

LOUDWATER COMBINED SCHOOL

Drugs Education Policy

Why do we have a drug education policy?

At Loudwater School we are committed to investing in our pupils' health and well-being, because we believe doing so will assist the process of raising their achievements. Drugs education is an important issue that is both essential and relevant to children in the real world. Through our approaches to drugs education we are seeking to develop and enhance life skills that can be built on and which will help them in the future.

What is Drug education?

For the purpose of this policy and our drugs education programme, drugs are defined as:- any chemical substance which can affect the way someone thinks, feels or behaves. It includes prescribed/un-prescribed medicines, legal and illegal substances, solvents, alcohol, tobacco and caffeine.

We provide a comprehensive, age appropriate drugs education programme, which forms part of the Personal, Social and Health Education of every pupil and the Science National Curriculum. We are also proactive in meeting the Healthy School's standards. Unlike sex and relationship education parents/carers do NOT have a statutory right to withdraw their children from a drug education programme.

Key Stage 1

Knowledge and understanding

1. School rules relating to medicines.
2. Basic information about how the body works and ways of looking after the body.
3. The role of medicines (both prescribed and over the counter) in promoting health and the reasons for people using them.
4. Understanding that all drugs can be harmful if not used properly.
5. Simple safety rules about medicines and other substances used in the home, including solvents.
6. Consideration of alcohol and tobacco, their general effects on the body and on behaviour.
7. People who are involved with medicines (such as health professionals, shopkeepers).
8. People who can help children when they have concerns.

Skills

1. Communicating feelings such as concerns about illness and taking medicine.
2. When and how to get help from adults.

Attitudes and values

1. Valuing one's body and recognising its uniqueness.
2. Attitudes towards medicine, health professionals and hospitals.
3. Attitudes towards the use of alcohol and cigarettes.

Key Stage 2

Knowledge and understanding

1. To know that substances can be harmful if misused.
2. To know what a risk is.

3. To learn about health and safety and where to get help.
4. To distinguish between alcoholic and non-alcoholic drinks.
5. To understand the term legal and illegal.
6. To identify why people do and do not smoke.
7. To identify why people take drugs.

Skills

1. To distinguish between safe and harmful.
2. To discuss the effects of taking alcohol into the body.
3. To identify strategies for persuasion and resistance.
4. To determine when an influence becomes a pressure.

Attitudes

1. Continuing to value their body.
2. To consider choices and how they affect our lives.
3. To consider short and long term consequences of taking a risk.
4. To explore issues surrounding addiction.
5. To consider their own attitudes and values surrounding smoking.
6. To challenge stereotypes and to explore their own attitudes.

Teaching Methods & Resources

Continuity and progression will be generated through the adoption of a whole school approach, with all children in each year group being taught drugs education through clearly defined learning objectives and activities. Teaching and learning will be set in the context of Personal, Social and Health Education together with the National Curriculum for Science.

PSHE is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class.

Nobody (teacher or pupil) should be expected to answer a personal question.

No one will be forced to take part in a discussion.

Drugs Education takes place with the pupils' usual class teacher. The school welcomes the involvement of appropriate outside agencies in supporting the development and delivery of drugs education. Any such involvement will be jointly planned and the ethos and approaches of any such agency must be consistent with our own school policy and expectations.

Teaching resources are selected on the basis of their appropriateness to pupils.

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 Co-ordinator for advice and support.

Teachers will also:

1. Establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
2. If a child's question is inappropriate to address with the whole class acknowledge the question and attend to it later on an individual basis.
3. If a question is too personal remind the pupils of the ground rules.
4. Set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which encourages positive participation.

5. Give pupils an opportunity 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.

Equal Opportunities

The school's drugs education programme of study is designed to promote the achievement of our aims and to ensure that all children have equality of access to them.

Children may have varying needs regarding Drugs Education depending on their circumstances and background. The school strongly believes that all pupils should have access to Drugs Education that is relevant to their particular needs.

To achieve this, the school's approach to Drugs Education will take account of:

1. Ethnic and cultural diversity.
2. Varying home backgrounds.
3. Special educational needs

The school also recognises the need for extra, targeted work with vulnerable pupils.

Drug related incidents

Other than the legitimate use of medicines it is against the school rules for children to bring any other drugs onto the school site.

The school believes it is in the best interests of all concerned to inform parents of any reported drug related incidents. The exception would be where the school believes the child would be at serious risk from the parent.

As in all circumstances where a pupil is at risk of abuse or neglect the Child Protection Procedures will be applied or a referral to the Social Services Department for a Child in Need Assessment if the school feels it doesn't constitute a child protection investigation.

The school will take full account of the circumstances when considering the role and involvement of the police. However if illegal drugs are found on the school premises the local police will be informed immediately.

Pastoral Support

The school takes its role in the promotion of pupil welfare seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive pastoral support for pupils in a number of ways. Staff may be approached for help on an individual basis. They offer a listening ear and, where appropriate, information and other advice. Where appropriate, pupils are referred to the school nurse and/or outside helping agencies.

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures are made.

Parent / Carer Involvement

We value the important role parents / carers play within our school community and are committed to ensuring they:

- are consulted and informed about the drug education programme via the prospectus.

- have the opportunity to attend a drug awareness session.

Review of the policy

This policy will be reviewed annually by the governors' Curriculum and Admissions Committee.

November 2008
Reviewed 2011