

Drugs, Alcohol and Tobacco Policy **For Croscombe CE Primary School**

The role of the school in drugs, alcohol and tobacco education and the management of drug related issues.

Introduction

This policy is a 'stand alone' policy that comes under the umbrella of Personal, Social, Health Education and Citizenship (PSHEC) in the school. It takes account of the following National and Local Guidance:

Schools wishing to review their existing provision may wish to use the check list provided in Appendix 7 DfES Guidance for Schools 2004. The guidance can be downloaded from www.teachernet.gov.uk/PSHE

Drugs: Guidance for schools (DfES Feb 2004)

Drug, alcohol & tobacco education guidance for schools: (QCA 2003)

This policy is based on 'Guidance on Drug Policy Development' (Somerset Education 2005) and has been updated according to the Drugs Guidance for Schools DfES Feb 2004

The policy has been drafted by a working party following consultations with pupils, parents and staff, together with local health education advisers and health promotion specialists and is based on a framework produced by a countywide multi-disciplinary group. All teachers have their own copy of the policy. In addition, a copy is held in (state location in school) and it can be made available on request.

There are two main parts to this policy. Part A is concerned with the provision of drugs, alcohol and tobacco education and Part B is concerned with the management of drug related issues.

Rationale

At Croscombe Primary School, we try to nurture a climate where all pupils will want to learn. Through the curriculum we aim to promote the spiritual, moral, cultural, mental and physical development of all pupils at our school to prepare them for the opportunities, responsibilities and experiences of adult life. We do this through reinforcing positive behaviour and providing a caring response to the learning needs of the pupils. We recognise that though drugs may not always be harmful, all carry the potential for harm. Safety and effective management therefore underpin both the school's drugs education and its response to any incidents. Medicines (over the counter and prescription) will be treated with the same priority, care and respect as non-medicinal drugs.

The Aims of this Policy

The school drugs, alcohol and tobacco policy aims to:

- safeguard the health and well-being of all pupils at all times
- consider all drugs, legal, medicinal and illegal and to respond constructively to the issues raised by their availability and use in society
- outline the aims, content and organisation of the school drugs, alcohol and tobacco education programme
- provide clear guidance to staff about procedures for managing drug-related incidents.

School Drugs Co-ordinator

It is our policy to have a named School Drugs Co-ordinator. From February 2007 this will be P Hayward, who is also the school's PHSE&C Co-ordinator and who will act as the school's central reference point for all matters related to drugs. Principal functions will be to oversee drugs, alcohol and tobacco education, attend to training and resourcing needs, co-ordinate the school's management of situations involving unauthorised drugs of any kind, ensure adequate communication at all levels, bring all relevant matters to the notice of the Headteacher, staff and Governors.

Part A

Content and Organisation of Drugs, Alcohol and Tobacco Education

Aims

We believe drugs, alcohol and tobacco education should not be delivered in isolation, but be firmly rooted in our Personal, Social and Health Education and Citizenship programme, supplemented by Science and other subjects of our taught curriculum.

The broad educational aims of our drugs, alcohol and tobacco education programme (which are progressive as pupils move through the school) are to:

- increase the knowledge and understanding of drugs, their use and dangers, the law and local and national agencies
- explore a range of views, clarify attitudes and challenge stereotypes
- develop a range of skills to enable young people to make their own informed decisions about drugs. (Such skills include assessing and avoiding risks, communicating with others, assertiveness, accessing information and advice, helping others, first aid etc).

Content

Drugs, alcohol and tobacco education is taught within the context of the requirements of the National Science Curriculum 2000 provision and also within the context of PSHEC provision (**Appendix 1**).

Through PSHEC provision, our drugs, alcohol and tobacco education plans to provide opportunities for the pupils to:

- take responsibility for themselves and others
- feel positive about themselves

- participate
- make real choices and decisions
- meet and work with people
- develop positive relationships
- consider some simple social and moral dilemmas arising from different aspects of life
- prepare for change.

The intention is for all our pupils to follow a progressive programme for drugs, alcohol and tobacco education that identifies the requirements of the Science Curriculum and the PSHE and Citizenship Framework. **See Appendix 2 for further information.**

Organisation

Aspects of drugs, alcohol and tobacco education are encompassed within the ethos of the school and may be delivered through:

- PSHEC lessons
- Core and foundation subjects
- Assembly time
- Circle time
- Literacy lessons
- Health weeks
- Focus days
- Theatre in Education visits

The drugs, alcohol and tobacco programme will be delivered by:

- Class teachers
- Other specified visitor/s or agency(s).
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Planning to meet the needs of pupils

The needs of pupils will vary according to the experiences and beliefs of individual pupils or groups of pupils and their families. An assessment of current levels of knowledge, understanding and attitudes and self-perceived needs at the start of any programme will highlight misconceptions and draw on relevant real-life experiences, using them as starting points. For further information on pupil participation see www.wiredforhealth.gov.uk. New guidance on 'Working together' is due soon

To assess the needs of our pupils we use:

- draw and write activities 'Health for Life' Books 1 & 2 (Wetton & Williams 2000)
- group / class brainstorming
- photographs, pictures and objects to stimulate discussion
- pupil-to-pupil interviews or surveys
- a round where each pupil contributes something they know
- short quizzes.

We use information from such enquiries to help us determine starting points and prioritise the content of drugs, alcohol & tobacco education. We deal with the subject of drugs through a planned programme and also in response to opportunities as they arise in the classroom. We revisit issues as the pupils' awareness, readiness and experience grow with time, to build on previous learning.

The teaching methods used balance didactic input and written work with active learning opportunities to foster pupil participation. Teaching resources are chosen for their appropriate content and their quality as recommended in the guidance document, *See Guidance for School Dfes Feb 2004 (2.5 p21)*

Inclusion

The statutory requirements and guidance on inclusion are set out in *The National Curriculum Handbook for primary teacher in England (QCA/99/457)*, For example, some pupils with learning difficulties may need more help than others in understanding what sorts of behaviour are acceptable and to develop the confidence and skills to resist drugs. Alcohol and other drug misuse may be one of a number of symptoms of emotional or behavioural difficulties. Further guidance is followed from *'Planning, teaching and assessing the curriculum for pupils with learning difficulties in Personal, Social and Health Education and Citizenship'* (QCA 2001). Further Guidance on pupils with S.E.N is given in DfES Guidance for Schools (3.4 p30)

- Teachers will take account of potential barriers to learning drugs, alcohol and tobacco education that arise from pupil's personal circumstances, for example where pupils have drug or alcohol misusing parents, **(for further guidance please refer to 'Substance Misusing Parents: Guidelines for inter-agency working in Somerset' (2001))** and DfES Guidance for Schools (3.1 p32) or are themselves experiencing problems with misuse. We recognise that sometimes some pupils' needs cannot entirely be met in school and we aim to support the welfare of such pupils by accessing specialist sources of help.

Monitoring Drugs, Alcohol and Tobacco Education

We pay careful attention to monitoring and recording the drugs, alcohol and tobacco education provision, and the pupils' response to it, as recommended in the guidance document, *DfES Guidance for Schools (3.10 p43)*

Our drugs, alcohol and tobacco education is monitored to ensure teachers deliver good quality lessons following the agreed programme, and that appropriate training is provided to help them do this. Monitoring is undertaken through a variety of means:

- lesson observation
- lesson plan and evaluation monitoring
- gathering evidence of learning opportunities and changes in pupils' knowledge, understanding, attitudes or skills through questionnaires, overviews of evaluations and assessments.
- The support of staff training should be carried out in accordance with DfES guidance (3.7,8,9,10, p40-42)

Drug, alcohol & tobacco education guidance for schools:(QCA 2003)

Use of Outside Speakers and Visitors

We are supported in our drugs, alcohol and tobacco education work by (specify e.g. police, school nurse, health promotion specialist). Contributors are always informed of what has gone before and what is expected of them, and their role and contribution carefully negotiated to ensure it meets the needs of the pupils. A teacher is always present when visitors are working with our pupils. Where visitors are invited to deliver aspects of the drugs, alcohol and tobacco education programme, the school follows the guidance in *'School use of visitors and outside agencies in health promotion'* published by the Somerset Healthy

Schools Team, 2001. Use the DfES Guidance for Schools 04 (3.6 p38) and Appendix 6 and Citizenship and PSHE, working with external contributors- Guidance for Schools QCA 2003

Working with Parents

Research shows that parents/carers have a crucial role in preventing problem drug use (see Guidance for Schools 04 (3.13 p45))

The school is committed to working in close partnership with parents and carers who have a role to play in teaching their children about drugs, alcohol and tobacco. Parents/carers are invited to attend consultation evenings to discuss the school's drug, alcohol and tobacco education programme and to view the teaching materials and resources that will be used.

Part B

The Management of Drug Related Issues

(i) Medicines

We ensure that pupils know the school rules that all medicines need to be managed at school by teachers and other school staff, and can only be brought on to school premises with teachers' knowledge and approval. Medicines will always be in the care of teachers or managed by pupils with teacher supervision as specified in the following guidance: Managing Medicines in Schools and Early year Settings DfES/DH Guidance March 2005 'Guidance for Schools', Volume 4, 'Health and Safety' (Somerset County Council) 'Guidance for children and young people in receipt of medication and/or nursing procedures' (Somerset Education 2000) and www.teachernet.gov.uk/medical and DfES Drugs: Guidance for Schools 04 (4.5 p55)

Parental authority forms are to be placed in a locked cabinet with the child's medicine.

(ii) Legal Drugs

Pupils are not permitted to be in possession of or use alcohol, tobacco, matches, lighters or volatile substances either in school, travelling to and from school or on school trips. Any found will be confiscated, and returned to parents, who will normally be informed as a matter of course.

(iii) Tobacco

Smoking is not allowed on the school premises both within the school building and school playgrounds. The no-smoking policy applies to all visitors to the school, for example, parents, suppliers, supply or temporary staff and contractors. For more detailed information regarding smoking, please refer to our Smoking Policy located with other school policies.

(iv) Alcohol

Alcohol is sometimes permitted on the school premises (with permission from the Head Teacher) during social events, for example, cheese & wine evenings. Non-alcoholic drinks will always be available during such events.

Guidance on these matters can be found on SIX in the revised 2004 Personnel Handbook Section D1.

(v) Illegal Drugs

If any pupil is found in possession of an illegal drug, it will be confiscated and stored in a locked cupboard in the office whilst arrangements are made with the local police for its collection. Parents will normally be informed. Careful investigation will be undertaken and records made and kept. An example of an incident record form can be found in the Dfes Guidance for Schools Feb 04 Appendix 11 Rumours or suspicions will also be fully and promptly investigated. A case conference will be called if necessary.

The range of sanctions applied for rule breaking will be similar to those for other infringements, and will depend on careful assessment of the circumstances of the event(s) and the needs of the pupil(s).

The police liaison officer for our school is the Community Police officer

The school follows the detailed guidance in ‘*Drugs Guidance for School Feb2004 Section 5 Appendix 8 p117.*

Parents and Carers

If the school discovers evidence of involvement of pupils with unauthorised drugs, parents/carers are routinely contacted unless this might compromise the pupil’s safety. At our school the wishes of parents are considered carefully. Parents are encouraged to come to the school and talk to us about any concerns or questions they have. We provide information and consultation evenings as needs arise, to try to ensure all parents are aware of how we deal with drug issues.

Monitoring and Evaluation

The drugs, alcohol and tobacco policy is monitored in line with the school’s rolling programme of policy review.

Review Date of this Policy

Target Review Date	Date Reviewed	Action Required	Signature

Signed:

Position held:

Date:

Contacts

Local

Somerset’s School Drugs Adviser: 01823 447128

Somerset’s Advisory Teacher for Health Related Education: 01823 447128

Appendix 1

Drugs, Alcohol and Tobacco Education within the Science Curriculum 2000

Pupils are taught:

Key Stage 1

- about the role of drugs as medicines.

Key Stage 2

- about the effects of tobacco, alcohol and other drugs, and how these relate to their personal health.

Drugs, Alcohol and Tobacco Education within PSHEC Guidance

Pupils are taught:

Key Stage 1

- how to make simple choices which improve their health and well-being
- that all household products, including medicines, can be harmful if not used properly
- rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

Key Stage 2

- what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices
- which commonly available substances and drugs are legal and illegal, their effects and risks
- to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable

that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong

- school rules about health and safety, basic emergency aid procedures and where to get help.

Appendix 2

Content and Progression in Drugs, Alcohol and Tobacco Education

Taken from 'Drug, Alcohol and Tobacco Education: Curriculum Guidance for Schools at key stages 1-4 (QCA 2003)

The table below shows how the statutory requirements of the science and citizenship programmes of study and the PSHE frameworks can provide the basis for a drug, alcohol and tobacco education programme. It illustrates the opportunities for progression as pupils develop their knowledge, understanding, skills and attitudes.

We present them in this format in the hope that they might be useful to schools

- (i) as an audit tool
- (ii) as a monitoring device
- (iii) for other curriculum developments.

In the right hand column you may wish to add the year, key stage, curriculum area or other school activity where each learning outcome is addressed.

Key Stage 1

Knowledge and understanding Pupils should be taught:	Science	PSHE & Citizenship	Where?
To agree and follow rules for their group and classroom, and understand how rules help them.(<i>eg simple safety rules</i>).*		2d	
About the role of drugs as medicines.	2d		
That all household products, including medicines, can be harmful if not used properly.		3f	
Rules for, and ways of, keeping safe, including basic road safety (<i>eg rules for medicines</i>)* and about people who can help them to stay safe (<i>eg the police, health professionals</i>).*		3g	

Skills Pupils should be taught:			
To share their opinions on things that matter to them and explain their views (<i>eg about illness and taking medicines</i>).*		1b	
To recognise, name and deal with their feelings in a positive way.		1c	

To recognise choices they can make, and recognise the difference between right and wrong.		2c	
How to make simple choices that improve their health and well-being.		3a	
During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:			
Take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets as well).		5a	
Make real choices.		5d	
Meet and talk with people.		5e	
Ask for help.		5h	

Attitudes Pupils should be taught			
To take part in discussions with one other person and the whole class (<i>eg by exploring attitudes to medicines and other substances</i>).*		2a	
To take part in a simple debate about topical issues.		2b	

During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:			
Feel positive about themselves.		5b	
Take part in discussions.		5c	
Consider social and moral dilemmas that they come across in everyday life (<i>eg attitudes towards smoking and alcohol</i>).*		5g	

* denotes examples (*in italics*) that are not included in the frameworks or national curriculum programmes of study

Key Stage 2

Knowledge and understanding:	Science	PSHE & Citizenship	Where?
Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.		2b	
About the effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health.	2g		
What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices.		3a	
That bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.		3b	
Which commonly available substances and drugs are legal and illegal, their effects and risks.		3d	

That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.		3f	
School rules about health and safety, basic emergency aid procedures and where to get help.		3g	
Where individuals, families and groups can get help and support.		4g	

Skills Pupils should be taught:			
To talk and write about their opinions, and explain their views, on issues that affect themselves and society.		1a	
Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.		2b	
To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable.		3e	
That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.		3f	
To recognise and challenge stereotypes.		4e	

During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:			
Meet and talk with people.		5e	
Find information and advice (for example, through helplines; by understanding about welfare systems in society).		5h	

Attitudes Pupils should be taught:			
To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.		1b	

During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:			
Take responsibility.		5a	
Feel positive about themselves.		5b	
Consider social and moral dilemmas that they come across in life (<i>eg attitudes towards smoking and alcohol</i>).*		5g	

* denotes examples (*in italics*) that are not included in the frameworks or national curriculum programmes of study

