessments as well as subject specific assessment procedures;
- Identify where a pupil is and provide necessary stimulus to ensure that pupil recognises and accepts the next stage of learning;
- Have high expectations and make use of personal and social targets (linked to the Behaviour Policy) to motivate all learners to achieve to their full potential;
- Demonstrate awareness and sensitivity towards religious, racial and sexual issues and adapt planning and structure of lessons accordingly.

Assessment, Recording and Reporting

Currently PSHE/Citizenship is not formally tracked or assessed, however class teachers monitor pupil's contributions and appreciation, in order to comment accurately on pupil understanding in the end of year school report.

Responding to drug incidents

The member of staff responsible for co-ordinating the schools response to drug incidents is the Headteacher.

The possession, use or supply of illegal and other unauthorised drugs within school boundaries is unacceptable.

Within primary schools, incidents involving illegal drugs are less common. They are more likely to involve medicines, tobacco, solvents or alcohol or relate to parents'/carers' drug use, or the finding of drug paraphernalia. Within our school, there have been no drug incidents as defined below. In spite of this, we remain vigilant and are not complacent.

Drug incidents involve suspicions, observations, disclosures or discoveries of situations involving illegal and other unauthorised drugs. They fit into the following categories:

- drugs or associated paraphernalia are found on school premises
- a pupil demonstrates, perhaps through actions or play, an inappropriate level of knowledge of drugs for their age
- a pupil is found in possession of drugs or associated paraphernalia
- a pupil is found to be supplying drugs on school premises
- a pupil, parent/carers or staff member is thought to be under the influence of drugs
- a staff member has information that the illegitimate sale or supply of drugs is taking place in the local area
- a pupil discloses that they or a family member/friend are misusing drugs.

Where school staff suspect that a Drugs Incident has occurred, they should inform the Headteacher immediately (or the Senior Assistant head in her absence) at which point a judgement will be made as to whether they should:

- approach the individual
- call the police
- make arrangements to isolate the individual to ensure the safety of children on the school site

At all times the safety of the children remains the key factor in any decision made whilst staff should also be alert to the danger they may bring on themselves by certain courses of action. Any repeat of transgressions might be referred to the LA in order for legal action to be taken.

If there is concern that parents collecting a child may potentially place that child at risk the school can, in extreme circumstances, refuse to hand over the pupil. The appropriate services would then be notified immediately.

Alternative responses to incidents include:

- Use of the school behaviour policy
- Referral to parents
- Referral to the police
- Referral to social services
- Referral to another external agency
- Counselling and support for individual children

A combination of the above might be used. Decisions will be based upon the immediate and long-term safety of the child involved and the nature and time of the incidents. Parental involvement in any discussion is crucial except where the incident is one considered to relate to child protection. In this case the Safeguarding Policy should be followed and immediate referral made.

Needs/sharps

These will be removed by the Headteacher or Premise Manager using thick leather gardening gloves and placed in a 'sharps box'.

Alcohol and tobacco

Parent/carers will normally be informed and given the opportunity to collect the alcohol or tobacco.

Illegal drugs

Temporary possession of these should be taken in the presence of another adult. The drug should be sealed in a plastic bag with details of the time and date when found. The police should then be notified. They should then be kept securely in the school safe until they can be collected.**General power to confiscate**

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

Where the person finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include new psychoactive substances or 'legal highs'. If school staff are unable to identify the legal status of a drug, it should be treated as a controlled drug. This mirrors the Behaviour and Safety policy. All paid staff have the authority to search pupils (p11. Behaviour and Safety policy).

Managing Medicines

Some pupils may require medicines that have been prescribed for their medical condition during the school day. Information about medicines in school can be found in the Children with Medical Needs and Administration of Medication Policy.

Smoking Policy

We are a smoke free school and staff, parents, pupils and visitors are not allowed to smoke anywhere on school premises or in sight of the school. Smoke free signage is prominent around our school grounds.

We display information about giving up smoking on displays around the school and on parent and staff notice boards.

E-cigarettes (sometimes known as nicotine vaporisers)

Although e-cigarettes are not covered by smoking legislation, we do not allow the use of e-cigarettes by pupils, staff, parents, contractors or visitors on the school premises and strongly discourage parents using them when collecting their children from school.

Roles & responsibilities

Subject Team: Scientific and Technological Understanding – the team meets regularly to discuss issues such as resourcing, policy review and monitoring.

Science and Technology Leader: Mrs C Blewitt **(Mrs Walker during Mrs Blewitt's maternity leave)** - supports staff with their subject delivery, resources the subject making sure that purchasing has impact on learning and has a role in keeping up to date with current initiatives in order to cascade information to the staff as a whole.

Assistant Head teacher: Miss J Lewis - strategically develops plans to feed into the School Development Plan and has to be up to date with current initiatives in order to cascade information to the staff as a whole.

Headteacher: Mrs C Keay - ensures staff are fully able to deliver the subject appropriately and that learners are receiving their entitlement.

Teachers and Teaching Support Staff - to ensure appropriate delivery of the subject.

Governors: agree and review the Drugs Education Policy on a regular basis. Question the Head Teacher and others to ensure that the policy is implemented and impacts positively on learning and teaching.

Learners: take an active part in their learning responding positively. They are encouraged and expected to be active participants in personalising and extending their own learning at school and at home.

Other adults including parents: realise that learning constantly takes place, not only within the classroom but in all environments. Value and recognise their role in shaping children's attitudes and lifelong learning experiences. Create positive relationships with all children. Recognise their impact on children's self-esteem.

Parents also 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.

Location and dissemination

A full copy of the policy can reliably be found on our school website on the policies page:
<http://www.dosthill.staffs.sch.uk/policies/>.

Learning Environment and Resources

A central resource of books, games and practical activities is housed in the PPA room, which is available to all staff members.

Visits, visitors and assemblies are encouraged to support delivery of the subject.

Monitoring and evaluation of the Policy

Annual audit supported by review of Long/Medium Term planning by **Scientific and Technological lead and report back to SLT.**

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Review

The updated policy is shared with staff and parents through the school website once approved by Governors.

The Governing Body last approved the Policy in November 2018.

