



**HIGHER  
WALTON  
C. OF E. PRIMARY  
SCHOOL**

**POLICY  
for  
DRUGS,  
ALCOHOL  
and  
TOBACCO  
EDUCATION**

## **POLICY FOR DRUGS, ALCOHOL AND TOBACCO EDUCATION**

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This policy has been produced in consultation with staff and Governors, and reflects current practice. It should be read in conjunction with other school policies such as PHSE, equal opportunities, SRE, confidentiality, Health and Safety, visitors policy.

L.Kelly  
Reviewed V. Buckley

June 2008  
June 2010

*This policy was reviewed and agreed by the Governors' Curriculum Committee in July 2012*

# **POLICY FOR DRUGS, ALCOHOL AND TOBACCO EDUCATION**

## **Introduction**

The children at Higher Walton C of E School need to have opportunities to develop knowledge, skills and understanding about drugs, alcohol and tobacco. They need to be able to explore a wide range of attitudes towards their use.

## **Definition:**

By the term 'drug' we mean any substance which, when taken, has the effect of altering the way a person behaves, feels, sees or thinks.

The term 'drug' includes

- alcohol
- cigarettes
- solvents (glues, correcting fluids, lighter fuel, aerosols, petrol)
- nitrates (poppers)
- magic mushrooms
- illicit drugs

## **Aims of this policy**

- To provide a clear statement of the school's view on drug education.
- To ensure a consistent approach from staff to drug education and in the handling of drug-related incidents.
- To inform pupils of the effects of drug use and abuse.
- To help pupils acquire skills in managing the pressures of the youth culture they live in.
- To build up the self-esteem of pupils.
- To help pupils acquire decision-making skills.
- To create a climate where a young person feels comfortable discussing issues relating to drugs.
- To foster skills, that empower children to take responsibility for their own health.

## **Knowledge:**

Children must be taught that all household products, including medicines can be harmful if not used properly.

They need to understand about the effects on the human body of drugs, alcohol and tobacco and how these relate to their personal health.

They need to know about the role of drugs as medicines.

Children need to know about the short-term effects as well as the long-term physical and psychological effects of drugs, alcohol and tobacco use.

They need to know which commonly available substances and drugs are legal and illegal, their effects and risks.

**Attitudes:**

Children need opportunities to consider what is normal, what is acceptable and what is legal in relation to drugs, alcohol and tobacco.

They need to be aware of the media and social influences that lead to drug, alcohol and tobacco use.

They need to be able to consider the sensitive and controversial issues that are raised over the use of drugs, alcohol and tobacco.

They need time to reflect on all the experiences that are provided across the curriculum relating to drugs, alcohol and tobacco as well as reflecting on their experiences outside school.

**Interpersonal Skills:**

Children will need to develop skills relating to:

- How to refuse drugs, alcohol and tobacco
- How to become more assertive
- How to communicate their own feelings and attitudes towards drugs, alcohol and tobacco
- How to ensure that they remain safe

**Implementation**

Drugs, alcohol and tobacco education is delivered through the Health for life scheme, which has a book for each Key stage. It is visited twice yearly in both age ranges, under the headings: The world of drugs and Medicines and drugs. Opportunities for learning about drugs, alcohol and tobacco also arise in Science, History, Geography, R.E and Literacy as well as in sharing assemblies and general group discussion times at the beginning and end of the day.

It is important to take a child-centred approach to drugs education, to start with children's experience and knowledge. It is essential that learning about drugs, alcohol and tobacco takes place in a safe and secure environment if teaching is to be successful. Professional boundaries need to be made clear and mutual respect should be maintained at all times so that highly sensitive issues can be discussed in a calm and non-judgemental way. A framework for discussion needs to be established with a set of ground rules for talking about pupils' own, their families' or other peoples' experiences. Rules are important to help minimise embarrassment, inappropriate or unintended disclosure and comments of a negative nature made towards other pupils, whether intentional or not. However for some pupils understanding and following rules are challenging and so we need to be aware of this and have a clear framework for supporting any child who is on the receiving end of any negative or unacceptable comment from another pupil. In a sensitive area such as this it is often beneficial to work where possible in small groups.

Opportunities should be provided that give pupils the chance to:

- take responsibility by being involved in the planning and rule-setting of this input
- feel positive about themselves by giving and receiving positive feedback and developing interests that will enable them to socialise without drugs, alcohol and tobacco
- participate in discussion groups of different sizes including single –gender groups to meet the different needs of boys and girls
- make real choices and decisions about issues affecting their health and well-being, such as diet, exercise and smoking
- meet and talk with people in the community who can provide a range of views but who will help our children develop a comprehensive view
- develop knowledge about the risks associated with drugs, alcohol and tobacco
- consider social and moral dilemmas including the varied attitudes and values of people they encounter
- find information and advice through helplines and consider how they might help others get support
- prepare for change as they get older by becoming aware of the challenges that new and widening social groups will present and the choices that they will have to make regarding drugs, alcohol and tobacco

### **Working with parents**

The knowledge, views and first-hand experience parents have regarding their children is valued for the contribution it makes to their child's education. We need to work in partnership with parents to ensure effective drugs education. School should consult parents regularly about the content and delivery of drug education. School's provision should complement and support the parental role. All parents are welcome to contact the co-ordinator if they have any concerns about drugs education.

### **Working with the wider community**

People in the community have much to offer in the delivery of drugs education. These include health professionals, social workers and youth workers. These people bring a new perspective and offer specialised knowledge, experience and resources. These people must be made aware of the school's policy and should abide by it. Parents should be made aware of the involvement of the wider community.

### **Confidentiality**

We need to be aware that drugs education can lead to disclosure of a child protection issue. Children need to be reassured that their best interests will be maintained. However they need to know that teachers cannot offer unconditional confidentiality. Children should be given appropriate support.

### **Resources**

Health for Life 4-7 (Healthy schools PHSE scheme)

Health for life 7-11

A range of books, both those that make reference to the issues that arise from the involvement of drugs, alcohol and tobacco as well as those that are specifically geared to providing information.

Leaflets from various organisations

Parents, carers and visitors from the community

QCA curriculum guidance for schools for drug, alcohol and tobacco education

### **Evaluation and review**

The policy is reviewed biennially in the Summer term. Policy evaluation focuses on:

- establishing how far the aims and objectives of the policy have been met;
- how effective the provision has been in relation to the resources allocated;
- listening and responding to the views of pupils;

In the light of these findings, our policy is revised and amended accordingly.