

Westhead Lathom St James' CE Primary School



Drug Education

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Version	Date	Author/Editor	Revision Notes
1	26 th April 2006	Alison Albion	Original Policy documents copied into new format, with header, footer and version control. Policy reviewed and updated to ensure reflects current policy and practice
2	March 2009	Alison Albion	Policy reviewed and updated to ensure reflects current policy and practice
3	Autumn 2012	Alison Albion	Policy reviewed and updated to ensure reflects current policy and practice
4	Spring 2016	Alison Albion	Policy reviewed and updated to ensure reflects current policy and practice
5	Autumn 2018	Alison Albion Lynda Tither	Policy updated in line with LCC guidelines
6	Summer 2020	Helen Clark	Policy updated in line with LCC guidelines Mission, vision and values updated.

- Include opportunities for creative thinking in problem solving settings, developing divergent thinking, adaptability and flexibility in preparation for the many changes ahead in life, including the rapid progress in technology,
- Build partnerships between the school, home and community,
- Strive for continuous improvement in all that we do,
- Continually self-evaluate and continue to improve upon current practice,
- Work collaboratively towards common goals,
- Place self-esteem and a positive and inclusive approach to behaviour as high priorities thus ensuring that individuals respect and value themselves, others and the environment and is motivated to do their best in school and beyond in order to become a fulfilled adult who gives to the community.

We want a rich curriculum and it is important that our pupils expand their cultural capital by experiencing:

- Visits to churches, art galleries, libraries, museums, woods, beaches, music festivals, farms, theatres and other faiths' places of worship,
- Taking part in residential trips to develop social skills and independence,
- Taking part in a wide range of physical activities including taking part in sporting competitions, in order to develop healthy lifestyles,
- Eating in a café or restaurant,
- Other cultures' traditions,
- Forest school,
- Play in which they have to assess risk and make decisions,
- Independence and have responsibilities,
- Enterprise,
- Cooking and learning about nutrition,
- Using practical tools safely,
- Adult role models of reading and enjoyment of being read to, to enthuse them as lifelong readers,
- Quality texts throughout the curriculum,
- The fun of learning a new language,
- The local area and develop an appreciation for what we have in our locality,
- Local history and understand what life was like in our community in the past,
- Playing musical instruments, sing, dance and take part in school productions,
- Using a range of technology to enhance their learning,
- Learning outdoors including building an awareness of environmental and conservation issues,
- Being part of a community with strong values which help develop them into well prepared, confident young people,
- Helping those most in need through charity work and fundraising,
- Links with other schools,
- Wisdom, dignity, hope and community.

Introduction

Drug and drug education in the context of this document are inclusive terms including tobacco, alcohol, illegal drugs, medicines and other substances such as solvents.

A teacher of drug education does not need to be an authority on drugs, as it is the life skills approach which is crucial to this area of learning.

Successful drug education should start early; the key to which is developing pupils/students' life skills.

This policy applies to all pupils/students, parents/carers, volunteers and staff members attending the school or whilst on school business including off-site visits and trips.

School description and context

Our small Village School has been a focalpoint of the semi-rural community for over 160 years. Our children are predominantly white British and the religious mix is Christian, Atheist, Islamic and Hindu. Drug related incidents within the village involving secondary school age children has raised concerns.

Principles

- Westhead Lathom St. James' C.E. Primary School is committed to the Health and Safety of all its members and believe that we have a duty to support and safeguard the well-being of all its pupils/students and staff. The school is committed to the principles of the National Healthy Schools Standard.
- The school values the importance of its pastoral role in the welfare of its pupils/students, and through the general ethos of the school, we seek to encourage and develop young people's learning and ensure support appropriate to their needs is provided.
- Education about drugs is not concerned merely with substance, but with people in their social settings and therefore should involve the development of attitudes, values and the development of skills, as much as the acquisition of appropriate knowledge.
- Families have an important role to play in supporting the provision of drug education, especially in helping a young person examine their attitude to drugs. Parents/carers are given the opportunity to oversee our drug education programme via evening meetings, sessions on the Life Education Bus and newsletters. We believe that it is particularly important for parents/carers of primary age pupils/students to be involved as they may not understand the necessity of starting drug education from an early age. Parents/carers are provided with information about the drug education their child will

receive at school so that they can support their child's learning at home, and access to support and information about drugs. A useful website for parent/carer involvement is the DfE site <https://mentoruk.org.uk>

- Drug issues and concerns extend across socio-economic and ethnic boundaries, and pupils/students of all ages and abilities will encounter both the positive and negative effects of drugs, as used legally in medicine to aid recovery, or illegal use. Many pupils/students have some knowledge about illegal drugs through the media, "street talk", and personal experience. The school welcomes and encourages parent/carer and community involvement in the development of school policy and curriculum delivery.
- This policy has been developed collaboratively by members of the school community including pupils/students, through the School Council, and the PTA of Lathom St. James.
- We follow the County policy for the administration of medicines in school. Medicines are kept in a child free zone. Volatile substances are restricted to a bare minimum and only used if essential, then under strict care according to risk assessment. Our premises including buildings, yard and field are all no smoking zones. Limited alcohol is available at fundraising events and is not kept on the premises. No other drugs are permitted on the premises.

Drug Policy Aims:

- To provide a safe, healthy environment in which pupils/students and staff can learn and develop.
- To ensure all members of the school community know and understand the rules of the school, the expectations about their behaviour, and the policy regarding drug incidents and concerns about individuals.
- To promote clarity about the management of drug related incidents in the school.
- To encourage and enable pupils/students to appreciate the benefits of a healthy lifestyle now, and in the future.
- To enable pupils/students to make reasoned, informed choices.
- To minimise pupils/students experimentation with illegal or harm causing substances.
- To address and take account of local community needs, including the differences and diversity within the school community.
- To support and engage parents/carers and pupils/students in their own personal learning and responsibilities.
- To enable young people and staff to access support structures (including the voluntary sector), e.g. Connexions Service, counselling, and treatment.
- To monitor, evaluate and review learning outcomes for pupils/students.
- To work with Lancashire County Council and outside agencies, including the voluntary sector, to secure and support a balanced delivery of a drugs education programme, e.g. Community Drug Education Co-ordinators, Lancashire Advisory Service, other schools,

Healthy Schools Schemes, Health Promotion, Primary Health Care professionals, Community Police, Youth and Community workers.

Objectives for Drug Education:

- To provide opportunities for pupils/students to acquire knowledge and identify the distinction between authorised and unauthorised drugs.
- To develop and equip pupils/students with the knowledge, attitudes and skills necessary to build their resilience and avoid peer group pressure or unwanted drug offers from others.
- To build pupils/students' decision-making skills and increased self-esteem.
- To engage parents/carers in the school community and learning process.
- To enable pupils/students and staff to access support if they have concerns about their own or others' drug use.

Principles of Teaching and Learning

Our school includes drug education in timetabled Science and Personal, Social and Health Education (PSHE)/Citizenship lessons. In addition, whole school days are set aside for a focussed in depth learning experience, since OfSTED report that short or partial lessons limit the opportunities for pupil debate and limit their involvement and the deepening of their understanding. This includes using the services of the Life Education Bus.

Knowledge and Understanding

Pupils/students are taught within the guidance of the National Curriculum (science programme of study, and the guidance for PSHE and Citizenship).

Pupils/students are taught:

- To value and trust in their own learning through positive reflections and development of assertiveness and coping skills.
- Confidence building and communication skills.
- About themselves and their achievements, seeing their mistakes, making positive changes and setting personal goals.
- To recognise risky behaviour and risk taking within different situations and be able to respond appropriately.
- That pressure to behave inappropriately or to take risks can come from a variety of sources, including people they know, TV and the media.
- How to seek/ask for help and use basic techniques for resisting peer or unwanted pressure in order to minimise harm to themselves or others.
- That their actions affect themselves and others, to respect and care about other people's feelings, trying to see things from their point of view.

- That communication and problem solving skills are central to bringing about a positive change in attitudes and actions.

In teaching drug education, teachers use a range of teaching strategies, including role-play, discussion group work, draw and write, debate and circle time. The use of circle time is a key strategy for developing life skills.

Resources:

- Teaching resources are up to date, differentiated and culturally and age appropriate.
- The school allocates adequate funding to Drug Education provision.
- School uses the Life Education Bus to deliver part of its programme, supplied by CORAM Life Education
- Adequate staff resources, development and training are provided to address identified needs.
- There is a protocol for use of visitors contributing to the school programme (See Appendix A).

Cross-curricular links

Drug education has many cross-curricular links, with science making a particular contribution. However, the development of life skills is a theme throughout the curriculum, within the programme for Personal, Social, Health and Education (PSHE), and enshrined in the values, which are embodied in the schools' ethos. There are links to other subjects, such as geography and physical education, and aspects of school life, notably the spiritual, moral, social and cultural aspects of the curriculum.

Differentiation and Special Educational Needs (SEN)

Whilst some pupils/students may have a fairly broad knowledge and insight into the world of drugs, there are those who have little or no knowledge at all. Teachers need to be sensitive to this issue and that lessons are planned to take account of pupils/students' age, culture, experience and maturity. The needs of pupils/students with SEN will be taken into account by the teacher who may need to provide different resources, different activities or specific support to some pupils/students. Where pupils/students' Individual Education Plans (IEP) identify targets relating to their personal development, the teacher will ensure that opportunities are planned to support pupils/students in achieving these.

Staff Development

This school has an ongoing programme for professional development. Additional support and Continuing Professional Development (CPD) opportunities for teachers involved in Drugs Education will be made available through existing CPD and training strategies provided by LEA Community Drugs Education Co-ordinators, and 'Healthy Schools' and other agencies.

Links to related school policies:

- PSHE and Citizenship
- Behaviour
- Science
- Child Protection and Safeguarding
- LEA Information & Guidance for Supporting Pupils with Medical Needs in School.
- Use of visitors in the classroom (see appendix A)

Monitoring, Evaluating and Reviewing:

- Mrs Albion is the named coordinator for drug education and policy development.
- Teaching Staff are involved in monitoring and evaluation.
- Pupils/students, staff, parents/carers and governors are consulted and the programme and policy are modified where appropriate.
- There is ongoing monitoring and evaluation of the programme, teaching methodologies and learning outcomes to ensure that needs are met.
- Drug education is reviewed in line with current LEA and Government guidelines.

Appendix A

Checklist for Use of Visitors in Delivery of Drug Education

Drugs Education is a shared responsibility and schools need not be alone in providing effective and relevant drugs education for young people.

Visitors and staff from a range of statutory and voluntary agencies can support and enhance drug education programmes in schools when part of a PSHE programme. However, they should not be used to abdicate the responsibility of the school, and be relied upon solely to deliver drugs education. The use of visitors needs to be part of a planned, coherent and integrated approach. The checklist below will assist the school in developing a partnership approach to drugs education delivery and support for young people.

Before involving a visitor it is useful to consider the following:

- Consistency with school's ethos, values, drug policy and approach to drugs education.
- The most appropriate source of information/support – why do you want the agency's involvement?
- What is the visitor expected to do ?
- What will the teacher's contribution to the session be ?
- Is it clear to the visitor that the teacher will remain in the classroom?
- What preparation will be necessary, i.e. classroom layout, size of groups, content of session, A/V equipment etc.?
- Has the visitor been checked with the Disclosure and Barring Service (DBS) ? Child protection implications.
- Have confidentiality issues been clarified, avoiding inappropriate disclosures?
- How will the session be followed up?
- How will the input be evaluated?
- Is parental consent required?