

Wheatfields Infants' and Nursery School

Drug Education Policy

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Created by Wheatfields Infants' and Nursery School



WHEATFIELDS INFANTS' AND NURSERY SCHOOL DRUG EDUCATION AND INCIDENT POLICY

Definition

The definition of a drug given by the United Nations Office on Drugs and Crime is:

A substance people take to change the way they feel, think or behave.

The term 'drugs' and 'drug education', unless otherwise stated, is used throughout this document to refer to all drugs:

- All illegal drugs (those controlled by the Misuse of Drugs Act 1971)
- All legal drugs, including alcohol, tobacco, volatile substances (those giving off a gas or vapour which can be inhaled), ketamine, khat and alkyl nitrites (known as poppers)
- All over-the-counter and prescription medicines

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.

Drug education is a major component of drug prevention. Drug prevention aims to: minimise the number of young people engaging in drug use; delay the age of onset of first use; reduce the harm caused by drugs; and enable those who have concerns about drugs to seek help.

Drug education is an important aspect of the curriculum for our school and is set in the broader context of personal, social and health education, our drugs education reflects whole school aims to provide a caring community in which young people can learn to respect themselves and others and take responsibility for their own actions. We are committed to the health and safety of all members of the school community and will take action to safeguard their well being.

We aim to:

1. increase pupils' knowledge and understanding what drugs are, the dangers associated with drugs and their use
2. clarify misconceptions about drugs
3. develop pupils' personal and social skills to make informed decisions and keep themselves safe and healthy,

We intend to achieve our aims through:

- A co-ordinated and consistent approach to the curriculum
- Ensuring that children have knowledge and understanding of:
 - School or organisational rules relating to medicines
 - Basic information about how the body works and ways of looking after the body
 - The role of medicines (both prescribed and over-the-counter) in promoting health and the reasons people use them. The fact that all drugs can be harmful if not used properly. Simple safety rules about medicines and other substances used in the home, including solvents, alcohol and tobacco, their general effects on the body and on behaviour.
 - People who are involved with medicines (such as health professionals, pharmacists, shopkeepers).

- People who can help children when they have questions or concerns.

We will teach the children the skills of:

- Communicating feelings such as concerns about illness and taking medicines
- Following simple safety instructions
- Knowing when and how to get help from adults
- Developing decision making skills for safe/unsafe action

We hope to foster children's:

- Value their own body and recognise its uniqueness
- Attitudes towards medicines, health professionals and hospitals
- Attitudes towards the use of alcohol and cigarettes
- Responses to media and advertising presentations of medicines, alcohol and smoking
- Building self esteem, celebrating individuality.

We intend to achieve our aims through:

- A co-ordinated and consistent approach to the curriculum and to possible drug related incidents.
- An appropriate teaching programme which responds to pupils needs.
- Clearly defined learning outcomes for lessons and other inputs.
- Content and teaching approaches, which take account of the age and cultural/social background of pupils, and includes those with special educational needs and English as an additional language.
- Integration of drug education into the curriculum.
- Training and support for staff in the planning and delivery of drug education.
- Regular revision of policy and practice.
- Recognising that adults are role models for children. All staff recognise that children are likely to notice and possibly follow their behaviour.
- Maintaining a smoke-free environment, in conjunction with our Health and Safety policy.

Planning and Teaching

Opportunities for drug education will be clearly identified on long, medium and short-term plans. Delivery will be through:

- planned elements of the science curriculum
- discrete PSHE and citizenship time
- assemblies
- occasional planned and negotiated visits from school nurse, police officer or other appropriate person
- the use of story, the literacy hour and circle time

A wide range of teaching approaches may be used. Ground rules will be negotiated when appropriate and sensitivity of the work will be recognised, safeguarding the interests of the individual child and the whole class.

The National Curriculum for science states that at key stage 1, pupils should be taught:
'about the role of drugs as medicines'

The Scheme of Work for PSHE includes drug education, as follows:

Year Group	Content
Foundation Stage	Use of 'Dansi' materials. Dansi is a puppet. The pack is designed for the under fives and is based around the story of Dansi. Two themes underpin the work – self esteem and decision making. The story includes elements of safety, healthy eating, child protection, medicines and drugs. May also be dealt with in the wider context of healthy eating and keeping ourselves safe. Role play areas such as hospitals and opticians can be used to reinforce important issues.
Year 1	Safe use of medicines. Medicines can be harmful if we do not take them properly.
Year 2	Medicines: safe storage. Dangers of smoking (simple introduction, including passive smoking.

Confidentiality

Some pupils may choose to mention instances of drug use in class or with individual members of the school community. While staff will want to be supportive, it is clear that they work within child protection guidelines and clearly state that they may not be able to guarantee confidentiality.

Working with Visitors

Visitors can make a valuable contribution to drug education provision but do not constitute a comprehensive programme. The rationale for bringing in a visitor must be clear. It must enhance the overall educational experience and must educate rather than sensationalise. It must fit in with the stated aims and objectives of school PSHE and Citizenship policy and this drug education policy. School staff must always be present and educational outcomes evaluated.

Roles and Responsibilities

The Headteacher and senior management team have the ultimate responsibility for ensuring that policy and practice in this area is followed, including appropriate curriculum content and response to drug related incidents.

The PSHE co-ordinator is responsible for overseeing both curriculum delivery and other elements of school life contributing to drug education. This will include monitoring and evaluating drug education policy and practice throughout the school. The co-ordinator will also liaise with the Junior School co-ordinator to ensure a consistent approach and progression in teaching, once pupils transfer from the Infants' to the Junior School.

The governor with responsibility for drug education and drug related issues should have received training in drug issues and understand the issues involved. S/he contributes to developing and reviewing drug education policy and practice.

Response to possible Drug Related Incidents

Since our definition of 'drug' '**A substance people take to change the way they feel, think or behave**', it is important that all aspects of an incident are considered. The needs and circumstances of the pupil are paramount.

We will consider each situation individually and recognise that a variety of responses may be necessary to drug related incidents as recommended by LEA and national guidance. (Ref: 'Drugs: Guidance for schools' DfES /0092/2004).

Incidents are likely to involve suspicions, observations, disclosures or discoveries of situations involving illegal and other unauthorized drugs. They could 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/carer 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.

In the first instance, the Headteacher will be informed of any drug related incident. Parents or guardians will be informed at the earliest opportunity and if necessary other professional colleagues, such as the school's Education Welfare Officer or local Police Liaison Officer may be contacted to obtain advice and support. We will follow the guidance given on Appendix 8 of the 'Drugs: Guidance for Schools Information'.

If the situation leads to a medical emergency the school emergency aid procedures will be followed immediately.