



Halley Primary School Drug Education Policy

We are a Right Respecting School and this policy supports the following articles from the *UN Convention on the Rights of a Child*

Article 3: The best interests of the child must be a top priority in all actions concerning children.

Article 12: Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 33: Governments must protect children from the use of illegal drugs.



Drug Education Policy

Date of policy: December 2017

Date of next review: December 2020

Consultation: This policy has been developed by a working group and with support from the Tower Hamlets Healthy Lives Team.

Other relevant policies: Teaching and Learning Policy (PSHE and Science), Child Protection Policy, Health and Safety, Medicines, Behaviour Policy

School's Vision Statement

In line with Halley's seven principles the school should ensure that staff, children and families feel safe and secure at school. Halley recognises that there will always be young people who choose to take risks. However, at no time will the school knowingly permit or tolerate possession, consumption, supply or offer to supply any unauthorised drugs on the school premises. If any breaches of this policy are committed, they will be fully investigated and dealt with ensuring that drug use or misuse is challenged using a range of sanctions and supportive responses that are explained elsewhere. This policy reflects Halley's whole school approach to health and our status as part of the Healthy Schools Programme.

Aims

It is the aim of this policy to:

- Provide the protective framework within which staff can teach and young people can be taught/learn
- Ensure that all young people are given opportunities to develop skills, knowledge and understanding to make informed decisions about drug use and misuse in order to achieve their full potential
- Outline the roles and responsibilities of staff within the school
- Outline the responsibilities of pupils
- Outline the range of sanctions and supportive responses that would be used when responding to a drug related incident

Core Team

The following people are known as the core team as they are responsible for ensuring that core principles are implemented in the development of the policy and provision.

School Drug Coordinator (SDC): Wendy Otterburn Hall

Role: Advise on and oversee the management of drug-related incidents.

Drug Education Coordinator (DEC): Bethan Mason

Role: Coordination of drug education across the school.

Child Protection Officer: Wendy Otterburn Hall

Role: ensuring that pupils rights to confidentiality are observed and overseeing any case that may have social services involvement.

Policy Implementation

This policy applies to all staff, pupils, parents/carers, governors and partner agencies working with school. It is the responsibility of all teaching and support staff to implement this policy. In order to achieve this, training will be provided through INSET days and/or staff meetings. This training will cover drug identification and problems associated with their use, managing and responding to drug incidents and drug education.

Definition

A drug is:

“Any substance that alters the normal functioning of the body”

This could be emotionally, physically or mentally. These include those found in food or drink (caffeine), over the counter and prescription medicines, alcohol, tobacco, Khat, Betel pepper leaf, Areca palm nut, solvents, steroids and *illegal drugs* such as magic mushrooms, heroin, LSD, cannabis, cocaine and ecstasy.

Unauthorised Drugs

All *illegal and unauthorised* drugs are not acceptable at Halley Primary School, unless the Headteacher has approved written requests or given expressed permission. This includes out of school learning contexts, such as before and after school clubs, residential trips and school events. *Unauthorised* drugs include over the counter and prescription medicines, khat, paan, betel nut, tobacco, alcohol and solvents.

Authorised Drugs

Any medication that is deemed necessary by a medical professional, will be permitted at school in all contexts. This includes self medication (supervised) and medicines administered by trained staff members (e.g. epipen training). See Medicines Policy for further details.

Safety of the School Community

The main priority in managing drugs, is the health and safety of the school community. In order to achieve this, all staff will receive training on how to identify drug use and follow procedures to deal with drug related incidents. This will ensure that the welfare of young people is maintained.

Parental responsibility

The school maintains good relationships and runs a programme of information and support for families in relation to drugs education. Parents are also informed of their responsibility to uphold the smoke free school.

Local Priorities – Alcohol

Tower Hamlets, probably uniquely, has high amounts of alcohol related illness, alcohol related crime and disorder, whilst also having a large number of people who abstain from any alcohol consumption.

- 50% of Tower Hamlets residents report abstaining from alcoholic drinks in the past year-reflecting the large Muslim population in the borough
- In the white population around 40% , twice the national average, are drinking at a rate that is risky or hazardous to their health
- In 2008/9 alcohol related crime was higher than both London and national averages

All of our children and young people need to receive high quality alcohol education to ensure they are able to make informed decisions about if, when and how much alcohol to consume. Alcohol education needs to be embedded throughout the school curriculum, with teachers feeling confident to detect and refer appropriately pupils with alcohol issues.

This school recognises that alcohol misuse, in the form of 'binge drinking', remains prevalent among young people, including those young people from a Muslim background whose drinking is likely to be more covert and therefore increasingly hazardous. School's also need to acknowledge that binge drinking among Muslim young people does occur and put measures in place to advise and support community members as to pathways into treatment and sources of support.

National Priorities

The Government published their Drug Strategy in 2010. This was supported by the DfE and ACPO drug advice for schools. This states that 'As part of the statutory duty on schools to promote pupils' wellbeing, schools have a clear role to play in preventing drug misuse as part of their pastoral responsibilities.' This should be done through:

- Providing accurate information on drugs and alcohol through education and targeted information
- Work with local voluntary organisations, health partners, the police and other to prevent drug or alcohol misuse.

Drug Education

Aims

The aim of drug education is to provide 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.

Content

The statutory provision of drug education will be taught as part of the Science Curriculum. This is taught in Year 6:

Animals including humans:

Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

The non-statutory PSHE content for all year groups, will be covered as follows:

| | |
|--------|---|
| Year 1 | <ul style="list-style-type: none">• Safety around household products and using medicines safely. |
| Year 2 | <ul style="list-style-type: none">• Keeping healthy and using medicines safely. |
| Year 3 | <ul style="list-style-type: none">• What we know and how we feel about drugs.• Being safe at home. |
| Year 4 | <ul style="list-style-type: none">• Facts about smoking, the reasons some people smoke, dealing with pressure.• Facts about alcohol, the reasons some people drink, dealing with pressure.• Healthy relationships.• Assertiveness. |
| Year 5 | <ul style="list-style-type: none">• Risks of smoking and effect on the body.• Risks of mis-using alcohol and effect on the body.• Making informed decisions and resisting pressure.• Emergency aid. |
| Year 6 | <ul style="list-style-type: none">• Different types of drugs and their effect on the body.• Evaluating how alcohol is being used.• Feelings about alcohol use and mis-use.• Emergency Aid |

These lessons will follow the Jigsaw scheme of work, which focuses on knowledge, skills, values and attitudes towards drug use and misuse.

No Disclosure

The main purpose of Drugs Education is to explore pupil's attitudes and values and not their personal drug use. For this reason the Jigsaw Charter is always referred to at the start of each lesson – this includes “ We respect each other's privacy (confidentiality).” If any staff member is asked about their own drug use, they will draw the pupil's attention back to the charter.

Methodology

The following teaching methods may be used in lessons with a drugs education focus:

- Songs
- Role play – discussion and feedback
- Group work
- Structured games
- Visual aids
- Active learning techniques (e.g. jigsaw learning, snowballing)
- Circle Time

A full outline of the resources used can be found in the Jigsaw folders in each classroom.. For an A-Z of drugs, with detailed information, see www.talktofrank.com.

Staff Training

General drug training on how to manage drug related incidents and identifying young people's drug use, will be given to all staff. This will also include how, when and why Drugs Education should take place. Members of the core team or identified staff members, will be provided access to more specialised training in order to be confident and competent in their roles. The core team will then report back to the rest of the staff to keep them up to date on any relevant changes to legislation etc.

Monitoring and Reviewing

Whatever teaching strategies are used, the lessons will be properly planned and evaluated using formative and summative assessment, to ensure appropriate reflection of learning in terms of knowledge, skills and understanding. This can be done in a variety of formal and informal ways. Time will also be made to ensure that teachers reflect on the programme and report back to Drugs Education coordinator, to inform future drug education.

Appendix 1

| Key Stage 1 (National Curriculum 2014) | |
|---|---|
| Science | PSHE / Citizenship Key Stage 1 |
| Statutory | Non Statutory guidance |
| No statutory requirements in science | PSHE: Pupils should be taught: <i>Developing a healthy, safer lifestyle</i> <ul style="list-style-type: none">• How to make simple choices that improve health and well being• Rules for, and ways of, keeping safe...and about people who can help them to stay safe |

| Key Stage 2 (National Curriculum 2014) | |
|--|--|
| Science | PSHE / Citizenship Key Stage 1 |
| Statutory | Non Statutory guidance |
| <p><u>YEAR 6 ONLY:</u></p> <p><u>Animals including humans:</u> Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> | <p><u>Non-statutory guidance for science in year 6:</u> Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</p> <p><u>PSHE / Citizenship</u> <i>Developing a healthy, safer lifestyle</i></p> <ul style="list-style-type: none"> • which commonly available substances and drugs are legal and illegal, their effects and risks • To recognise the different risks in different situations and then decide how to behave responsibly • 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 • where to get help |

Appendix 2: Jigsaw Drug Education Grid