



Ellwood Primary School

Ellwood Primary is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Substance Misuse Policy 2018

Introduction

This document represents our school's response to mounting evidence which indicates that the misuse of drugs is increasing within the young population and throughout society generally.

The definition of a drug given by the United Nations Office on Drugs and Crime is: A substance people take to change the way they feel, think or behave.

All pupils are entitled to drug education - 'drugs' being defined for the purpose of this policy as medicines, tobacco, alcohol, solvents and illegal drugs. At Ellwood School we are committed to providing this education in partnership with others as part of the schools' approach to promoting the health and education of all members of the school community.

This policy relates to and complements other school policies:

- PSHE
- Science
- Behaviour
- Anti-Bullying
- Medical Needs Policy
- Educational Visits
- Equality Plan
- Managing drug related incidents policy

Policy development

Although it is highly unlikely that illegal drugs will be in our primary school, we believe that drugs play a part in the lives of every one of us and recognize that drug use and misuse can have a serious effect on health, wellbeing and academic achievement. We therefore have a crucial role to play in drug prevention and education.

Primary aged children need to be protected from the harm that drugs can cause and it is our responsibility to give them the knowledge and skills to be able to be healthy and keep safe.

We take a positive and proactive approach to the issue of drugs and this policy aims to:

- Give a clear view on the use of drugs in school.
- Provide information so that everyone is clear about the procedures should an incident occur and the approach taken by the school.

- Give information about what is taught, how it is taught
 - Give guidance to teachers, support staff and visitors about drug education
- In development of this policy the following people have been consulted or involved: Governors, Staff and Headteacher.

We teach drugs education through; PSHE and Science lessons.

1. The Science statutory requirements.

The National Curriculum Programme of Study for Science requires the following elements of drug education to be taught:
At Key Stage 2: 7 - 11 year olds should be taught to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

Approach to Tackling Drugs

As part of being a healthy school we take a whole school approach to drugs through

- A planned drug education programme through PSHE and citizenship informed by pupils, staff and parent's views, as well as science
- Carefully considered responses to drug-related incidents informed and supported by the views of the whole school community
- Clear rules and sanctions related to drugs
- Access to specialist support and advice, if needed
- Providing training and support for staff

Key Stage 1

Knowledge and understanding

- Basic information about how the body works and ways of looking after the body.
- The role of medicines (both prescribed and over-the-counter) in promoting health and the reasons people use them
- Understanding that all drugs can be harmful if not used properly.
- Simple safety rules about medicines and other substances used in the home, including solvents.
- Consideration of alcohol and tobacco, their general effects on the body and on behaviour
- People who are involved with medicines (such as health professionals, pharmacists, shopkeepers).
- People who can help children when they have questions or concerns.

Skills

- Communicating feelings such as concerns about illness and taking medicines
- Following simple safety instructions
- When and how to get help from adults

Attitudes

- Valuing one's body and recognising its uniqueness.
- Attitude towards medicines, health professionals and hospitals
- Attitudes towards the use of alcohol and cigarettes
- Responses to media and advertising presentations of medicines, alcohol and smoking

Key Stage 2

Knowledge and understanding

- School rules relating to medicines, alcohol, tobacco, solvent and illegal drugs
- More detailed information about the body, how it works and how to take care of it.
- Different types of medicines (both prescribed and over-the-counter), legal and illegal drugs including their form, their effects and their associated risks
- Introduction to the law relating to the use of legal and illegal drugs
- People who can help children when they have questions or concerns
- Dangers from handling discarded syringes and needles.

Skills

- Identifying risks
- Coping with peer influences
- Communicating with adults
- Decision-making and assertiveness in situations relating to drug use
- Giving and getting help
- Safety procedures when using medicines

Attitudes

- Valuing oneself and other people
- Attitudes and beliefs about different drugs and people who may use or misuse them
- Responses to media and advertising presentations of alcohol, tobacco and other legal drugs
- Taking responsibility for one's own safety and behaviour.

The Curriculum

Drug, alcohol and tobacco education is delivered within the planned PSHE education and is also part of the Science curriculum. It is part of the schools approach in developing healthy, confident and assertive citizens who will be able to make the right choices for themselves and others in modern Britain.

Objectives for Drug Education

- To clarify the school's role in drug awareness and prevent misuse of drugs, as a healthy school.
- To give children accurate information about drugs and their effects.
- To promote positive attitudes towards a healthy lifestyle.
- To encourage responsible behaviour in relation to drug use and misuse.
- To challenge and try to modify attitudes when they lead to behaviour that could be harmful to health and relationships.
- To explore health and related social issues.

Teaching and Learning

Learning outcomes will reflect a balance between the promotion of knowledge and understanding, personal and social skills, attitudes and values.

Monitoring and assessment

Monitoring and assessment takes place both informally and formally. Informally children are assessed at the beginning of a unit of work through class discussion, questionnaires and recording their ideas about what they already know and what they want to find out.

Children's recorded work in PSHE is marked and assessed.

In the Foundation Stage children are assessed in their Personal and Social development. A PSHE comment is part of the end of year report. The GHLL Online-Pupil Survey gives results of pupils' attitude and experience of any drug misuse.

Equal Opportunities

The needs of all children in the school have been taken into account when developing this policy. All children are included in the teaching of Personal, Social, Health education, and drug education. Pupils with learning difficulties may need more help in understanding what sorts of behaviour are acceptable, and in developing the confidence and skills to resist pressure.

Management of Drug-Related Incidents

Definition of a drug-related incident

In this school, a drug-related incident includes any incidents involving any drug that is unauthorized and therefore not permitted within the school boundaries.

Drug related incidents in a primary school rarely involve illegal substances but can involve: Pupils smoking cigarettes in school, a parent/carer collecting their child whilst drunk, pupils selling cigarettes to other pupils, misusing another pupils' asthma inhaler, disclosing concern about a family member who has a drug problem, giving medicines to another pupil, a teacher with information about the illegal sale of cigarettes at a local shop, the school keeper finding used syringes in the playground, a member of the public phoning the school to say they have seen pupils smoking.

School responses to drug-related incidents

In all drug-related incidents the following principles will apply:

- the head teacher and deputy will be informed immediately
- All situations will be carefully considered before deciding on the response
- The needs of the pupil(s) will always come first, whilst also taking account of the needs of the school as a whole
- Parents/carers will be involved at an early stage and throughout any investigation
- Support agencies, including the police will be involved as appropriate and in keeping with legal requirements
- A range of responses will be considered including disciplinary and counselling/supportive responses.
- Permanent exclusion will not be the automatic response and will only be used in the most serious cases and as a final resort
- Any action taken will be in line with the school's behaviour policy.
- Decisions about the response will depend on the severity of the situation, whether the offence is one of a series or a first time and whether the person involved is putting themselves and others at risk. The Headteacher, in consultation with key staff will decide whether a disciplinary and/or counselling action should take place.
- Incidents will be reported to the Chair of Governors

Outside agencies such as the Social Care Team, Early Help, Keeping Safe, Police, School Nurse and Team Around The Child, may be contacted.

Policy development

The policy was developed by Fiona Chisman (PSHE lead)

Policy Date: February 2018

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