

*Be the best we can, for ourselves, for others and for God*



## **HILDENBOROUGH CHURCH OF ENGLAND PRIMARY SCHOOL**

### **DRUGS POLICY**

**February 2018**

*Christian values underpin all that we do at Hildenborough CEP School. We feel it is important for both adults and children alike to understand that Christian values are based on God and the work of Jesus Christ. We believe that the understanding and application of Christian values strengthens the school community's spiritual development and this is reflected through daily deeds and actions. Core Christian values include hope, righteousness, love, and putting God first in our lives. As a school we have chosen the particular Christian values of love, honesty and courage to enhance the children's curriculum and daily school life.*

Last Reviewed	February 2018
Next Review Date	February 2019
Ratified by	FGB
Ratified on	8.3.18
Lead Person	Pam Scott
Category	Pupils

**LOVE. HONESTY. COURAGE.**

## **1. Drug Education**

Drug and drug education in the context of this document are inclusive terms including tobacco, alcohol, illegal drugs, medicines and other substances such as solvents. Successful drug education should start early; the key to which is developing pupils' life skills. This policy applies to all pupils, parents/carers, volunteers and staff members attending the school or whilst on school business including off-site visits and trips.

Education about drugs is not concerned merely with substance, but with people in their social settings and therefore should involve the development of attitudes, values and skills, as much as the acquisition of appropriate knowledge.

Drug issues and concerns extend across socio-economic and ethnic boundaries, and pupils of all ages and abilities will encounter both the positive and negative effects of drugs, as used legally in medicine to aid recovery, or illegal use. Many pupils have some knowledge about illegal drugs through the media, "street talk", and personal experience.

## **2. Aims and Objectives**

Aims:

- To provide a safe, healthy environment in which pupils and staff can learn and develop.
- To ensure all members of the school community know and understand the rules of the school, the expectations about their behaviour, and the policy regarding drug incidents and concerns about individuals.
- To promote clarity about the management of drug related incidents in the school.
- To encourage and enable pupils to appreciate the benefits of a healthy lifestyle now, and in the future.
- To enable pupils to make reasoned, informed choices.
- To minimise pupils experimentation with illegal or harm causing substances.
- To support and engage parents and pupils in their own personal learning and responsibilities.
- To enable young people and staff to access support structures (including the voluntary sector) e.g. counselling, and treatment.
- To monitor, evaluate and review learning outcomes for pupils.
- To work with KCC and outside agencies to secure and support a balanced delivery of a drugs education programme, e.g. School Drugs Education Advisory (SDEA), Project Salus, Kent Police.

Objectives:

- To provide opportunities for pupils to acquire knowledge and identify the distinction between authorised and unauthorised drugs.
- To develop and equip pupils with the knowledge, attitudes and skills necessary to build their resilience and avoid peer group pressure or unwanted drug offers from others.
- To build pupils decision-making skills and increased self-esteem.
- To engage parents in the school community and learning process.
- To enable pupils and staff to access support if they have concerns about their own or others' drug use.

### **3. Content**

Drugs education is delivered through cross curricular activities and through timetabled PSHE lessons as well as embedded within the SMSC values of our school.

Pupils will have the opportunity to learn:

#### KS1

- that household products, including medicines, can be harmful if not used properly.
- what constitutes a healthy lifestyle including the benefits of physical activity, rest and healthy eating.
- to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.
- to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.
- about good and not so good feelings.
- vocabulary to describe their feelings to others.
- how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others.
- about growing and changing and new opportunities and responsibilities that increasing independence may bring.
- rules for and ways of keeping physically and emotionally safe (including safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets)
- about people who look after them, their family networks, who to go to if they are worried and how to attract their attention.
- to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.

**LOVE. HONESTY. COURAGE.**

KS2

- which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others.
- what positively and negatively affects their physical, mental and emotional health (including the media).
- how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.
- to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.
- to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.
- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.
- to differentiate between the terms, 'risk', 'danger' and 'hazard'.
- to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including risks in their local environment) and to use this as an opportunity to build resilience
- to recognise their increasing independence brings increased responsibility to keep themselves and others safe.
- that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.
- to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy or something that makes them uncomfortable, anxious or that they believe to be wrong.
- school rules about health and safety, basic emergency aid procedures, where and how to get help.
- what is meant by the term 'habit' and why habits can be hard to change
- to recognise how images in the media do not always reflect reality and can affect how people feel about themselves.
- strategies for keeping physically and emotionally safe including safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones).
- about people who are responsible for helping them stay healthy and safe and ways that they can help these people.

#### **4. National Curriculum Science (2014 Curriculum)**

Year 6: Recognise the impact of drugs and lifestyle on the way their bodies function.

#### **5. Incident Management**

A drugs related incident is one in which:

- Suspect drugs are found on the premises.

**LOVE. HONESTY. COURAGE.**

- A pupil is suspected or found to be in possession of drugs.
- A pupil or adult in the school is suspected of being under the influence of drugs.

If an incident occurs the member of staff should:

- Make the situation safe.
- Send for support.
- Administer first-aid if necessary.
- Secure any suspected substance.
- Report the incident.

In the event of a drugs-related incident the member of staff involved will inform the Headteacher. The Headteacher will inform parents and contact appropriate agencies for support (SDEA, Kent police, KCC safeguarding, Education Welfare and Exclusions Officers). A record will be kept in the Child Protection file.

All drugs incidents will be recorded and the LA and Chair of Governors informed.

## **6. Medicines**

Where pupils have medical needs parent must give us details of the child's condition and medication. Parents will bring the medicine to school in a secure, labelled container. Records will be kept of all medication received and given.

Solvents and chemicals will be stored securely. Aerosols, glues and cleaning fluids will be stored carefully by members of staff. Diabetic needles will be disposed of in a sharps container.

Smoking is not permitted on the school grounds and alcohol to be consumed for events (e.g. parents evening) will be stored securely.

## **7. Monitoring and Evaluation**

Monitoring is the responsibility of the Headteacher and PSHE co-ordinator. The effectiveness of the Drugs Education programme will be evaluated by assessing children's learning and implementing change if required.

## **8 Organisation.**

The PSHE co-ordinator will assist the staff with the teaching of Drugs Education and be responsible for arranging training and providing resources.

## **8. Resources**

*Be the best we can, for ourselves, for others and for God*

Guest speakers: Community support officers (Kent Police), PSHE Association Programme of Study.

**LOVE. HONESTY. COURAGE.**