



MICKLEOVER PRIMARY SCHOOL

Name of Policy: Drugs

Date of Policy: May 2015

Member of Staff responsible: Mrs Anna Jones

Review date: May 2018

Signature: _____ **Chair of Governors**

Date Approved: _____

At Mickleover Primary School

We are:

Motivated to learn

Proud of our achievements

Successful and skilled for life



Drugs Policy

Member of staff responsible for the management of drug-related incidents: Headteacher

RATIONALE AND CONTEXT

Mickleover Primary School values Drug Education as part of our holistic view towards Health Education and it is therefore a vital part of our approach and commitment to being a healthy school. We provide a planned Drug Education Programme as part of our Science, PSHE and Citizenship curriculum to inform and educate pupils about the consequences of drug use and misuse.

We acknowledge the National Drugs Strategy and Derby City Scheme of Work **(which has just incorporated the Cambridgeshire Primary Personal Development Programme)** and its aim to reduce the harm that drugs cause to society and to prevent today's young people from becoming tomorrow's problematic drug users.

We state clearly here that unauthorised drugs are not acceptable in Mickleover School and that our first concern in managing drugs is to safeguard health.

THE CONTEXT OF THE POLICY AND ITS RELATIONSHIP TO OTHER POLICIES

This policy encompasses all the principals and views for Mickleover Primary School providing guidance to teachers, support staff, parents, governors and pupils. This policy links to and is informed by our school policies for PSHE, Citizenship, Science, Behaviour, and Child Protection. It is our clear aim to ensure there is consistency and clear cross referencing on the subject of drugs in our school.

LOCAL AND NATIONAL GUIDANCE AND SUPPORT

The teaching staff follow the Derby City Scheme, supported by the Cambridgeshire PSHE Service and the relevant units from the non-statutory frameworks for PHSE and Citizenship. Mickleover also has the support of the Local Authority advisor and the local police. Resources used from this source are listed as an appendix to the teaching programme. Our aims and approaches also follow advice from the Department for Education (DfE).

DEFINITION OF DRUGS

For the purpose of this policy, drugs are defined as; all legal drugs, alcohol, tobacco, volatile substances, illegal drugs and over the counter and prescription medicines. We accept that drugs and substances usually alter our body chemistry, feelings and perceptions.

(For further information and comment about drugs of particular significance please refer to the guidelines at the end of this policy.)



DESCRIPTION OF THE POLICY FORMATION AND CONSULTATION PROCESS

This Policy was prepared by the PSHE Coordinator and through discussion with the LEA PSHE/Citizenship advisor, school staff and governors.

AIMS AND OBJECTIVES OF THE SCHOOL DRUG POLICY AND DRUG EDUCATION PROGRAMME

This Policy acknowledges and clarifies Mickleover School's role in Drug Education and Prevention and helps ensure a whole school programme appropriate to our pupils' needs.

We believe our Drug Education will :

- Provide accurate knowledge about drugs and their affect.
- Correct misunderstandings
- Enable pupils to make healthy informed choices by increasing their self knowledge through self-awareness and self-esteem
- Explore their own and other peoples' attitudes and resist unhelpful pressures from peers and from advertising
- Promote positive attitudes towards healthy lifestyles
- Develop pupils' understanding of rules and laws

EQUAL OPPORTUNITIES

We are committed in this school to teaching and learning which ensures equality of access for all pupils and this is the case for the Drug Education Programme. We recognise that issues relating to drug use/misuse cut across all areas and boundaries and it is therefore important that children develop a holistic/overall awareness.

PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Care should be taken by all staff to ensure that vulnerable pupils, including those with SEN, receive their entitlement to Drug Education. Pupils with SEN may be more vulnerable to situations involving risk. In this instance teachers may need to focus more on developing pupils' confidence and skills to manage situations which require making decisions about drugs. Teachers should pay particular attention to enabling pupils to seek help and support when they need it. Where teaching assistants are involved they need to understand the school Drugs Policy and the aims of the Derby City Drug Scheme

CULTURE, ETHNICITY AND DIVERSITY

The Drug Education Programme has relevance for all pupils at Mickleover Primary School

Teachers ensure that the programme includes a variety of teaching methods and strategies that cater for the range of attainment levels of their pupils and their diverse needs. They are sensitive to the fact that pupils may have varying attitudes towards drugs, which are influenced by their cultural and religious backgrounds and their life experiences, values and beliefs. For example the stigma around drug misuse is different in different communities. Alcohol is forbidden in some communities.



However, we confirm that it is still important for all pupils to be prepared for drug-related situations and the decisions they may face.

PUPILS WITH DRUG MISUSING PARENTS/CARERS

Teachers are sensitive to the possibility that some pupils may have drug misusing parents or carers. Teachers should therefore, try to portray issues and use language, which takes this into account. Where such pupils have been identified care should be taken that they do not feel stigmatised. Furthermore school will maintain sensitive observation over these vulnerable pupils.

THE ROLES OF THE HEADTEACHER AND GOVERNING BODY

The Headteacher of Mickleover Primary School takes overall responsibility for this policy and its implementation, for liaison with the Governing Body, LEA and appropriate outside agencies. The PSHE coordinator will be responsible for monitoring the delivery and implementation of this policy. It is the responsibility of the Headteacher and PSHE coordinator to ensure that all staff dealing with substance issues are adequately trained and supported.

ROLE OF THE PSHE CO-ORDINATOR

The responsibilities of the PSHE Coordinator are as follows :

- Development and review of the Drug Policy
- Implementation of the policy, and monitoring and assessing its effectiveness in practice.
- Co-ordinating the Derby City Scheme
- Ensuring the overall health, welfare and well-being of all pupils is taken into account.
- Establishing links with external agencies.
- Cross phase liaison with local primary and secondary schools to promote smooth transition.
- Accessing support and training for staff.
- Managing any drug related incidents with the Headteacher.

DISSEMINATION OF THE POLICY

The Drug Policy has been distributed to all staff and Governors and is available to parents and carers and relevant outside agencies. A copy is kept in the Staff Policy Folder and the policy is part of our induction process for new staff. The policy is also available to parents through our website. In order to monitor our Drug Education Programme, this policy will be part of a regular assess/review process for staff, SMT and the Governing Body.

MONITORING, EVALUATION AND REVIEW OF THE POLICY

The Derby City Programme will be closely monitored and evaluated, and this will then feed into any reviews of this Drug Policy. The teaching staff and SMT will monitor and evaluate in the following ways :



Monitor

- Record delivered drug education content for each class.
- Record drug related incidents and responses.
- Record discussions from staff meetings
- Record discussions from SMT meetings
- Gather feedback from pupils, parents and staff.
- Consult with key staff within the LEA and in the outside agencies.

Evaluate

- Effectiveness of the policy and content as a working document – initially within a staff meeting each term.
- Identify ways of measuring outcomes or evaluating success. Criteria might include: levels of knowledge, areas and issues covered in drug education, number of drug related incidents.

Review

- The policy via the Derby City Scheme
- Consider changes and amendments with staff/ Governors

Amend

- Make necessary changes
- Re-publish and distribute the policy
- Begin the re-monitoring of the use of the policy

PROGRAMME OUTLINE :

Staff are to follow the Derby City Scheme relevant for their Year Group and support materials from the Science curriculum.

Overview of Teaching and Learning styles/approaches and handling of sensitive issues. Classroom arrangements /single sex etc.

Drug Education shares the features of well-taught lessons in any subject. Teachers act as facilitators/guides and ensure that pupils are fully involved in the lesson by using a variety of interactive and participatory teaching methods that engage pupils in their own learning.

WORKING WITH PARENTS

Mickleover Primary School believes parents have an important role in supporting the provision of drug education, especially in helping a young person examine their attitude to drugs. Our approach and rationale is explained to parents/carers to gain their understanding and support. This is particularly important for parents/carers of primary age pupils as they may not understand the necessity of starting drug education from an early age.



ASSESSING, MONITORING, EVALUATING AND REVIEWING DRUG EDUCATION.

Elements of Drug Education that form part of the Science Curriculum at KS 1 and 2 must be assessed in accordance with the requirements of National Curriculum Science. The learning from other elements of Drug Education should also be assessed in order to establish :

- the knowledge and understanding pupils have gained and its relevance to them
- what skills they have developed and put into practice
- how their feelings and attitudes have been influenced by the programme

N.B. Ofsted encourages schools to avoid judging achievement on Drug Education only in terms of gains in factual knowledge.

Staff are encouraged to conduct regular assessments and could use the following methods:

- Seeking feedback from pupils at the end of lessons on their progress, achievements, both individually and as a group.
- More formal assessment of their learning and its value to them
- Teacher assessment of activities undertaken and work completed
- Class discussion aimed at helping pupils identify what they should do next
- Inviting pupils and teachers to reflect on the programme

MONITORING TEACHING

PSHE/ Drug Education is monitored by the Coordinator as part of the whole school monitoring programme. This also involves talking to pupils about their understanding of the curriculum area and their feelings about the way they are taught/ activities etc.

REVIEWING THE DRUG EDUCATION PROGRAMME

The school's monitoring cycle will inform a review of the programme and possibly the Drugs Policy itself. Changes and amendments will be considered by staff, the SMT and the Curriculum Sub-Committee of the Governors.



APPENDIX

DRUGS OF PARTICULAR SIGNIFICANCE

Drug Education includes teaching about all drugs, including illegal drugs, alcohol, tobacco, volatile substances and over-the-counter and prescription medicines. It is important that issues related to specific drugs are not considered in isolation but integrated within an overall programme. On occasions, there may be a need for teachers to focus on the issues relating to specific drugs of particular relevance to their pupils. Information on recent incidents may help here. Other drugs that pupils themselves highlight, that are receiving extra media attention, or that local intelligence suggests are of particular concern, for example, crack cocaine, may also warrant particular attention.

ALCOHOL

Educating pupils about the effects of alcohol and how to reduce alcohol related harm is an important priority for schools. Alcohol is the most widely used drug in our society and more young people are likely to use alcohol than illegal drugs. Schools' programmes should reflect this. The popularity and accessibility of alcohol can mask the risks for young people, as they may consider alcohol to be less harmful than illegal drugs. Older pupils are particularly vulnerable to the harm associated with binge drinking, which is a growing pattern of behaviour.

Education about alcohol should recognise the established role it has in our society. The aim of alcohol education should be to reduce the risks associated with pupils' own and others drinking. A harm-reduction approach accepts that people drink and seeks to enhance pupils' abilities to identify and deal with risky situations. It should not suggest that alcohol misuse is acceptable. Rather, it should allow children and young people to make safe and healthy choices. The links between drinking and personal responsibility and sexual behaviour should also be highlighted.

Schools may wish to explore the culture around alcohol by considering society's views, family values, the media and commercial interests. Education can explore and compare different cultures' use of alcohol. Education about the media can give pupils the insight necessary to resist advertising and other cultural pressures.

Alcohol needs to be addressed from primary age and should be revisited as pupils understanding and experience increase.

TOBACCO

Schools have an important role to play in raising pupils' awareness of the issues surrounding smoking.

Discussions should make clear that smoking is a minority habit – roughly three quarters of the population do **not** smoke. The health risks associated with smoking must be clearly stated and opportunities to develop refusal skills are important. The impact of smoking on immediate physical functioning and physical appearance is especially relevant. A number of other topics can be usefully explored, for example, how a pupil may be affected by influences such as the smoking habits and attitudes of friends and family and the approval or disapproval of



parents/carers. The perception of smoking as a method of weight control or simply to appear more grown up should also be explored.

While the emphasis should be on providing information and developing attitudes and skills which will help pupils not to take up smoking, the question of smoking cessation should be addressed. Some schools have set up smoking cessation support groups to help those pupils wishing to give up and some groups have extended their scope to deal with other factors causing difficulties in pupils' lives.

Adult example is important and all adults should be referred to the Mickleover Primary School's smoking policy.

CANNABIS

Cannabis is the most common illegal drug used by pupils. The government has proposed reclassifying cannabis from a Class B to a Class C drug. The proposed reclassification of cannabis is intended to support a credible message about the level of harm different drugs pose. Cannabis is unquestionably harmful but is substantially less harmful than other Class B drugs, such as amphetamines. It is important for schools to reinforce to pupils that cannabis is harmful to health and is still an illegal drug and possession will remain a criminal offence leading to a possible fine or imprisonment.

Schools should continue to deal with incidents relating to possession or supply of cannabis in line with their school drug policy (see Section 3: Drugs within the school community – safety and good management and Section 4: the School Drugs Policy). Pupils should be aware of the school policy relating to incidents involving cannabis. Teaching materials will need to be updated to reflect the change in classification if legislation is passed. Information about the proposed reclassification of cannabis can be found on www.drugs.gov.uk. For further information, see Appendix 2 (Summary of relevant laws).

VOLATILE SUBSTANCES

Volatile substance abuse (VSA), for example, of lighter fuel, glue or aerosols, needs to be addressed at an early point in the drug education curriculum because of the early onset of experimentation and the particular dangers posed by VSA. These include the high risk of accidental death, even for first-time and occasional users. When focusing on VSA, teachers need to give pupils an accurate picture of this risk and help pupils explore the issues raised by VSA. Particular attention and greater detail may be needed for pupils who are known to be abusing volatile substances. As in all drug use, persistent and compulsive use is likely to be associated with other problems. Teachers are encouraged to ensure that they have a sound understanding of VSA, see Appendix 3 (Useful organisations and websites).

CLASS A DRUGS

It is important that young people understand which drugs are most harmful and why. In areas where the use of particular drugs is associated with other major social problems, such as crime, it is especially important for teachers to focus on these issues. For example, schools in areas where the use of crack is a specific problem may wish to highlight the particular risk this drug causes and the effect it has on the community.