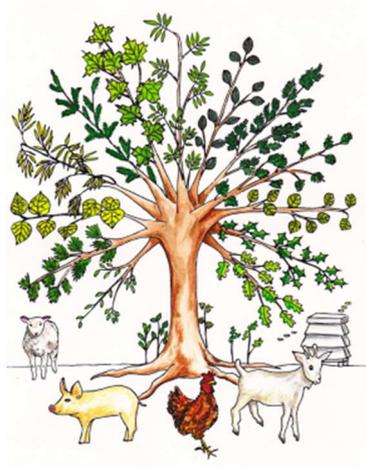


Edwalton Primary School

DRUGS POLICY



March 2018

Edwalton Primary Drugs Policy

Introduction

Research has shown that by the age of 11 many primary school children have extensive knowledge of the world of drugs. For some, this knowledge may be inaccurate and incomplete, for others it will develop through personal experience. At Edwalton Primary School we deliver a robust anti-drugs education which prepares children to resist peer pressure, make confident decisions to safeguard themselves and to know how and where to seek help.

Drugs education should contribute to:

- Increasing the safety of communities from drug related crime
- Reducing the acceptability and availability of drugs to young people
- Reducing the health risks and other damage related to drug misuse.

Aims

Objectives

- To develop children's personal and social skills including refusal and decision making skills
- To help children take increased responsibility for themselves and their actions
- To encourage children to value themselves and others
- To encourage children to help and support others
- To encourage children to work cooperatively in active learning and group work
- To clarify what children already know, give information to clarify facts and correct false knowledge and beliefs
- To help children deal with the effect of media coverage of issues relating to drugs
- To support staff in dealing with issues and incidents relating to drugs and drugs use
- To ensure all staff are aware of procedures relating to drugs and drug use at Edwalton Primary School
- To provide opportunities for pupils to acquire knowledge and identify the distinction between authorised and unauthorised drugs
- To develop and equip pupils 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' decision-making skills and increased self esteem.

Definition

At Edwalton 'drugs' include any substance that affects your body. This includes socially acceptable and unacceptable drugs. These will include:-

- Tobacco
- Alcohol
- Medicines
- Illegal substances.

Storage and Administration of Medicines

The school acknowledges that parents and carers have prime responsibility for the child's health and should provide us with information about their child's medical condition when appropriate. We will administer prescribed medication on completion of the appropriate

forms by the parent or carer. The medication will be administered and signed for by the member of staff administering the medication and countersigned by a second member of staff as a safeguard mechanism. Where necessary, school staff will receive training on specific medical conditions.

Other than an inhaler, no pupil should be in possession of medication at any time. All necessary medication is stored in either the refrigerator in the staff room or the labelled secure cupboard. Further details can be found in the school's medicines policy.

The role of the Head Teacher

It is the responsibility of the Head Teacher to ensure that staff and parents are informed about this drugs education policy, and that the policy is implemented effectively. It is also the Head Teacher's role to ensure that staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Head Teacher will liaise with external agencies regarding the school drugs education programme and ensure that all adults who work with children on these issues are aware of the school policy and work within this framework. The Head Teacher will monitor the policy on a day to day basis and report to governors, when requested, on the effectiveness of the policy.

The role of governors

The governing body has the responsibility of setting down these general guidelines on drugs education. The governors will support the Head Teacher in following these guidelines. Governors will inform and consult with parents about the drugs education policy. Governors will also liaise with the LA, The Flying High Trust and health organisations so that the school's policy is in line with the best advice available.

The role of parents

The school is well aware that the primary role in children's drugs 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 cooperation.

In promoting this objective we will:

- Inform parents about the school drugs education policy and practice
- Invite parents to view any 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.

Teaching

Our approach to drugs education is one which children are given information in the belief that increased knowledge about drugs and the risks will empower children to make informed and safe decisions. We approach this in a sensitive manner appropriate to the age and experiences of the children concerned. Teaching is:-

- Well resourced
- Reflects the needs and experiences of pupils
- Uses a range of teaching methods including group work, discussions, videos and outside speakers
- Reinforces messages about healthy lifestyles

- Flexible and relevant
- In the context of a wider PSHE programme (See Appendix 5)
- Interesting and stimulating
- Informed.

We reflect the requirements and guidance in the Science National Curriculum and the non-statutory framework for PSHE and Citizenship. These include Health and Wellbeing sessions at an age appropriate levels for all pupils on how to keep our bodies healthy, basic hygiene routines, the roles of medicines, the importance of keeping safe in different situations (on the roads, stranger danger, resisting peer pressure) Year 5 and 6 pupils have sex and relationships education around healthy relationships and also do DARE (Drug Awareness Resistance Education) and have workshops run by the NSPCC around keeping safe online. Please refer to our PHSE and Sex and Relationships policies for further details. Full details of the PHSE lessons are included in Appendix 5.

Outside visitors

If outside speakers are used in any aspect of the drugs education programme, their contribution will be properly planned. They will support the work of the teacher who will meet with the speaker beforehand to plan the work and explain the school's policy on drug education. Teachers will be present and involved in all sessions and will evaluate the work afterwards. The teacher has overall responsibility for the session and the work planned.

Training, monitoring and evaluation

The Teaching and learning of drugs education is monitored in relation to this agreed policy and within PSHE learning and teaching as part the whole school monitoring Calendar. The PSHE coordinator has responsibility for monitoring drug education teaching and learning in conjunction with the Head Teacher.

Managing drug related incidents

Incidents are managed in the context of the school's commitment to:-

- The safety and welfare of all pupils and staff
- The welfare of individuals deemed to be at risk
- The law concerning drugs.

The Head Teacher retains the responsibility for deciding how to respond to particular incidents in conjunction with the SENCo. This will take account of the individual concerned and whether they are a pupil, parent or member of staff. The school's policy is that 'no individuals should be under the influence of drugs (as detailed in this policy) while on the school premises (within the boundary of the external playground wall) unless a doctor's note indicates that this does not affect the individuals capacity to perform their duties, take care of children in their charge, or in the case of pupils, take part in lessons.

Appendices 1, 2, 3 and 4 outline the procedures to be followed in individual circumstances.

All incidents are recorded in the incident monitoring log. All members of the school community are aware of these procedures and the implications for individuals. Each incident will be dealt with on an individual basis. Young children who are deemed to be at risk will be treated in relation to the school's policy on Child Protection.

Responding to the Media:

As drug-related incidents are likely to generate media interest, all members of staff have been advised not to respond to journalists. The Head Teacher will make a considered response after seeking assistance from the Flying High Trust Press Office.

Appendix 1: ILLEGAL DRUGS FOUND ON PREMISES

ADVISE HEAD TEACHER /DESIGNATED TEACHER

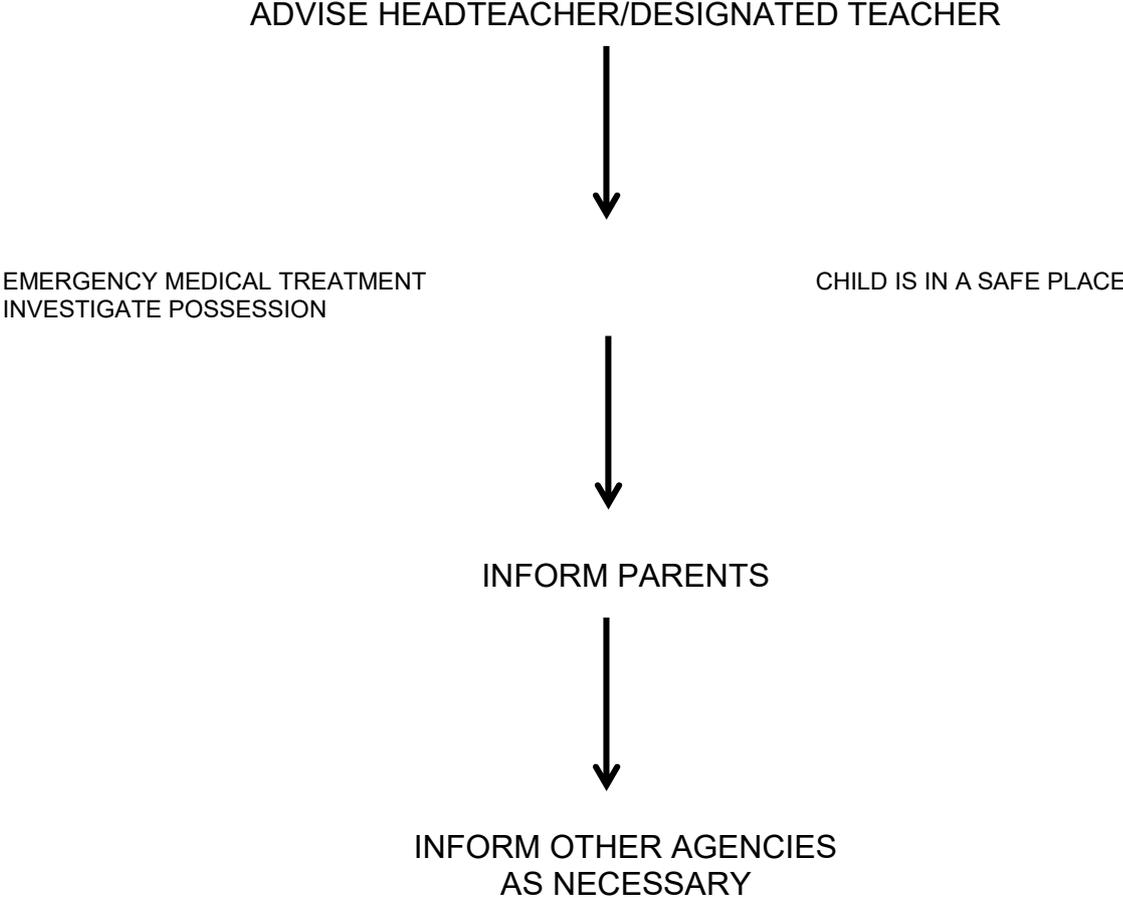


KEEP IN A SECURE PLACE



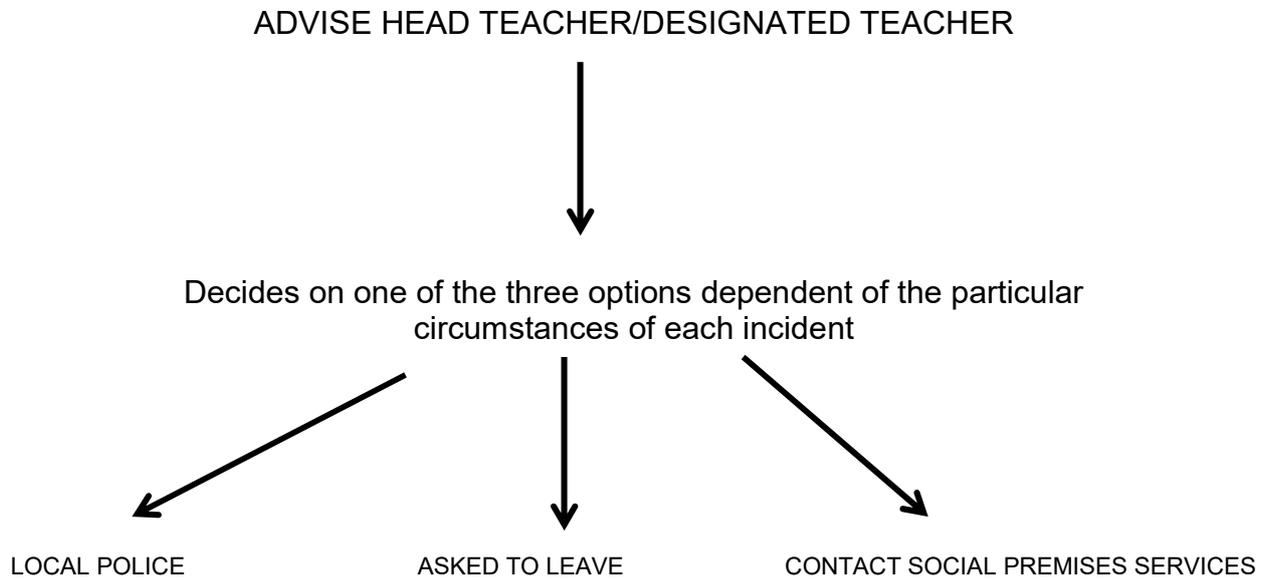
PHONE LOCAL POLICE TO COLLECT

Appendix 2-PUPILS UNDER THE INFLUENCE OF DRUGS/ALCOHOL



Inform FHT of any incident

Appendix 3- PARENTS/CARERS UNDER THE INFLUENCE OF DRUGS/ALCOHOL ON SCHOOL PREMISES



Inform FHT of any incident

No alcohol will be permitted to be consumed by a member of staff on school premises without the prior written permission of the Head Teacher

Appendix 4- STAFF/GOVERNORS UNDER THE INFLUENCE OF DRUGS/ALCOHOL ON SCHOOL PREMISES

ADVISE HEAD TEACHER /DESIGNATED TEACHER



PUT SAFE PLACE

EMERGENCY PROCEDURES



ARRANGE FOR THEM TO LEAVE PREMISES

CONSIDER APPROPRIATE RISK ACTION

Appendix 5: PSHE Scheme of Work

Overview

Autumn Term	Spring Term	Summer Term
Core Theme 2: Relationships	Core Theme 3: Living in the Wider World	Core Theme 1: Health and Wellbeing
Topic areas: Healthy Relationships Feelings and emotions Valuing difference	Topic areas: Rights and responsibilities Taking care of the environment Money matters	Topic areas: Healthy lifestyles Keeping safe Growing and changing
<p>How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</p> <p>How to recognise and manage emotions within a range of relationships</p> <p>How to recognise risky or negative relationships including all forms of bullying and abuse</p> <p>How to recognise and manage emotions within a range of relationships</p> <p>How to respond to risky or negative relationships and ask for help</p> <p>How to respect equality and diversity in relationships.</p>	<p>About respect for self and others</p> <p>The importance of responsible behaviours and actions</p> <p>About rights and responsibilities as members of families, other groups and ultimately as citizens</p> <p>About different groups and communities</p> <p style="text-align: center;">To respect equality and to be a productive member of a diverse community</p> <p>About the importance of respecting and protecting the environment</p> <p>About where money comes from, keeping it safe, and the importance of managing it effectively</p> <p>How money plays an important part in people's lives</p> <p>A basic understanding of enterprise</p>	<p>What is meant by a healthy lifestyle</p> <p>How to maintain physical, mental and emotional health and wellbeing</p> <p>How to manage risks to physical and emotional health and wellbeing</p> <p>Ways of keeping physically and emotionally safe</p> <p>About managing change, including puberty, transition and loss</p> <p>How to make informed choices about health and wellbeing and to recognise sources of help with this</p> <p>How to respond in an emergency</p> <p>To identify different influences on health and wellbeing</p> <p>Ways of keeping physically and emotionally safe</p>

Progression

<p style="text-align: center;"><u>Years 1 and 2</u></p> <p>Feelings and emotions: recognise feelings in self; special people; behaviour and how people's bodies and feelings can be hurt</p> <p>Healthy Relationships: secrets and surprises; working together; boundaries and relationships; resolving conflict; teasing and bullying</p> <p>Valuing difference: Attributes: kindness/fairness; sharing and respecting opinions; recognising and respecting similarities and differences</p>	<p style="text-align: center;"><u>Years 1 and 2</u></p> <p>Rights and responsibilities: contributing to life in the classroom; constructing and following rules; awareness of needs of people and other living things; belonging to communities and groups</p> <p>Taking care of the environment: improvements and harm to local environments; ways of looking after local environments</p> <p>Money matters: sources of money; uses for money; spending and saving; role of money in their lives; managing money and keeping it safe; choices about spending; influences on spending choices</p>	<p style="text-align: center;"><u>Years 1 and 2</u></p> <p>Healthy lifestyles: Keeping our bodies healthy; likes/dislikes and choices; recognising and managing different feelings; personal hygiene</p> <p>Growing and changing: Change, loss and getting older; names of main body parts (including external genitalia); personal identity: likes; choices; strengths</p> <p>Keeping safe: What goes into our bodies; rules for keeping physically and emotionally safe; personal identity: family networks; people who are responsible for keeping us safe</p>
<p style="text-align: center;"><u>Years 3 and 4</u></p> <p>Feelings and emotions: Recognising and managing different feelings; keeping something confidential or secret; recognising and managing dares</p> <p>Healthy relationships: recognising aspects of a healthy relationship; physical boundaries within different relationships; working together; behaviour; resolving conflict</p> <p>Valuing difference: Recognising stereotypes; different types of relationships; respecting similarities and differences; bullying and discrimination; respecting others' feelings and opinions</p>	<p style="text-align: center;"><u>Years 3 and 4</u></p> <p>Rights and responsibilities: issues concerning health and wellbeing; the purpose of rules and laws; human rights; different cultures, customs and traditions of people living in the UK; anti-social behaviours and their consequences; difference between rights and responsibilities; resolving differences; critiquing media information</p> <p>Taking care of the environment: taking care of the environment; our responsibilities towards our environment; being part of a community; different groups that support our communities and environment; the lives of other people around the world; how resources are allocated to communities</p> <p>Money matters: the role that money plays in their lives; borrowing, debt and interest; enterprise</p>	<p style="text-align: center;"><u>Years 3 and 4</u></p> <p>Healthy lifestyles: Making informed choices; balanced diet; hygiene</p> <p>Growing and changing: aspirations and goals; recognising and managing feelings; change, loss and grief</p> <p>Keeping safe: Risk, danger and hazard; pressures on behaviour; rules for safety and how to get help; keeping physically and emotionally safe on and offline; responsibilities for keeping ourselves and others safe</p>
<p style="text-align: center;"><u>Years 5 and 6</u></p> <p>Feeling and emotions: recognising and responding to others' feelings; keeping a confidence or a secret; recognising and managing dares</p> <p>Healthy relationships: understanding what constitutes a healthy relationship; how actions and behaviour can affect relationships; boundaries within relationships; working together; conflict negotiation</p> <p>Valuing difference: Challenging stereotypes; different types of relationships; maintaining relationships; respecting similarities and differences; bullying, discrimination and prejudice</p>	<p style="text-align: center;"><u>Years 5 and 6</u></p> <p>Rights and responsibilities: topical issues concerning health and wellbeing; rules and laws; the precedence of human rights over other laws, practices and traditions; consequences of anti-social behaviours; rights, responsibilities and duties; resolving difference, making decisions and choices; the range of religious and ethnic identities in the UK; how the media present information</p> <p>Taking care of the environment: responsibilities towards and how people contribute to communities and the environment; the lives of people living in other places; how</p>	<p style="text-align: center;"><u>Years 5 and 6</u></p> <p>Healthy lifestyles: What influences our choices about health and wellbeing</p> <p>Growing and changing: aspirations, goals and feeling valued; intensity of our and others' feelings; conflicting emotions; change: bereavement, loss, grief and transitions; feelings and changes associated with puberty, including body image; human reproduction and conception (year 6)</p> <p>Keeping safe: keeping physically and emotionally safe on- and offline; risk assessment and management; independence and responsibility; pressure on behaviour: peer and media;</p>

	the earth's resources are allocated; resolving differences Money matters: finance; earning money and deductions; enterprise	managing emergencies; habits: alcohol, tobacco and drugs
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Year 1

Autumn Term	Spring Term	Summer Term
Relationships	Living in the Wider World	Health and Well Being
<u>Feelings and Emotion</u> About a wide range of feelings How we can manage feelings	<u>Right and Responsibilities</u> How to contribute to the life of the classroom	<u>Healthy Lifestyles</u> Some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)
Special people in the children's lives	Group and class rules	What they like and dislike What it means to make a choice How choices can improve how they feel and look
How people's bodies and feelings can be hurt	The needs of people and other living things	Basic personal hygiene routines
<u>Healthy relationships</u> The difference between a secret and a surprise	Groups and communities that the children belong to	<u>The spread of infections</u>
Listening to others and playing cooperatively		<u>Growing and Changing</u> Growing from young to old
What it means to give support and feedback to others		The correct names for the main parts of the body Similarities and differences between boys and girls
Appropriate and inappropriate touch		What makes them unique How to set simple goals
When things don't go well with friends and other children Types of teasing and bullying and why they are wrong and unacceptable How to deal with teasing and bullying		Change and loss e.g. starting school, a new baby brother/sister, moving to a new class The feelings associated with change or loss

Year 2

Autumn Term	Spring Term	Summer Term
Relationships	Living in the Wider World	Health and Well Being
<p style="text-align: center;"><u>Feelings and Emotions</u></p> <p>A wide range of feelings and how to manage them about how to be sensitive to the feelings of others</p>	<p style="text-align: center;"><u>Rights and Responsibilities</u></p> <p>The skills necessary to contribute to the life of the classroom</p>	<p style="text-align: center;"><u>Healthy Lifestyles</u></p> <p>The benefits of a healthy lifestyle Different ways to stay healthy</p>
How different types of behaviour affects others	How group and class rules help us	<p>What it means to make a real and informed choice</p> <p>What can influence our choices</p> <p>How choices influence the way we look and feel</p>
How people's bodies and feelings can be hurt	<p style="text-align: center;"><u>Taking Care of the Environment</u></p> <p>What improves and harms our local, natural and built environments</p>	The importance of taking care of personal hygiene
<p style="text-align: center;"><u>Valuing Differences</u></p> <p>What fair and unfair means The impact of kindness and unkindness on self and others Right and wrong</p>	<p style="text-align: center;"><u>Money Matters</u></p> <p>What money can be used for</p>	<p>The importance of taking care of our own health About what happens if we don't take care of our health</p>
<p>Sharing opinions and explaining personal viewpoints</p> <p>How to take part in a simple class debate</p>	The role of money in their lives	<p style="text-align: center;"><u>Keeping Safe</u></p> <p>The role of medicines</p>
		<p>The importance of keeping safe in different situations</p> <p>The different rules for keeping safe (road, environment, online, in unfamiliar situations)</p>
		<p>The shared responsibility for keeping themselves and others safe</p> <p>The steps they can take to ensure their safety in class, on the playground, around the school and at home</p>
		About responses they can give to ensure their own safety and that of others

Year 3

Autumn Term	Spring Term	Summer Term
Relationships	Living in the Wider World	Health and Well Being
<u>Feelings and Emotions</u> Different kinds of feelings	<u>Rights and Responsibilities</u> How to discuss and debate issues concerning health and wellbeing	<u>Healthy Lifestyles</u> Making informed choices in relation to their health
How to recognise and manage dares	The ways in which rules and laws keep us safe	Opportunities they have to make their own choices about food About what makes up a balanced diet
<u>Healthy Relationships</u> How to develop and maintain healthy relationships	That everyone has human rights	<u>Growing and Changing</u> Ways to celebrate achievements Personal strengths and areas for development
Personal space and how this can make them feel comfortable or uncomfortable To respect other people's personal space and begin to recognise when they feel comfortable or uncomfortable	That human rights take precedence over other national laws, family and community practices	Feelings that are good and not so good How we can manage these feelings
Working collaboratively	Different cultures can have different practices and traditions	The kinds of change that happen in life How feelings of loss and grief may be expressed
How our actions can affect ourselves and others	The consequences of anti-social behaviours	
Solving disputes and conflict through negotiation and appropriate compromise	Different kinds of responsibilities and rights	
	Resolving differences The range of national, regional, religious and ethnic identities in the UK	
	How the media present information	

Year 4

Autumn Term	Spring Term	Summer Term
Relationships	Living in the Wider World	Health and Well Being
<p style="text-align: center;"><u>Feelings and Emotions</u></p> <p>Appropriate responses to a wider range of feelings in others</p>	<p style="text-align: center;"><u>Taking Care of the Environment</u></p> <p>Topical issues, problems and events concerning health and wellbeing</p>	<p style="text-align: center;"><u>Healthy Lifestyles</u></p> <p>About choices that promote health and wellbeing</p>
The concept of keeping something confidential or secret		
<p style="text-align: center;"><u>Valuing Difference</u></p> <p>Differences and similarities between people</p>	Taking care of the environment	How simple routines reduce the spread of bacteria and viruses
How to challenge stereotyping	Being part of a community	<p style="text-align: center;"><u>Keeping Safe</u></p> <p>Risk, danger and hazard</p>
<p>The nature and consequences of hurtful behaviour and bullying</p> <p>Ways in which people may be discriminated against</p>	Different groups that support communities	<p>Techniques to resist pressure</p> <p>How pressure is exerted and how it can be resisted</p> <p>To question someone else's beliefs when pupils feel they feel they may be wrong or are making them feel uncomfortable</p>
<p>Recognising and caring about other peoples' feelings</p> <p>Respecting the views of others and knowing when/how to challenge points of view when appropriate</p>	How other people live in different parts of the world	<p>People who help them stay healthy and safe</p> <p>Ways that they can support these people</p>
	How resources are allocated and the effect this has on individuals and their communities	<p>School rules for health and safety</p> <p>Where and how to get help</p>
	<p style="text-align: center;"><u>Money matters</u></p> <p>The role of money in their own and others' lives</p>	<p>Strategies that keep us safe</p> <p>Physical, emotional and online safety</p> <p>The importance of personal safety</p>
	Concepts related to money	
	What it means to be 'enterprising'	

Year 5

Autumn Term	Spring Term	Summer Term
Relationships	Living in the Wider World	Health and Well Being
<p style="text-align: center;"><u>Feelings and Emotions</u></p> <p>How to respond appropriately to a wider range of feelings in others</p>	<p style="text-align: center;"><u>Rights and Responsibilities</u></p> <p>Topical issues, problems and events concerning health and wellbeing</p>	<p style="text-align: center;"><u>Healthy Lifestyles</u></p> <p>The choices your pupils can make about their health and wellbeing and what influences their choices</p>
	About rules and laws	<p style="text-align: center;"><u>Growing and Changing</u></p> <p>Goal setting and the importance of having high aspirations</p> <p>How to help others feel valued</p>
About managing 'dares'	Everyone has human rights and that children have their own set of human rights	Words that help to describe the range and intensity of their feelings to others
<p style="text-align: center;"><u>Healthy Relationships</u></p> <p>What constitutes a positive, healthy relationship</p>	That human rights take precedence over other national laws, family and community practices	Bereavement and the process of grieving How change also involves loss
How our actions can affect ourselves and others	That human rights take precedence over other national laws, family and community practices That some cultural practices are against British law	Puberty and body changes How puberty leads to adolescence (a few sessions)
Different types of relationships (friends, families, couples, marriage, civil partnership)	The consequences of anti-social and aggressive behaviours	<p style="background-color: yellow;">Human reproduction in the context of the human lifecycle</p> <p style="background-color: yellow;">How a baby is made and how it grows</p>
Acceptable/unacceptable physical contact and how to respond	Different kinds of responsibilities, rights and duties	
Different ways to work collaboratively	How to resolve differences, make decisions and explain choices	
How to negotiate and compromise	The range of national, regional, religious and ethnic identities in the UK	
	How the media present information	

Year 6

Autumn Term	Spring Term	Summer Term
Relationships	Living in the Wider World	Health and Well Being
<p style="text-align: center;"><u>Feelings and Emotions</u></p> <p>How to respond appropriately to a wider range of feelings in others</p>	<p style="text-align: center;"><u>Taking Care of the Environment</u></p> <p>The varied institutions that support communities locally</p>	<p style="text-align: center;"><u>Healthy Lifestyles</u></p> <p>The positive and negative influences on health and wellbeing</p> <p>How media influences can affect choices</p>
Keeping things confidential or secret	The role of voluntary, community and pressure groups	<p style="text-align: center;"><u>Keeping Safe</u></p> <p>Personal safety</p> <p>The importance of protecting personal information online</p> <p>The importance of protecting images of the pupils themselves and others</p>
<p style="text-align: center;"><u>Valuing Difference</u></p> <p>How to challenge stereotypes</p>	The lives of people living in other places	Independence and increased responsibility
Different types of relationships including marriage between two people of the same or opposite sex, civil partnerships	The allocation of the earth's resources	Risk in different unfamiliar situations Strategies for managing risk and how this can build resilience
<p>To learn that they have the right to choose the person that they marry/That marriage, arranged marriage and civil partnership is between two people who <i>willingly</i> agree</p> <p>That forced marriage is against the law /Who can help if they or someone they know is under threat of forced marriage</p>	How to resolve difference	Different influences on behaviour Peer pressure and media influence
Managing and maintaining relationships and improving communication and negotiation	<p style="text-align: center;"><u>Money Matters</u></p> <p>How finance plays an important part in people's lives</p>	School rules for health and safety What to do in an emergency Skills needed in an emergency

Differences and similarities between people	How money is deducted from earnings to provide things that we all need	The effects of legal and illegal substances and drugs (including alcohol and tobacco)
Discrimination and how we can respond to it	About enterprise and its importance for work and society	Habits in relation to tobacco, alcohol and drug misuse