



Drug and alcohol education Policy

School vision and values

Creating Future Stars!

Queensbridge Primary School is a safe, welcoming and nurturing school that offers a sense of belonging. We work with families to ensure that all achieve their potential across our diverse community having relentless high expectations of ourselves and others.

We are innovative, creative and consistent in our approach, constantly reflecting on our practice. We try to make learning creative, stimulating, inclusive and fun with lots of challenge setting ambitious goals for the future. We try to provide a vast range of opportunities to light the spark of their learning giving them the skills and tools they need to take off and fly!

Queensbridge ensures that children are ready for the world ahead of them as:

- Independent thinkers, enterprising and creative
- Problem solvers, negotiators, reflective and thoughtful
- Excellent communicators
- Happy, confident and curious learners, inspired and well-motivated
- Hard workers
- Responsible members of the community
- Good citizens- children who are respectful, responsible, kind and caring

Happy children make good learners

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Introduction

As part of our role in preparing our pupils for the future, we aim to equip children with the knowledge, understanding and skills that enable them to make choices that lead to a healthy lifestyle. Our drugs education programme has the primary objective of helping children to become more confident and responsible young people. We teach children about the dangers to health posed by drug-taking, and we aim to equip them with the social skills that enable them to make informed moral and social decisions in relation to drugs in society.

It is a requirement that all schools have an up to date drug and alcohol education policy that is accessible to all and is reviewed on a regular basis. This Queensbridge Policy has been developed in consultation with the whole school community including pupils, parents/carers, staff, governors and partner organizations.

Drugs education is delivered at Queensbridge as part of the PSHE curriculum and fulfils the statutory requirements of the National Curriculum for Science.

Aims and objectives

- To provide children with knowledge of legal and illegal drugs (age related)
- To enable children to discuss moral questions related to drug taking, and so provide a safe environment for young people to share their thoughts and ideas;
- To help children become more self-confident so that they are able to make sensible and informed decisions about their lives;
- To let children know what they should do if they come across drugs, or are aware of other people misusing drugs;
 - To help children respect their own bodies and, in so doing, reduce the likelihood that they will be persuaded to become involved in drug abuse;
- To show that taking illegal drugs is a moral issue, and that choices about drugs are moral choices;
 - To ensure that all children are taught about drugs in a consistent, safe, secure and supportive manner, following guidelines that have been agreed by parents, governors and staff.
- To make learning experiences active and pitched to allow equality of access for all our pupils.
- To encourage discussion and reflection, enabling children to question and develop educated and deliberated attitude and opinions.

How is Drugs and Alcohol Education provided?

Drug education within the school is mainly delivered as part of the PSHE and citizenship programme. It also forms part of the statutory science curriculum. The goal of drug and alcohol education is: For pupils to develop the knowledge, skills and attitudes to appreciate the benefits of a healthy lifestyle, promote responsibility towards the use of drugs and relate these to their own actions, both now and in their future lives. The learning objectives for drug and alcohol education include:



Attitudes and Values

- to examine own opinions and values, and those of others
- to promote a positive attitude to healthy lifestyles and keeping self safe
- to enhance self awareness and self esteem
- to value and respect self and others
- to value diversity and difference within society
- to promote a sense of responsibility towards the use of drugs

Personal and Social Skills

- to identify risks to health
- to communicate with peers and adults, including parents/carers and professionals
- to learn how to give and secure help
- to develop decision-making, negotiation and assertiveness, particularly in situations related to drug use
- to develop an appreciation of the consequences of choices made
- to be able to cope with peer influences, and in resisting unhelpful pressures from adults and the media
- to make choices based on an understanding of difference and with an absence of prejudice
- to be able to talk, listen and think about feelings and relationships
- to develop critical thinking as part of decision-making

Knowledge and Understanding

- to develop an understanding of drugs and of the effects and risks of using drugs
- to gain an understanding of how the body functions
- to gain an understanding of what is safe and appropriate drug use
- to gain an understanding of the role of drugs in society and the laws and rules relating to their use
- to gain knowledge of people who can help if pupils have worries and an understanding of confidentiality
- to gain an understanding of the changing nature of relationships, including families and friends, and ways of dealing positively with change.

A variety of teaching and learning approaches are used in PSHE and citizenship together with carefully selected teaching materials. There is a place for didactic teaching, together with active learning approaches, such as role-play, small group work and problem solving, which more effectively engage pupils in the learning process. Ground rules are used in PSHE and citizenship to establish a safe, secure and supportive learning environment, which emphasises the promotion of relevant personal skills. Pupils are shown respect for personal privacy and time is taken to explain the implications of personal disclosures. The teaching and learning approaches also include a variety of methods and strategies that cater for the range of attainment levels of our pupils and their diverse needs (See: Equalities Policy and Special Educational Needs Policy).



We welcome the involvement of visitors from external agencies to complement the core delivery by teaching staff. All visitors are supported in the classroom by a teacher and are informed about the school's Drugs and Alcohol Education policy and the scheme of work for PSHE and citizenship.

The Coordinator monitors the PSHE and citizenship curriculum. This will include sampling pupils' work and monitoring curriculum plans. Factual knowledge and understanding about drugs and specific personal and social skills, as identified in the scheme of work, will be assessed within PSHE and citizenship.

Christopher Winter scheme of work

Year 1

Staying Healthy: To identify how to stay healthy, to understand how to look after our bodies

Medicines: To explore when and how to take medicines safely, to know how medicines get into our bodies, to know why people use medicines, to understand that some people need to take medicines all the time to stay healthy

People who give us medicines: To identify who should be able to give us medicine, to know when we should take medicines and who should give them to us. To know the rules about medicines

Year 2

Risk: To explore substances and situations that are safe or unsafe, to know what is safe or unsafe, to know when something is too risky

Hazardous Substances: To be able to identify some hazardous substances, to know that some things we put into our bodies can harm us, to know some rules about keeping safe

Safety Rules: To consider safety rules for at home and at school, to be able to follow safety instructions and rules at home and at school

Year 3

Why People Smoke: To consider smoking and its effects, to know how smoking affects people, to consider why people smoke

Physical Effects of Smoking: To understand the impact of smoking and passive smoking, to know some of the effects of smoking on the body, to know about passive smoking

No Smoking: To know some strategies to prevent starting smoking, to know the rule and laws to prevent smoking, to be able to make the positive choice not to smoke

Year 4

Effects of Alcohol: To understand the effect alcohol has on the body, to know what alcohol is and how it affects the body, to understand that everyone will be affected differently by alcohol

Alcohol and Risk: To understand the risks related to drinking alcohol, to know there are risks to drinking alcohol Limits to Drinking Alcohol, to consider how society limits



the drinking of alcohol, to know some laws about drinking alcohol, to consider ways of persuading people to drink alcohol sensibly

Limits to Drinking Alcohol: To consider how society limits the drinking of alcohol, to know some laws about drinking alcohol, to consider ways of persuading people to drink alcohol sensibly

Year 5

Legal and Illegal Drugs: To explore a range of legal and illegal drugs, their risks and effects To know about a range of legal and illegal drugs, to have some understanding of the effects and risks of illegal drugs

Attitudes to Drugs To have considered the children's attitudes and beliefs about drug use and drug users, to explore attitudes to drug use, to understand that all sorts of people may misuse drugs, to challenge myths about drug use

Peer Pressure To have considered strategies to resist drug use, to know a range of skills to resist peer pressure, to develop some assertiveness skills

Year 6

Cannabis: To understand the effects, risks and law relating to cannabis, to know what effect cannabis can have on your health and life To know the legal consequences of using cannabis

VSA and Getting Help: To understand the risk of volatile substance abuse (VSA), to know the effects and risks of volatile substance abuse, to know how to get and to give help

Help, Advice and Support: To be aware of the options for getting help, advice and support, to have practised communicating with adults, to know how to access help and support

Staff development and Support

All staff should have a general drug awareness and a good understanding of the schools policy for drug education and the management of drug related incidents and any other related policies.

It is essential that all staff involved in the teaching of drug education have the opportunity to develop skills and knowledge to enable them when working with young people to confidently address drugs and drug related issues. Activities to help their development can include:

- team teaching or teachers observing other skilled staff with ongoing support from a coach/mentor
- participating in collaborative enquiry and action research supported by teaching networks
- training courses with support to apply learning in the classroom

Confidentiality and child protection

All staff involved in delivering and supporting Drugs & Alcohol Education should be alert to the signs of abuse, neglect and exploitation. The school has a separate



Safeguarding & Child Protection Policy. Effective Drugs & Alcohol Education may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Working in Partnership with Parents

The school is well aware that the primary role in children's Drugs and Alcohol 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 co-operation. In promoting this objective we will:

- inform parents about the school drugs education policy and practice through information sessions, learning together sessions and written materials;
- invite parents to view the 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.
- inform parents by year group newsletters when items related to drugs education are being taught.

Drug related situations

A drug related situation is one where there is suspicion, disclosure or observation of the use of unauthorised drugs or the discovery of unauthorised drugs. We do not allow anyone to possess, produce, supply or offer illegal drugs on the premises in accordance with the Misuse of Drugs Act 1971. Any suspected illegal drugs found, or confiscated, on premises will be disposed of appropriately. The following will guide staff's response to an incident of drug or alcohol misuse:

- ♣ All drug related incidents – children or staff - will be referred to the head teacher in the first instance
- ♣ Any signs of drug abuse paraphernalia found within the school fence will be checked and cleared by the Premises Officer
- ♣ Medical advice will be sought if necessary – it is important to establish what the substance is if medical treatment is needed
- ♣ The school will contact the child's parent/legal guardian in all incidents
- ♣ All actions taken by members of staff, relating to drugs incidents, will be recorded on a drug incident sheet (Appendix C) and kept on file
- ♣ Teachers and support staff can not physically search children but can request that items be removed from pockets etc.

Health and Safety and medicines

The safety of the individual and of all others on the school site is the most important concern if a pupil, visitor or member of staff is thought to be under the influence of any drug or substance which adversely affects their judgement. Responding



consistently within our stated Health and Safety procedures, including, where necessary, the administration of first aid, is the priority. Should any drug related paraphernalia be discovered on the school site, most will be handled within existing health & safety procedures using safety equipment such as disposable gloves, and will be bagged up and disposed of in the rubbish. A written record will be kept of suspicious paraphernalia. Pupils will be advised to not touch suspect items, such as discarded injecting equipment, but report the matter to a member of staff. The member of staff will ensure safety is maintained, until appropriate disposal of the item(s) is undertaken. Solvents or hazardous chemicals legitimately used carefully by school staff or pupils and are stored securely in the appropriate area and managed in a way to prevent inappropriate access or use.

The approach to access and administration of medicines is set out in the school's Health & Safety Policy. The principles underlying this are to:

- ♣ Recognise individual medical needs and promote inclusion to provide an education for all pupils, supporting their medical needs.
- ♣ Undertake to contact parents/carers if a pupil is ill during the school day.

These are the ways the school provides for safe and secure storage of medicines:

- ♣ all adults are responsible for the secure storage of their own medication
- ♣ office staff are responsible for the secure storage of pupils' (prescribed) medication, both at school and on school visits
- ♣ first aid kits are provided on the school site and all adults are informed of there locations.

The school aims, where possible, to enable self-administration of medicines by pupils within a safe and supportive environment. Staff can only administer medicines if written parental consent has been provided and agreed to by the school and the member of staff. This may involve additional training for members of staff involved in offering assistance, which may also include assistance with surgical appliances (e.g. artificial limbs) and medical aids (e.g. hearing aids)

Assessment, Monitoring, Evaluation and Reporting

This process should relate to the overall PSHE framework set by the school. The progress in Drug Education should form part of the overall progress in PSHE and appear as such in the annual report to parents. Any aspects relating to the science curriculum should form part of the relevant science report.

Monitoring and evaluating enables the school to identify the relevance and effectiveness of the drug education programme through the teaching activities and resources used and whether they meet the needs and interests of the young people. The pupils should also be encouraged to reflect on the main issues of their learning



DATE: April 2010

POLICY REVIEW DATE: 2011
2016
2018

SIGNATURES

..... Head Teacher

..... School Governor

..... Policy Co-ordinator

..... Pupil Representative

A reference copy can be located: In the school office.