



Lyons Hall Primary School

Drugs Education Policy

VISION AND AIMS

The teaching of Drugs Education at Lyons Hall, using an integrated and consistent approach, is an important aspect of pupils' education. The essential aim of drug education should be to give pupils the facts, emphasise the benefits of a healthy lifestyle, and give young people the knowledge and skills to make informed and healthy choices now and later in life.

“Primary Schools need to have a drug education policy in place. Although they may not have a significant number of drug incidents, drug use can still touch the lives of these younger pupils. They may have family members who use drugs, find syringes or other drug-taking paraphernalia in their playgrounds or parks, be exposed to drugs or drug users in the communities and have an awareness of the ‘drug’ messages conveyed in the music they hear”. (Drugs: Guidance for Schools, DfES 2004)

We aim to create an appropriate, inclusive and supportive atmosphere, which promotes open discussion in which all children are able to develop their skills and abilities and develops sensitivity to differing needs and perspectives. The policy has been developed to ensure that staff and parents/carers are clear about the statutory requirements regarding Drugs Education and that the pupils receive their educational entitlement. Through implementation of this policy the Academy will meet specific aspects of the legal and statutory requirements. The policy has been informed by a range of guidance documents.

RATIONALE

- To provide for pupil entitlement to drug education
- To meet pupil needs
- To address issues in a systematically and co-ordinated manner
- To achieve a sensitive and consistent approach
- To ensure drug education is planned for and resourced
- To provide opportunities for staff support and development
- To establish procedures for responding to drug incidents
- To improve and encourage liaison with external support services
- To implement national and local recommendations
- To provide a basis for evaluating the effectiveness of Academy's approach to drug education.

DEFINITION

A drug is defined as a substance that can change the way a human body works, either physiologically or psychologically. For the purpose of this policy, the term “Drugs” will encompass all of the following: alcohol, tobacco, and other legal drugs e.g. caffeine, over the counter medicines e.g. paracetamol and cough syrup, prescribed medicines, volatile substances e.g. butane and illegal drugs e.g. cannabis, heroin.

ORGANISATION AND MANAGEMENT

The Curriculum leader coordinates the overall planning and delivery of the programme. The taught curriculum will be delivered to the pupils in PSHE lessons by the class teacher. Aspects of Drug Education will be addressed in other curriculum areas, such as Science. Individual pupil’s questions are addressed as they arise. Drug Education forms part of the Long Term plan across the Key Stage. There are clear learning outcomes and a whole school programme for Drugs Education. A range of teaching and learning styles will be used to support pupil participation.

THE TEACHING OF DRUGS EDUCATION

In Key Stage 2 a planned programme of drugs education will be delivered based upon the PSHE and the Science curriculum.

Children will be taught:

- What is safe to put into/onto the body and what substances can be harmful if not used properly
- That all medicines are drugs but that not all drugs are medicines
- The places that are safe, where to get help and the people in the community who can help them
- The rules for keeping safe at home and at school
- When to keep a secret and when to tell
- That they have rights over their own bodies
- That some people need drugs to live a normal life and that some drugs can prevent the development of diseases e.g. immunisation.

In addition, Year 5 and 6 children will be taught:

- About a range of legal drugs encountered in everyday life
- To have some understanding of the effects of legal drugs and any associated risks
- That some substances are illegal
- To have some understanding of the effects and consequences of illegal drugs and associated risks
- School rules/safety rules relating to medicines, alcohol, tobacco, solvents and illegal drugs
- That discarded syringes and needles can be dangerous.

CONFIDENTIALITY

A trusting relationship between pupils and staff is an important aspect of effective Drugs Education; however it is important for pupils to understand that staff cannot maintain confidentiality. The member of staff will make a professional judgment about the significance of what an individual child may say based on knowledge of that child and their particular circumstances. Any concerns staff may have should be discussed immediately with the Headteacher. The school is legally required to refer concerns regarding child protection issues, including drug abuse to other agencies such as social services.

EQUAL OPPORTUNITIES

In order to ensure equality of opportunity, all activities will be planned:

- Ensuring that boys and girls are able to participate in the same curriculum
- Taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes
- Avoiding gender stereotyping when organising pupils into groups, assigning them to activities or arranging access to equipment
- Taking account of pupils' specific religious or cultural beliefs relating to the representation of ideas or experiences
- Enabling the fullest possible participation of pupils with disabilities or particular medical needs in all subjects
- Offering positive role models and making provision, where necessary, to facilitate access to activities with appropriate support, aids or adaptations.

MONITORING AND EVALUATION

The School's Drug Education Policy will be regularly reviewed to assess its implementation and effectiveness. It will be done by the PSHE Co-ordinator in consultation with the Headteacher, the staff and governors, in line with other policies. The document and any relevant resources are available to parents and the wider community.

STAFF TRAINING AND INSET

The PSHE subject leader is responsible for providing opportunities for staff training, as the need arises. Staff, including support and Academy governors, will be given opportunities to go on training courses, especially in areas where they feel less confident

MANAGING DRUG RELATED INCIDENTS

Our Academy is committed to the health and safety of its members and will take action to safeguard their well being if members of the Academy misuse drugs and/or alcohol, or if these substances are illegally supplied. Lyons Hall has defined a drug-related incident as anything that fits into the following categories:

- Drugs or associated paraphernalia are found on Academy premises
- Pupil/Staff member is found in possession of drugs
- Pupil/Staff member is found to be supplying drugs on Academy premises
- Pupil, parent/carer or staff member is thought to be under the influence of drugs
- A pupil discloses that they or a family member/friend are misusing drugs

When there is a drug related incident on the Academy premises, the following procedures should be implemented:

- The Headteacher and the Deputy Headteacher should be immediately informed and will then be responsible
- The member of staff who has had first aid qualification should be alerted and appropriate procedures followed.
- The office should be told immediately the name of the children involved in case telephone calls have to be made. Where appropriate, inform the parents.
- The Headteacher will deal with the media.
- The Headteacher will be responsible, where appropriate, for contact with any external agencies and will make decisions regarding the need for any counselling and advice.
- The Headteacher will respond to any situation involving illegal drug use.
- The Headteacher will be responsible for informing the Chair of Governors of any incidents and will present a written account at the next Governor's meeting.
- The Headteacher and/or Deputy Headteacher will hold a follow up meeting with the parent/carer
- A record of the incident should be kept.

NB: Pupils should not be searched by a staff member unless parental consent has been given and there is a 2nd adult present during the search.

DEFINING ACADEMY BOUNDARIES AND RESPONSIBILITIES

The Academy works in partnership with external agencies, such as the LEA Healthy Schools' Partnerships team, school nurse, health service and Schools' Police Liaison Officer. The Academy will use agencies as an extension of and as a way of enhancing their practice and not as a substitute for the teachers' professional expertise and skills.

LINKS WITH PARENTS/CARERS

As an Academy we share responsibility for the education of our young people with parents and carers. The Academy, parents and carers inform and involve each other through open and regular communication and co-operation to achieve the successful implementation of this policy.

APPENDIX A

The policy ensures the Academy is meeting the following statutory requirement:

- The Education Reform Act 1988 -the Academy must provide a broad and balanced curriculum to prepare pupils for that of adult life
- The Education (Schools) Act 1992- provides for the inspection of schools by the Office for Standards in Education (OFSTED). The inspection must comment on the provision of health education including the drugs education policy and pupil support and guidance, amongst a range of other aspects of Academy life. Inspectors have recently been updated in relation to the DfES Guidance 0116/2000.
- The Education Act 1996, Learning and Skills Act 2000
- The National Curriculum Science Orders (2000)

The policy is informed by the following guidance documents

- Curriculum Guidance No. 5 Health Education (NCC 2008)
- SEN Code of Practice
- Drugs: Guidance for Schools (DfES/0092/2004 update 2008)
- Child protection and schools (DfES 11/95)
- National Healthy School Standard DfES 2005
- Personal, social and health education and citizenship at KS 2 (QCA 2000)
- Drug Situations – medical emergencies

Appendix B

The procedures for an emergency apply when a person is at immediate risk of harm. A person who is unconscious, having trouble breathing, seriously confused or disoriented or who has taken a harmful toxic substance, should be responded to as an emergency. Your main responsibility is for any pupil at immediate risk, but you also need to ensure the well-being and safety of others. Put into practice your school's first-aid procedures. If in any doubt, call medical help.

Always:

- Assess the situation
- If a medical emergency, send for medical help and ambulance

Before assistance arrives, if the person is conscious:

- Ask them what has happened and to identify any drug used
- Collect any drug sample and any vomit for medical analysis
- Do not induce vomiting
- Do not chase or over-excite them if intoxicated from inhaling a volatile substance
- Keep them under observation, warm and quiet

If the person is unconscious:

- Ensure that they can breathe and place in the recovery position
- Do not move them if a fall is likely to have led to spinal or other serious injury which may not be obvious
- Do not give anything by mouth
- Do not attempt to make them sit or stand
- Do not leave them unattended or in the charge of another pupil
- Notify parents/carers

For needle stick (sharp) injuries:

- Encourage wound to bleed. Do not suck. Wash with soap and water. Dry and apply waterproof dressing
- If used/dirty needle seek advice from a doctor

When medical help arrives:

- Pass on any information available, including vomit and any drug samples.
- Complete a medical record form as soon as you have dealt with the emergency/incident

Appendix C

A list of resources below are recommended for schools and teachers:

- Health for Life Books 1 & 2 (Key Stages 1 & 2) – HEA Primary School Project, Nelson
- Drug Education Programme for 4-11 year olds, Education Link Project
- SEAL pack
- Classroom texts "Taking drugs literally" (KS2), The Care Programme
- Drugs and their Dangers (KS1), BNTL Freeway