



## Kensington Primary School

### Drug Education Policy

May 2015

This document sets the policy on Drug Education Policy at Kensington Primary School. This document includes discussions on what drug education is and why teach it, the building of the school's own values and ethos through drug education, the possible teaching and learning methods that may be used, what may constitute as a drug incident, and using visits and outside agencies to enhance learning.

The school is guided by the first of four strategies outlined in *Tackling Drugs to Build a Better Britain: The Government's 10-Year Strategy for Tackling Drug Misuse*.

This document draws from guidance from *Drug, Alcohol and Tobacco Education: Curriculum Guidance for School at Key Stages 1-4* (QCA, 2003), *Drugs: Guidance for School* (DfES, 2004) and the Healthy Schools Programme.

#### **Why teach drug education?**

Drug education is an entitlement for every pupil and is supported by Section 351, of the Education Act 1996 which requires every school, including pupil referral units (PRUs), to provide a balanced curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of adult life.

Drug education should be delivered through well-planned PSHE and citizenship provision. Schools are expected to use the non-statutory frameworks for PSHE and citizenship at Key Stages 1 and 2 and the statutory requirements within the National Curriculum Science Order as the basis for developing drug education.

#### **What is the purpose of this policy?**

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 (as part of the Healthy Schools Programme), relating this to their own and others' actions.

Drug education is an important aspect of the curriculum for all schools. It should:

- Increase pupils' knowledge and understanding and clarify misconceptions about:
  - the short- and long-term effects and risks of drugs
  - the rules and laws relating to drugs
  - the impact of drugs on individuals, families and communities
  - the prevalence and acceptability of drug use among peers
  - the complex moral, social, emotional and political issues surrounding drugs
- Develop pupils' personal and social skills to make informed decisions and keep themselves safe and healthy, including:
  - assessing, avoiding and managing risk
  - communicating effectively
  - resisting pressures

- finding information, help and advice
- devising problem-solving and coping strategies
- developing self-awareness and self-esteem
- o Enable pupils to explore their own and other peoples' attitudes towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences.

### **What are drugs?**

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.*

Drug use is drug taking, including consuming alcohol, taking medication volatile substances, tobacco and using illegal drugs. Any drug use can potentially lead to harm, whether through intoxication, breach of the law or of school rules, or the possibility of future health problems, although such harm may not be immediately apparent.

### **What will be taught?**

At Key Stage 1 pupils learn about being safe with medicines and household substances and the basic skills for making healthy choices and following safety rules. The Foundation Stage of the National Curriculum supports children in developing an understanding of what keeps them healthy and safe. Drug education at Key Stage 1 should build on this.

At Key Stage 2 pupils learn about the effects and risks of alcohol, tobacco, volatile substances and illegal drugs and basic skills to manage risky situations. They learn how to make informed choices about their health, how to resist pressure to do wrong and to take more responsibility for their actions.

### **What issues should be considered when planning?**

Drug education programmes should be planned in line with Department guidance and statutory requirements. Issues to take into account when planning a programme include:

- o Pupils' existing knowledge and understanding through:
  - draw-and-write activities
  - circle time or 'rounds' where each pupil can contribute in turn
  - graffiti sheets
  - questionnaires/surveys (online surveys or pupil-to-pupil interviews)
  - discussion, e.g. in class or school councils.
- o Trends in local drug use which may be available through the LA and their Healthy Schools Programme, the Drug Action Team (DAT), the police, and other agencies.
- o Pupils' diversity
- o Pupils with special educational needs:
  - particular aspects of the programme need to be emphasised/expanded or given more/less time. Materials from an earlier Key Stage might be used or adapted
  - certain pupils should be given opportunities to revisit knowledge and skills in different contexts
  - activities should be adapted to provide support for pupils with difficulties in cognition and learning or communication and interaction. This could include placing a greater emphasis on discussion, modelling, role-play and mechanisms for recording pupils' thoughts that do not rely on written materials.
- o Pupils who require regular medication
- o Pupils whose parents/carers or relatives use or misuse drugs
- o Pupils who have missed substantial amounts of schooling
- o Pupils who are vulnerable to drug misuse
- o Curriculum organisation:
  - Literacy – group discussion and interaction, information texts, literature and media
  - Numeracy – handling data, including interpreting and discussing results
  - Information and communication technology (ICT) – finding things out, exchanging and sharing information
  - Drama – exploring and developing skills through role play
  - Music and Art – exploring popular culture
  - Geography – economic activity
  - Physical education – fitness and health
  - Religious education – exploring morals, values and cultural diversity

## **What teaching and learning methods may be used for Drug Education?**

The core principles of teaching and learning are:

- Ensure that every pupil succeeds: provide an inclusive education within a culture of high expectations
- Build on what learners already know: structure and pace teaching so that students know what is to be learnt and how
- Make learning vivid and real: develop understanding through enquiry, e-learning and group problem-solving
- Make learning an enjoyable and challenging experience: stimulate learning by matching teaching techniques and strategies to a range of learning styles
- Enrich the learning experience: infuse learning skills across the curriculum
- Promote assessment for learning: make children partners in their learning

## **What may constitute as a drug incident?**

Incidents are likely to involve suspicions, observations, disclosures or discoveries of situations involving illegal and other unauthorised drugs. They could fit into the following categories:

- Drugs or associates 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 sharing or being coerced to supply drugs on the school premises
- A pupil discloses that they or a family member/friend are misusing drugs

The school will follow the process set out in *Drugs: Guidance for School* (DfES, 2004), p.117 (see Appendix 1).

However, in addition to this, the school may provide a combination of the following to support our pupils who are involved in drug incidents:

- Pastoral Support Programme
- Counselling through appropriate agencies such as CREATE
- Mentoring
- Supervised break times
- Involvement in extra curricular activities
- Family conferences

The following is a list of sanctions that may be initiated when a pupil is involved in a drug incident:

- Loss of privileges
- Supervised break times
- Monitor progress in class

Sanctions will always be used alongside support and will be in proportion with the offence.

Incidents will be recorded as per 'Record Keeping' in the Child Protection Procedures. These records will be stored in the Head teacher's office. They will be treated as confidential records. When dealing with a drug incident the relevant policies will be taken into account. These include: Behaviour and Child Protection Policies.

## **How will visits and outside agency involvement be used to enhance learning in Drug Education?**

### ➤ Outside agency involvement

The use of outside visitors and agencies can be highly valuable if part of a structured scheme of work where due preparation and evaluation can be given to the visit. School staff will remain present in all sessions.

The teacher should always manage the learning by working in partnership with the visitor to make best use of the children's agenda. Outside agencies to the classroom should always be part of a planned programme, which prepares children for the visit and provides opportunities for follow up work.

Visits from outside agencies will be planned and prepared using the Healthy Schools Quality Standards document (see Appendix 2).

➤ School trips

School trips provide a number of benefits:

- They provide excellent opportunities for shared enjoyment and the building up of trust and positive relationships.
- They enable children to apply and develop further the range of skills learnt in PSHE and citizenship. These include skills related to organisation, communication, teamwork, conflict resolution, problem solving and leadership.
- They enable children to develop personal qualities such as responsibility, self-reliance, independence and self-esteem.
- They provide opportunities for children to demonstrate initiative take planned risks and test out ideas and learn from their results in a safe community setting.

These opportunities should be planned and managed components of all school trips. Wherever possible the children themselves should be actively involved in the organisation and management of trips.

(See Kensington's policy on Health and Safety.)

**How will resources be selected and used?**

Resources will be bought with reference to *Drugs: Guidance for School* (DfES, 2004) and the school's Equal Opportunities Policy so that they are as accessible and relevant to all the students as possible. A wide range of resources for drug education is located in the PSHCE cupboard. These resources present positive images and reflect the values that the school wishes to promote. They provide breadth and balance and are factually accurate and up-to-date. They are free from stereotyping and bias in terms of gender, race, class, sexual orientation ability and disability. There is a place in drug education for selectively using resources that present negative messages and images. These can be used in order to challenge stereotyping in its various forms and myths perpetrated through the media.

**How this policy was developed?**

This policy was developed by the PSHCE co-ordinator in consultation with the LA advisor on drugs and substance misuse.

May 2015

To be reviewed in May 2018