

**Oaklands** School  
Together Everybody **Achieves More**



# Drugs Education policy

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**PART OF THE  
SAFEGUARDING POLICIES**

**Drugs Education Policy**  
**Reviewed April 2020**  
**To be reviewed April 2022**

**1. Introduction**

- 1.1. Research has shown that by the age of 11 many primary school children 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.
- 1.2. Together research shows that up to 50% of children have tried an illegal drug by the age of 16. The figures also suggest that the first age of experimentation is decreasing and that children of primary age are exposed to opportunities to try both illegal and illegal drugs. The 1995 white paper 'Tackling Drugs Together' stated that schools had an important role both in reducing the misuse of drugs and minimising their health risks.
- 1.3. Drugs education should contribute to:
  - Increasing the safety of communities from drug related crime
  - Reducing the acceptability and availability of drugs to young people
  - Reducing the health risks and other damage related to drug misuse
- 1.4. At Oaklands School, we believe that drugs education should provide:-
  - Accurate information presented simply and clearly
  - Informative and accessible reading materials
  - Access to other adults besides teachers, providing they are expert and credible
  - Stimulating and enjoyable classroom tasks
  - Opportunities to develop their knowledge and understanding in a challenging and safe atmosphere where they feel secure enough to play a full and active part
  - Information for children to learn how to recognise and avoid exploitation and abuse
- 1.5. We aim to provide a consistency of approach throughout the school and to encourage children to develop knowledge and skills to make informed and responsible choices now and in later life and to stress the benefits of a healthy lifestyle.
- 1.6. At Oaklands School 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.
- 1.7. Welfare of pupils is paramount and procedures and policies are designed to reflect this commitment.
- 1.8. From September 2020, PSHE will become a statutory subject. Aspects of this cover drugs education and the importance of physical activity and diet for a healthy lifestyle.
- 1.9. All schools have statutory duties to meet. As 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'.*
- 1.10. These duties are set out in the 2002 Education Act and the 2010 Academies Act. Schools also have statutory responsibilities in relation to promoting pupil wellbeing and pupil safeguarding (Children Act 2004) and community cohesion (Education Act 2006). PSHE education plays an important part in fulfilling all of the responsibilities.
- 1.11. This policy applies to School premises, day trips, and residential visits.

## 2. Objectives

2.1. The aims of this policies are:

Ambition	To support staff in dealing with issues and incidents relating to drugs and drugs use and to ensure all staff are aware of procedures relating to drugs and drug use
Self-confidence	To develop children's personal and social skills including refusal and decision making skills. To build pupils' decision-making skills and increased self esteem.
Perseverance	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 help children deal with the effect of media coverage of issues relating to drugs.
Independence	To help children take increased responsibility for themselves and their actions.
Respect	To encourage children to value themselves and others and encourage children to help and support others.
Enquiry	To provide opportunities for pupils to acquire knowledge and identify the distinction between legal and illegal drugs. To clarify what children already know, give information to clarify facts and correct false knowledge and beliefs.

## 3. Definition

3.1. At Oaklands school 'drugs' include any substance that affects your body. We recognise the increasing drug use in society. The acquisition of knowledge, understanding and skills which enable young people to consider the effects of drugs on themselves and others is therefore of vital importance. The term 'drug', throughout this document, includes medicines as well as tobacco, alcohol, illegal drugs, solvents and glues. We recognise the importance of exploring the beneficial use of drugs as medicines as well as the harmful effects of drug misuse.

## 4. Roles and Responsibilities

### Headteacher

- 4.1. It is the responsibility of the Headteacher to ensure that staff and parents are informed about this drugs education policy, and that the policy is implemented effectively.
- 4.2. It is also the Headteacher's role to ensure that staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- 4.3. The Head teacher will liaise with external agencies regarding the school drugs education programme and ensure that all adults who work with children on these issues are aware of the school policy and work within this framework.
- 4.4. The Headteacher will monitor the policy on a day to day basis and report to governors, when requested, on the effectiveness of the policy.
- 4.5. The Headteacher will ensure that the Site Manager will look for signs of drug misuse in his regular check of the school site and will make arrangements for the safe and secure disposal of dangerous matter in accordance with the above guidelines. This will be reported to the Headteacher in all cases.

### Governors

- 4.6. The governing body has the responsibility of setting down these general guidelines on drugs education. The governors will support the Head in following these guidelines.

- 4.7. Governors will inform and consult with parents about the drugs education policy. Governors will also liaise with the LA and health organisations so that the school's policy is in line with the best advice available.

### **Parents**

- 4.8. The school is well aware that the primary role in children's drugs education lies with parents. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation.
- 4.9. In promoting this objective we will:
- inform parents about the school drugs education policy and practice;
  - invite parents to view any materials used to teach drugs education in our school;
  - answer any questions parents may have about the drugs education their child receives in school;
  - take seriously any issue which parents raise with teachers or governors about this policy or the arrangements for drugs education in the school;
  - encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
  - inform parents about the best practice known with regard to drugs education so that the parents can support the key messages being given to children at school.

## **5. Resources**

- 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. The NC guidelines for science also contain relevant requirements.
- At KS1 the children learn about being safe with medicines and household substances, making healthy, informed choices and following safety rules.
- At KS2 the children learn that tobacco, alcohol and other drugs can have harmful effects. They also learn about volatile substances and illegal drugs.

## **6. Teaching**

- 6.1. Our approach to drugs education is one 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.
- 6.2. We approach this in a sensitive manner appropriate to the age and experiences of the children concerned. Teaching is:-
- Well resourced
  - Reflects the needs and experiences of pupils
  - Uses a range of teaching methods including group work, discussions, videos and outside speakers
  - Reinforces messages about healthy lifestyles
  - Flexible and relevant
  - In the context of a wider PSHE programme
  - Interesting and stimulating
  - Informed.
  - Developed within a positive climate in which pupils and adults feel able to talk openly and honestly

## **7. Answering and Asking Questions**

- 7.1. In most cases teachers will attempt to answer children's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary refer to the PSHE Subject Lead for advice and support. Teachers will also use the following guidance:

- Teachers will establish clear parameters about what is appropriate and inappropriate in a whole-class setting
- If a child's question is inappropriate to address with the whole class the teacher should acknowledge the question and attend to it later on an individual basis
- If a question is too personal the teacher should remind the pupils of the ground rules
- Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way encourages positive participation
- Pupils may have opportunities to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to questions before the next session, and can choose not to respond to any questions which are inappropriate to address in whole class lessons

## **8. Outside visitors**

- 8.1. If outside speakers are used in any aspect of the drugs education programme, their contribution will be properly planned. They will support the work of the teacher who will meet with the speaker beforehand to plan the work and explain the school's policy on drug education. 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.

## **9. Training, monitoring and evaluation**

- 9.1. 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. Class Journals and work for PSHE will be monitored regularly by the PSHE subject lead.

## **10. Managing drug related incidents**

- 10.1. 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
- 10.2. The Headteacher retains the responsibility for deciding how to respond to particular incidents. This will take account of the individual concerned and whether they are a pupil, parent or member of staff. In the case of a pupil, their parents will be informed, unless doing so puts the child at greater risk. If appropriate, a referral to Children's Services will be made.
- 10.3. 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 unless a doctor's note indicates that this does not affect the individual's capacity to perform their duties, take care of children in their charge, or in the case of pupils, take part in lessons.
- 10.4. The Headteacher will be responsible for deciding how to discipline a pupil following any drug-related incidents and all factors influencing the incident will be taken into account. Our Behaviour Policy has clear sanctions for breaking school rules and a variety of consequences/sanctions are possible. Exclusion may be appropriate in rare and serious cases.
- 10.5. All incidents are recorded on SIMs.
- 10.6. All members of the school community are aware of these procedures and the implications for individuals.
- 10.7. Each incident will be dealt with on an individual basis.
- 10.8. Young children who are deemed to be at risk will be treated in relation to the school's policy on Child Protection.

## **11. Confiscating an illegal drug and its disposal**

- 11.1. School staff will not attempt to analyse or taste an unidentified drug, but will take temporary possession of any drug suspected of being a controlled drug for the purpose of protecting our pupils from harm or committing the offence of possession.
- 11.2. If we suspect that a pupil is concealing illegal drugs, we will encourage the pupil to voluntarily surrender the drug. Under no circumstances will any teacher undertake an intimate physical search. If the pupil refuses, the Headteacher may decide to contact parents and/or the Police Schools Liaison Officer. We will always inform parents if the police are called to an incident. As our primary concern is the welfare of all our pupils, alternative action may be taken. For example, if we feel that parents are directly involved in the situation causing concern or that they may seriously over-react and cause harm to the child, we may have to inform other appropriate agencies.
- 11.3. If the drug cannot be identified it will be treated as illegal and will be removed and either secured until it can be taken to a pharmacist for disposal or handed to the police as soon as possible. We will always ensure that a witness is present when disposing of any drug. We will then decide how to proceed with due regard to Child Protection policy issues. We will keep a written record of the action taken when responding to incidents of this nature, irrespective of the seriousness of the case.
- 11.4. The Site Manager will look for signs of drug misuse in his regular check of the school site and will make arrangements for the safe and secure disposal of dangerous matter in accordance with the above guidelines.

## **12. Monitoring, Evaluating and Reviewing:**

- 12.1. Senior managers are involved in monitoring and evaluation.
- 12.2. Pupils, staff, parents/carers and governors are consulted and the programme and policy are modified where appropriate.
- 12.3. There is ongoing monitoring and evaluation of the programme, teaching methodologies and learning outcomes to ensure that needs are met.
- 12.4. Drug education is reviewed in line with current LA and Government guidelines.