

# Drugs Education Policy

*Oxford Gardens Primary  
School*



*Last reviewed: September 2021  
Next review date: September  
2022*

## **Drugs Education Policy**

*'Drug misuse is a major threat to individuals, families and the wider community. Drug education enables pupils to make healthy informed choices'* HMSO 1995

### **1. Aims and Objectives**

Current National Guidance states that the purpose of drug education should be;

- To give young people the knowledge, skills and attitudes to appreciate the benefits of a healthy lifestyle and relate them to their own actions, both now and in their future life.
- To provide accurate and up to date information on drugs and their effects on health, and on the risks and legal aspects of drug taking so that pupils are enabled to distinguish fact from myth.

Furthermore, drug education should introduce opportunities to enhance pupils' self respect, personal competence and self esteem by enabling them to:

- Make informed decisions and choices.
- Develop personal initiative and be able to take responsibility.
- Recognise personal skills and qualities in themselves and others.
- Maintain and develop relationships.
- Develop self-confidence and improve self-esteem.
- Develop assertiveness in appropriate situations.
- Develop the motivation to succeed.

At Oxford Gardens Primary School, the whole-school approach to drug education supports this purpose and the implementation is set up to fulfil these aims. We aim to extend the child's knowledge of themselves and the world they live in, by providing a caring, secure and supportive environment. We hope that children will make informed choices as a result of this policy.

### **2. Implementation**

At Oxford Gardens Primary School, a coherent and continuous drug education programme operates as part of the whole school approach to PSHE, with some input in each year of the school. Drugs education permeates the whole curriculum and is part of the National Healthy Schools Programme, facilitating continuity and progression.

Each child will have access to drug education, regardless of gender, ability or race. Access will be matched to their particular needs or concerns of the class. Children with special educational needs or who have English as an additional language will be given additional support (from their assigned supporting adult or from additional adults if available), to understand the effects and misuse of drugs. Follow-up discussions in class will endeavour to consolidate the children's understanding and learning and be an opportunity for any children to raise queries or ask further questions.

Children will be made aware of the effects of drugs for the individual, the family and the wider community.

### **3. Programme of Study**

The Jigsaw scheme of work will be used for Reception classes up to Year 6.

*'A drug is any substance which, when taken, has the effect of altering the way a person behaves, feels, sees or thinks'.*

The term 'Drugs' includes:

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and wellbeing

The following outlines topics covered:

#### **Key Stage 1**

##### Knowledge and Understanding

- Basic information about how the body works, what goes onto and into the body, and ways of looking after the body.
- Safe and unsafe substances used in the home and school, and simple safety rules.
- Medicines and tablets, the reasons people use them, simple safety rules and school rules.
- People who are involved with medicines and drugs (e.g. health professionals, chemists, shopkeepers).
- People who can help pupils when they have questions or concerns.
- Introduction to the drugs which pupils may encounter and an understanding that all drugs can be harmful if not used properly.

##### Skills

- Personal likes and dislikes.
- Being friends with others.
- Communicating feelings and concerns about illness and taking medicines.
- Following simple safety instructions. E.g. actions which pupils need to take to keep themselves and others safe.
- When and how to get help from adults.
- Knowing how to say 'NO'.

##### Attitudes

- Respect and caring for oneself and valuing the uniqueness of one's own body.
- Respect and caring for others.
- Realising that it is sometimes appropriate and important to say 'NO'.
- Realising that adults or older children are not always 'friends'.

#### **Key Stage 2**

### Knowledge and Understanding

- More detailed information about the body, how it works and how to keep it healthy.
- Different types of medicine (prescribed and over the counter), the value and life saving qualities of some drugs; safety procedures when using medicines.
- Caffeine, alcohol, tobacco and other drugs pupils are likely to encounter, their general effects on the body and on behaviour, and the associated risks of drug taking.
- School rules relating to medicines, alcohol, tobacco, solvents and other drugs.
- Consideration of why some people take drugs.
- People who might persuade pupils to take drugs, including friends, known adults, peers, older children, stereotypical images.
- Identifying and understanding pressures and influences.
- Dangers from handling discarded drugs related equipment.
- Simple first aid.
- People who can help pupils when they have questions or concerns.
- Introduction to the law relating to the use of legal and illegal drugs.

### Skills

- Personal strengths and weaknesses.
- Handling social relationships.
- Expressing and communicating feelings and concerns about drugs and their use.
- Identifying risks.
- Coping with peer influences.
- Communicating with adults.
- Making choices and knowing the consequences of actions.

### Attitudes

- Valuing oneself and other people.
- Attitudes towards the use of alcohol and tobacco within the home and the wider society.
- Parents' and teachers' reactions to drugs and their use.
- Attitudes and beliefs about different drugs, the people who use/misuse them, and why they use them.
- Responses to media and advertising presentations of medicines, alcohol, tobacco and other legal drugs.

## **Jigsaw Drug and Alcohol Education Content**

The list below shows specific Drug and Alcohol Education learning intentions for each year group in the 'Healthy Me' Puzzle.

### **Y2 Piece 3 Medicine Safety**

- Understand how medicines work in my body and how important it is to use them safely.
- Feel positive about caring for my body and keeping it healthy.

### **Y3 Piece 3 What Do I Know About Drugs?**

- Tell you my knowledge and attitude towards drugs.
- Identify how I feel towards drugs.

#### **Y4 Piece 3 Smoking**

- Understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.

#### **Y4 Piece 4 Alcohol**

- Can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others.
- Understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.
- Can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others.

#### **Y5 Piece 1 Smoking; Piece 2 Alcohol**

- Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.
- Make an informed decision about whether or not I choose to smoke and know how to resist pressure.
- Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.
- Make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure.

#### **Y6 Piece 2 Drugs; Piece 3 Alcohol**

- Know about different types of drugs and their uses and their effects on the body particularly the liver and heart.
- Be motivated to find ways to be happy and cope with life's situations without using drugs
- Evaluate when alcohol is being used responsibly, anti-socially or being misused.
- Tell you how I feel about using alcohol when I am older and my reasons for this.

The effects of everyday substances, substances that can help or harm the body (e.g. medicines) and the safe storage of household substances (e.g. bleach and cleaning fluids) should provide the teaching focus for pupils at Key Stage 1. Within Key Stage 2 the drugs programme should focus on a range of substances, including alcohol and tobacco, illegal and prescribed drugs, and the misuse of volatile substances (e.g. glue, aerosols and petrol). The harmful and beneficial impact these substances can have on their body and how to make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs. The emphasis will vary in order to reflect the local situation and the age and maturity of pupils.

The delivery of drug education occurs in class teaching, national curriculum subjects, PSHE lessons, assemblies and presentations. Within other subjects and through the IPC curriculum there are many opportunities, within both key stages, to create cross curricular links and consider drug related issues from a variety of perspectives.

The following principles are applied during drug education delivery;

- Ground rules negotiated for the discussion of this sensitive issue, including disclosure, confidentiality, and child protection issues.
- An assessment of where students are at in terms of e.g. knowledge, language, skills, interest and anxieties.
- A range of teaching methods used, in order to encourage the interactive participation of all students.

- Only comprehensive, accurate, up-to-date and unbiased information will be provided.
- Students given an opportunity to reflect on their learning.

Evaluation, based on the aims and learning outcomes of the programme, is carried out with the students and staff at appropriate points and at the end of each year.

#### **4. Outside Agencies**

All adults involved in classroom activities are bound by school policy. Their role is dependent upon the class teacher's direction. Outside speakers e.g. police, nurse, consultants, social workers may be asked to address drug issues and drug abuse.

#### **5. Parental/Carer Involvement**

Oxford Gardens Primary School will encourage parents/carers to support their efforts on drug awareness and prevention. Parents are able to access the policy through our school website and are available upon request from the School Office. All forthcoming workshops or visits from external agencies are included in the school diary on our website and are promoted on the forthcoming events/workshops notice-board in the main playground.

#### **6. Staff Training**

School based INSET will be provided to enable staff training to take place. External agencies may be invited to provide school based support. When deemed necessary, the school will send individual staff on courses to maintain an up to date approach.

#### **7. Drug related incidents**

This policy and procedures apply to:

- All legal and illegal drugs and medicines.
- All students, staff and visitors to the school.
- The school premises.
- Students' journeys between home and school.
- Educational visits, residential courses and extra-curricular activities for students.

The possession, use or supply of any drug is regarded as a breach of school rules and the appropriate disciplinary procedure will be initiated, with the exception of:

- The use of medicines by students with parental notification and knowledge by the individual class teacher.
- The appropriate use of medicines by staff.
- The smoking of tobacco by staff on journeys between school and home. The school operated a no-smoking policy within the school premises.
- Consumption of alcohol by staff and visitors during organised social occasions on the premises after the school day, when there are no students on site.

There are no circumstances in which it is appropriate or acceptable for staff or visitors to use tobacco, alcohol or illegal drugs in the presence of students. Any information about illegal drugs or the illicit sale of legal drugs outside the scope of this policy, as defined above, will be passed on to the police. This includes the sale of

tobacco, solvents and alcohol to under age people and any information about the use, possession or supply of illegal drugs.

## **8. The Law**

The law covering the possession, use and supply of medicines, alcohol, solvents, illegal and other drugs is complex. The legal obligations of schools concern the responsibility for premises. It is an offence to knowingly allow:

- The use of cannabis and opium.
- The sale of alcohol without a license.
- The production and supply of any illegal substance.

It is legal to confiscate an illicit drug in order to prevent an offence or during the process of handing it to the police (please refer to Oxford Garden's behaviour policy for further details). Any confiscated illicit drugs will be given to the Head Teacher for safe storage, before passing them over to the police.

At Oxford Gardens Primary School, we have applied the behaviour policy to drug related incidents. We will consider each situation individually and recognise that a variety of actions in response may be necessary to drug related incidents as recommended by: DfE and ACPO drug advice for schools:

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

## **9. Health and Safety**

The Head Teacher will ensure that all staff are prepared to deal with a drug related medical emergency by calling a trained first-aider. Professional medical help will be called immediately. The Head Teacher will be notified and the office will attempt to contact the parents/carers of those concerned. The names of trained first aiders can be found at various points around the school and in Appendix 1 below.

Medication such as asthma pumps and Epi-pens are to be kept in the office medical cupboard along with a copy of the consent form for dosage and administration. The reason for this is so that if a child has any sort of attack any adult knows where to go to retrieve their medication. A photograph of the child and a note about their condition is placed in the classroom, clearly visible to all. It is the responsibility of the office team to store the medication safely. A booklet containing photographs and details of all of the children within the school is to be placed in the packs used by the lunchtime cover staff and in the Medical room.

Epi pens are to be administered by a first-aider but in other cases such as asthma pumps if a child is of a certain age e.g. Key stage 1 or 2 and they are able to, they can self-administer. For children with specific medical needs a risk assessment is undertaken.

## **10. Monitoring, Review and Evaluation**

This policy has been issued to and acknowledged by all staff. It will be reviewed annually or as circumstances or government directives direct.

## Appendix 1

Staff trained in First Aid as at September 2021:

# Health & Safety Staff Training Plan First Aiders

Name	Training	Expire	To be booked for Renewal
Rebecca F	Paediatric	02/07/2021	01/07/2024
Roya T	Paediatric	02/07/2021	01/07/2024
Tara S	Paediatric	02/07/2021	01/07/2024
Clare J	Paediatric	02/07/2021	01/07/2024
Jillian MC	Paediatric	02/07/2021	01/07/2024
Nadia H	Paediatric	02/07/2021	01/07/2024
Eric Seth	Paediatric	17/06/2022	17/05/2022
Charlotte M	Paediatric	02/07/2021	01/07/2024
Hamid E	Health & Safety First Aid at Work	03/10/2022	03/10/2022
Thea O'H	Paediatric	02/07/2021	01/07/2024
Sarah M	Emergency First Aid	01/09/2022	01/07/2022
Jean James	Emergency First Aid	01/09/2022	01/07/2022
Lynn P	Emergency First Aid	01/09/2022	01/07/2022
Robert R	Emergency First Aid	01/09/2022	01/07/2022
Emma M	Emergency First Aid	01/09/2022	01/07/2022
Tony T	Emergency First Aid	01/09/2022	01/07/2022
Anna W	Emergency First Aid	01/09/2022	01/07/2022
Hamid E	Emergency First Aid	01/09/2022	01/07/2022
Jayne G	Emergency First Aid	01/09/2022	01/07/2022
Conrad M	Emergency First Aid	01/09/2022	01/07/2022
Jackie H	Emergency First Aid	01/09/2022	01/07/2022
Terry K	Emergency First Aid	01/09/2022	01/07/2022
Sue B	Emergency First Aid	01/09/2022	01/07/2022
Marzelle M	Emergency First Aid	01/09/2022	01/07/2022