

# MILFORD PRIMARY SCHOOL

## DRUGS EDUCATION POLICY



### ***Vision Statement***

'Milford Primary is a community orientated school, centred around the children as individuals. We are committed to helping children work towards their potential as life long learners who care, share, respect and learn in a stimulating environment.'

**Summer 2015**

## **1. Why do we have a Drugs Education policy?**

1.1 We are committed to investing in our pupils' health and well being, because we believe doing so will assist the process of raising their achievements. Drugs education is an important issue that is both essential and relevant to children in the real world. Through our approaches to drugs education we are seeking to develop and enhance life skills that can be built on and which will help them in the future.

1.2 In developing our policy and programme of study we have taken full account of the DfES guidance contained in ' Guidance for schools' ( 2004 ) and the Quality Standard for Drugs Education.

1.3 Therefore this policy promotes practices within the school to reinforce our vision, and to remove or discourage practices that negate them.

## **2. What is Drugs education?**

2.1 For the purpose of this policy and our drugs education programme, drugs are defined as:-any chemical substance which can affect your body or mind. It includes medicines, legal and illegal substances, solvents, alcohol and tobacco.

2.2 Drugs education is part of Personal Social Health and Economics Education.

### **Knowledge and understanding**

- Learning about a safe & healthy lifestyle based on accurate information.
- Learning accurate information about drugs, drug use & drug users.
- Having myths & misunderstandings about drugs, drug use & drug users dispelled.
- Learning about seeking appropriate help & advice.
- Learning about their community and the society of which they are a part in relation to drugs, drug use & drug users.
- Developing pupils' understanding of rules and laws.

### **Attitudes and values**

- Exploring, considering and understanding attitudes and values towards drugs, drug use and drug users
- Developing critical thinking as part of decision making.
- Learning to respect & value difference & diversity.
- Having structured opportunities for the exploration of personal attitudes and values towards drugs, drug use & drug users.
- Exploring attitudes and values towards drugs, drug use and drug users.

### **Personal and social skills**

- Learning to manage emotions and relationships confidently and sensitively.
- Learning to manage change.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Learning to make informed choices.
- Exploring the risks and consequences of their own and others' actions & choices in relation to drugs, drug use & drug users.
- Learning how to recognise and avoid exploitation and abuse.

- Developing inter-personal skills
- Having opportunities to develop self esteem.
- Learning about themselves.
- Learning about playing a positive and active role as citizens.

### **3. How is Drugs education provided?**

1. Within the taught, age appropriate, Drugs Education programme within PSHE & Science.
2. Through other curriculum areas delivering aspects( eg Drama, English/Literacy etc.)
3. Assemblies where appropriate.
4. Pastoral support for pupils who experience difficulties (please see Confidentiality Policy).
5. By the provision of appropriate information through leaflets and books.
6. Delivery in response to incidents.

### **4. Teaching Methods & Resources**

4.1 Continuity and progression will be generated through the adoption of a whole school approach, with all children in each year group being taught drugs education through clearly defined learning objectives and activities. Teaching and learning will be set in the context of Personal, Social, Health and Citizenship Education together with the National Curriculum for Science.

4.2 PSHCE is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class. For example:

- Nobody (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.

4.3 Active learning methods, which involve children's full participation, will be used.

4.4 Drugs Education takes place with the pupils' usual class teacher or head teacher. The school welcomes the involvement of appropriate outside agencies in supporting the development and delivery of drugs education. We will ensure that all such involvement is jointly planned and that the ethos and approaches of any such agency are consistent with our own school policy and expectations.

4.6 Teaching resources are selected on the basis of their appropriateness to pupils.

4.7 In most cases teachers will attempt to answer children's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary refer to the PSHE Co-ordinator for advice and support.

4.8 Teachers will also follow the following guidance:

- Teachers will establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- If a child's question is inappropriate to address with the whole class the teacher should acknowledge the question and attend to it later on an individual basis.
- If a question is too personal the teacher should remind the pupils of the ground rules.

- Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which encourages positive participation.
- Pupils may have opportunities to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to questions before the next session, and can choose not to respond to any questions which are inappropriate to address in whole class lessons.

## **5. Consultation & Training**

5.1 The school is committed to ensuring that everyone involved with teaching, or supporting the teaching of drugs education receives appropriate and ongoing professional development in order to maintain whole school consistency and high standards for the children in our care.

## **6. Equal Opportunities**

6.1 The school's drugs education programme of study is designed to promote the achievement of our aims and to ensure that all children have equality of access to them.

6.2 Children may have varying needs regarding Drugs Education depending on their circumstances and background. The school strongly believes that all pupils should have access to Drugs Education that is relevant to their particular needs.

6.3 To achieve this, the school's approach to Drugs Education will take account of:

- Ethnic and cultural diversity.
- Varying home backgrounds.
- Special educational needs

6.4 The school also recognises the need for extra, targeted work with vulnerable pupils.

## **7. Drugs related incidents**

7.1 Details of the school's policy on responding to drugs related incidents are contained in our 'Drugs-related Incident Management Policy'. We believe that drugs education is a key element in the prevention of, and part of our response to such incidents in school. Our drugs education programme is designed to support and complement the way in which we manage drugs related incidents.

## **8. Administration of medicines**

8.1 Extract from the school prospectus:

"Medicines and tablets can be a hazard at school. If your child is taking medication of any sort, please consider carefully whether or not s/he is fit to attend. If the dosage required is three times a day, medicines and tablets should be administered by parents before morning school, at home time and at bed time..... All medicines and tablets should be clearly labelled with the child's name and dosage, be in their original container and should show an expiry date. These must be handed in for safekeeping."

8.2 Written consent is always required from parents before staff will administer medication of any kind.

## **9. Monitoring and Evaluation**

9.1 The programme is regularly evaluated by the Drugs Education co-ordinator. The views of pupils and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

9.2 This document is freely available to the entire school community. It has also been made available on the school web-site.

9.3 This policy will be reviewed every two years.

**Date** April 2015

**Signed** G. Taylor

(Chair of Governors)

**Review date** Summer 2017