



# Beechwood Primary School

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## Drug Education Policy

### **Principles**

Beechwood 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 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, 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.

Drug issues and concerns extend across socio-economic and ethnic boundaries, and pupils 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 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, through staff, the Governing Body and the School Council.

### **Drug Policy Aims:**

- To provide a safe, healthy environment in which pupils 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 to appreciate the benefits of a healthy lifestyle now, and in the future.
- To enable pupils to make reasoned, informed choices.
- To minimise pupils 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 in their own personal learning and responsibilities.

- To enable young people and staff to access support structures (including the voluntary sector), e.g. CAMHS, counselling and treatment.
- To monitor, evaluate and review learning outcomes for pupils.
- To work with Wokingham District 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 Advisors, other schools, Healthy Schools Schemes, Health Promotion, Primary Health Care professionals, Community Police, Youth and Community and Wokingham Advisory Service.

### **Objectives for Drug Education:**

- 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.
- To engage parents/carers in the school community and learning process.
- To enable pupils and staff to access support if they have concerns about their own or others' drug use.

### **Principles of Teaching and Learning**

At Beechwood Primary School, the children are taught and encouraged to become more independent and confident citizens with an increasing ability to make informed choices about their own health and environment. Drug education is taught across the year groups with Years 3 and 4 focusing on developing 'skills and attitudes' – to be confident to make their own decisions and recognising risks and pressures whereas Years 5 and 6 build on these skills and learn more about the factual element of drugs and the possible consequences of taking them. This is covered under both the science and PSHCE curriculum.

When teaching drug education, teachers should use a range of teaching strategies, including role-play, distancing techniques, discussion and group work, draw and write, debates and circle time. Circle time is an excellent vehicle for delivering, discussing and reflecting on life skills.

### **The National Curriculum Expectations**

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

<b>Key Stage</b>	<b>Learning Objective</b>	<b>Learning Outcome</b>
1	<i>To know the dangers from household substances, if they are not used as instructed</i>	<i>I can identify different household substances and know that if they are not used properly, they can be dangerous</i>
2	<i>To know that there are different names given to drugs</i>	<i>I know the scientific names for drugs and that they also have other common names</i>
3	<i>To understand that people can become dependent on some drugs and that there</i>	<i>I know what drug dependency means and how it affects people's lives. I know where to</i>

	<i>is help available to them</i>	<i>go to get help locally</i>
4	<i>To explore a range of attitudes towards alcohol use</i>	<i>I recognise that different people have different attitudes towards alcohol and why they might feel this way</i>

The recommended guidance outlined in the ‘National Healthy Schools Programme’ states a whole school approach, embedded in Beechwood community, is needed to teach the personal, social and health education strands (which includes drug education and substance abuse).

**Pupils are taught:**

- All areas of drug use including alcohol, tobacco, illegal drugs, medicines and volatile substances (see QCA Guidance)
- What the laws say, purposes and justifications linked to anti-social behaviours
- Personal safety, keeping safe and family/community impact
- Managing peer influence, feelings, emotions and handling difficult situations
- Problem solving, decision-making, communication and coping skills
- Links with other themes within PSHE-Sex and relationships Education, bullying
- The impact of anti-social behaviours, work related learning and economic well-being
- How to and where to find help/support from
- Attitude change and normative education

**Resources**

- Teaching resources are differentiated and culturally and age appropriate
- Age appropriate workshops/drama – life bus etc.

**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 Citizenship Education (PSHCE), and enshrined in the values, which are embodied in the schools’ ethos. There are links to other subjects, such as physical education, and aspects of school life, notably the spiritual, moral, social and cultural aspects of the curriculum.

**Differentiation and Additional Educational Needs (AEN)**

Whilst some pupils 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’ age, culture, experience and maturity. The needs of pupils with AEN will be taken into account by the teacher who may need to provide different resources, different activities or specific support to some pupils. Where pupils’ Individual Education Plans (IEP) identify targets relating to their personal development, the teacher will ensure that opportunities are planned to support pupils in achieving these.

## **Staff Development**

This school has an on going programme for professional development. Additional support and Continuing Professional Development (CPD) opportunities for those involved in Drugs Education will be made available through training strategies provided by Wokingham School Effectiveness (e.g. PSHCE teachers' certification), Community Drugs Education Advisors, 'Every Child Matters', Healthy Schools' and other agencies.

## **Links to related school policies:**

- PSHE and Citizenship
- Behaviour
- Inclusion
- Equal Opportunities
- SMSCD (Social, Moral, Spiritual and Cultural Devt)
- Child Protection
- Health and Safety
- Medicines and pupils with medical needs
- Use of visitors in the classroom (see appendix A)
- School smoking and alcohol policies.

## **Monitoring, Evaluating and Reviewing:**

- Senior managers are involved in monitoring and evaluation
- Pupils, staff, parents/carers and governors are consulted and the programme and policy are modified where appropriate
- There is on going 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.

# **Drug Education Policy**

Reviewed: March 2016

Next Review: March 2018

## 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 Criminal Records Bureau (CRB) – child