



1. INTRODUCTION

This policy document is written after consultation with the teaching staff and the Governor with responsibility Mr J Blake for Drugs and Alcohol Education and is presented to the Local Education Authority and the Governing Body in the Autumn Term 2009.

It is a working document, which reflects the ethos and practice within the school in relation to Drugs and Alcohol Education. It has been written with due regard to the DfES 009/2004 and LEA Policy and the National Curriculum and it will be monitored and evaluated according to changes within these documents as and when they arise

The Drugs and alcohol coordinator: Ms S Grainger
Governor with responsibility for Drug Education Mr J Blake

2. FUNDAMENTAL PRINCIPLES

The whole ethos of Molescroft Primary School is to provide every child with a happy, caring, learning environment in which he or she can develop their full potential - whatever their needs and irrespective of ability race or gender.

Molescroft Primary school believes that :

Every child has a right to be safe and healthy. The school plays an important role in supporting and promoting attitudes, practices and understanding which encourage the child to make informed decisions enabling them to choose a healthy lifestyle. We therefore strive to create an atmosphere in which the child feels safe and able to discuss the problems and concerns whilst developing an understanding of drugs and their use and misuse.

3. ROLES AND RESPONSIBILITIES

The Governing body should, in cooperation with the head teacher, determine the school's general policy and approach to

The Drug and Alcohol Education coordinator should

Provide a focus for drug education and prevention work. Ms. Grainger is the teacher with responsibility for Drug Education. The role will

- Represent Molescroft on training courses
- Develop expertise
- Collect information, materials and drug education resources
- Support the work of the school guiding and providing information on drugs issues for schools



- Link with LEA and outside agencies
- Support the school's role with parents and the community.

Parents should be aware of the existence of the policy and will have the opportunity to attend parent's evenings and discussions on drug awareness in school and support the school in ensuring that the pupils are alert and ready to learn.

Pupils should have an understanding of the consequences of their actions linked to drug related issues. The knowledge and understanding gained from drug education should enable the pupil to make an informed and healthy choice.

It is the responsibility of all staff to implement this policy. The co-ordination of Drugs and Alcohol Education will be the same as that for Personal, Social Health and Citizenship Education and will keep staff informed of any new developments that affect the school and will attend any appropriate training as necessary. It is the responsibility of all staff to be aware of substance use and misuse and to have knowledge of the school policy for managing drug related incidents. All staff are provided with a guide to the identification of drugs and the basic knowledge to recognize the signs and symptoms of drugs and alcohol misuse. The co-coordinator will implement INSET training to meet staff requirements.

Within the context of this policy it is expected that no pupil or adult will come onto the school site under the influence of or in possession of drugs, with the exception of prescribed medicines.

4. STAFF DEVELOPMENT

All members of the staff will be kept up to date with any new developments within this area of the curriculum by attending appropriate courses and by feedback provided by the co-coordinator.

5. PRACTICE

Aim 1: The curriculum should aim to provide opportunities for pupils to develop their knowledge, skills and attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle relating this to their own and others' actions. (DFES /0092/2004)

Aim 2: The school curriculum should aim to promote pupil's spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life. Drug Education should increase pupils' knowledge and understanding and clarify misconceptions about

- Short and long term effects and risks of drugs
- The rule and laws relating to drugs
- The impact of drugs on individuals and families
- How to resist peer pressure



- Develop pupils' personal and social skills to make informed decisions and keep themselves safe and healthy, including:
- Assessing, avoiding and managing risk
- Communicating effectively
- Resisting pressures
- Devising problem solving and coping strategies
- Developing self-awareness and self esteem

These 2 aims reinforce each other. The personal development of pupils spiritually, morally, socially and culturally plays a significant part in their ability to learn and to achieve. Development in both areas is essential to raising standards of attainment of all pupils.

Opportunities for Drug and Alcohol Education exist within:

- Personal Social Health and Citizenship Education
- The PSHCE Curriculum
- Science Curriculum
- Circle Time
- School assemblies
- Special events in school e.g. health week, visiting speakers.

6. AIMS OF THE POLICY

The school aims to deliver a well planned coherent and co-ordinated drug education programme to all pupils in line with DfES 0092/2004 statutory and non-statutory guidelines.

Aims:

- To enable pupils to make healthy and informed choices by increasing knowledge, challenging attitudes and developing and practising skills.
- To develop personal and social skills.
- To increase understanding about the implications and possible consequences of use and misuse.
- To explore strategies for healthy lifestyles.
- To help pupils manage personal, social and emotional development and change.
- To provide accurate information about substances.

Objectives:

To develop the following skills in children:

- The ability to make informed choices.
- The knowledge that all medicines are drugs but not all drugs are medicines.
- The ability to say no when appropriate.
- The knowledge of how to keep themselves safe in different situations.



- The ability to communicate.
- The ability to cope with positive and negative peer pressure.
- The ability to cope with and look critically at pressure from outside agencies. E.g. TV adverts, magazines and TV ‘soaps.’
- The ability to recognise that they are responsible for their own actions and decisions and that this can in turn affect others.

7. DRUGS AND ALCOHOL EDUCATION

Drug Education can be viewed under 4 headings:

- Prevention of harm
- Demand reduction
- Intervention
- Harm reduction

These can be achieved by:

- Giving the pupils the knowledge and correct information to develop an understanding of drugs and medicine and appropriate drug use and misuse.
- Teaching skills necessary to identify risks and dangers.
- Encouraging the formation of appropriate values and attitudes to enable them to make informed choices.

Drug and Alcohol education will be delivered mainly through the ‘World of Drugs’ and ‘Healthy Lifestyles’ sections from the ‘Health for Life’ Education programme. Time allocated is 25 minutes per week. Alternatively these may be blocked and/or incorporated into the special focus weeks e.g. Health Week.

When any outside speakers are involved in the Drug and Alcohol Education Programme, their contributions must have been properly planned as part of this overall programme and the school staff will always be involved. **All visitors will be made aware of the school’s Child Protection Policy.**

8. INSET

The Drugs Education coordinator will attend appropriate courses organised by the LEA and other agencies. The coordinator will deliver INSET on changes to National and East Riding policy.

9. DEFINITIONS OF A DRUG

A drug is any substance which, when introduced into the body creates a change in perception and or mood and or how the body functions. The school considers the definition of a drug to include the following substances. This is not a definitive list but is included for guidance only.

- Alcohol



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- Amphetamines
- Anyl and Butyl Nitrate
- Anabolic steroids, barbiturates
- Benzodiazepures
- Caffeine
- Cannabis
- Cocaine
- Ecstasy
- Hallucinogenic mushrooms
- LSD
- Opiates
- Over the counter medicines
- Solvents
- Tobacco and nicotine

Solvent abuse.

Recognition of abusable products.

Because of the wide range of products that are abused and the rapid rate at which brand names and packaging are varied within the modern retail world, it is impossible to produce a comprehensive up-to-date list of all those products that can be abused. There are in fact, hundreds of products on the market at present, which are abusable. Some of these are more commonly sniffed than others.

The products to be aware of include:

- Butane gas cigarette lighter refills
- Liquefied domestic gas
- Solvent based adhesives
- Deodorant aerosols
- Pain relief sprays
- Aerosol air fresheners
- Hairspray
- Other aerosols
- Some typewriter correction fluids
- Petrol
- Certain paints, paint thinners and removers
- Dry cleaning agents
- Petrol lighter fuel
- Nail varnish and varnish remover
- Some shoe and metal polish
- Plaster remover



10. THE LAW AND LEGAL ISSUES

See Circular 4 / 95 Guidance and Appendix 2 and 3 of LEA Guidelines on the Management of Drug Related Incidents. The children will be made aware that there are legally acquired drugs (over the counter/prescription) and illegally acquired drugs.

11. MANAGING DRUG RELATED ISSUES

The school follows the advice in the following document: DfEE Circ 0092/2004, see appendix 2. Any drug related paraphernalia found on the school premises will be disposed of appropriately by a responsible adult. Syringes and needles in particular will be disposed of in a sharps box found in the school office. Children should be told to inform staff of any find and told not to pick it up.

As a matter of routine the caretaker will inspect the grounds daily for any alcohol or drugs related paraphernalia. See East Riding Drug Policy Appendix 4. When a suspected drug is found the police will be contacted and the incident logged. The pupil's parents will be informed. When a pupil is suspected of being at risk from drug misuse the Child Protection procedures will be followed.

The main aim will be to maintain each pupil's education with a little interruption or disturbance as possible. However there may be incidents when this is unavoidable.

Any staff or persons on the site believed to be under the influence of drugs causing a detrimental effect to the education of pupils or causing a health / safety security hazard will be requested to leave the site by the Head teacher, as long as it is safe to do so. Such incidents will be treated with confidentiality on a need to know basis and logged accordingly. The Head teacher will always be informed of any drug related incident and will decide which if any relevant authorities will be informed eg. Police, social services and child protection. Pupils will be made aware that following a child's disclosure about the use of illegal substance confidentiality cannot be guaranteed. **All staff involved in delivering Drug Education need to be aware of the school's Child Protection policy.**

It is the policy of Molescroft School that no member of staff should administer medicines to pupils. It is therefore expected that parents / carers or an adult delegated would arrange to administer the medicine at an appropriate time. Exceptions are made for pupils on long term medication. The management of this is through the DofE pack Supporting Pupils with Medical Needs.

Asthma inhalers are either stored in the School Office or kept with the pupil, so ensuring that they are always available for the pupil to administer themselves or under supervision.

12. COMMUNITY

The school recognises that we live in a drug consuming society and that pupils are subject to messages and influences from the community. The school is an important part of the community and therefore has a role to play in developing the pupil's attitude towards drugs by helping them



to make informed choices based on the desire to live a healthy life. Molescroft encourages close communications with parents, outside agencies, the school nurse, health visitor, police and DAT. Meetings are held for parents, carers, governors, teachers and the local community to raise awareness on Drugs Education and Policy in conjunction with The East Riding Drug Action Team.

13. BOUNDARIES OF THE POLICY

Generally if the effects of drugs or drug misuse impinge on pupil behaviour, learning and achievement then it becomes a school issue and the school drug policy will come into effect. In law the physical boundaries of the policy extend to the perimeter of the school grounds.

14. CONFIDENTIALITY AND CHILD PROTECTION

These issues will be clearly defined as ground rules at the start of Drug Education lessons for the benefit of both pupils and staff. It will be made clear to pupils that the divulgence of any information deemed to fall into the significant harm category or putting pupils at risk must be referred to the School Child Protections Co-ordinator. All staff must be aware of the procedures set out in the school's Child Protection Policy.

Ground Rules

- No one teacher or pupil will have to answer a personal question
- No one will be forced to take part in a discussion
- Meanings of words will be explained in a sensible and factual way
- Listen to what other people say
- No one talking when someone else is talking

15. SPECIAL EDUCATION NEEDS

All pupils will participate in the drug education subject to differentiation according to their individual needs and in accordance with the school's SEN policy. Where pupils are taking prescribed medication the school will need to distinguish between appropriate and inappropriate drugs.

16. EQUAL OPPORTUNITIES

Drugs and Alcohol Education has relevance for all pupils regardless of age, gender, ethnicity or ability. All pupils are included in the drug education programme. Children need to know the way drugs may affect them. Parents with particular religious, ethnic or social beliefs which are counter to Molescroft Primary's Drugs Education will have their wish to withdraw their children respected.



17. EVALUATION

The teaching of Drug and Alcohol education within Molescroft Primary will be evaluated and reviewed as an ongoing process, through Long, Medium and Short Term Planning reviews by the co-ordinator. Assessment procedures will follow the school's PSHCE policy for assessment through the strand World of Drugs.

18. YOUNG PEOPLES SUBSTANCE MISUSE

All young people's drug services now fall under a single structure in which education plays a significant role in drug education and prevention in Tier 1 in line with DfES Guidance 0092/2004

Tier 1: All substance misuse, education, prevention: some screening and referral to support services.



19. STANDARD LETTERS

Dear Parents / Carers,

As part of our Health Week Activities we would like to invite you along to a fact finding evening about Drug Education within the school PSHCE (Personal, Social, Health and Citizenship Education) curriculum on *Date and venue*

The evening will include a presentation by

.....Co-ordinator on Drug Education. She will talk about

- The rationale for Drug Education KS 1 and KS 2
- The nature, manner and context of teaching Drug Education in Primary education
- Advice for parents
- Signs and symptoms of drug use/misuse
- What is happening in Beverley, locally and nationally
- There will be time for questions and answers

If you will be attending please could you return the slip at the bottom of the page. Thank you and we look forward to seeing you .

.....

We will/will not be able to attend the meeting on *Date* at 6.30.

Name of pupil.....

Please state how many people will be attending.

Signed.....



20. USEFUL PUBLICATIONS

Further reading

The materials listed below may provide further support for teaching pupils with learning difficulties.

DfES/0092/2004 *Drugs Guidance for Schools*

DfES/QCA, *Curriculum guidance for the foundation stage*, QCA, London, 2000

DfES/QCA, *Supporting the target setting process*, DfES, London, 1998

DfES/QCA, *The National Curriculum: Handbook for primary teachers in England*, HMSO, London, 1999

SCAA, *Planning the curriculum at key stages 1 and 2*, SCAA, London, 1995

QCA, *Maintaining breadth and balance at key stages 1 and 2*, QCA, London, 1998

21. ROLE OF GOVERNING BODY

The governing body must:

- Ratify the policy
- Have undergone training in drug awareness
- Have a named member with responsibility for drug education Mr J Blake
- Must deal with exclusion procedures for drug related offences in line with DfES and LEA Guidance.

22. REVIEW

The Drugs Education Policy will be reviewed every 2 years.



23. CONTACT LIST

NHSS Co Ordinator	Karron Young	01482 392488
School Nurse	Jackie Kruger	01482 677617
East Riding Drug Action Team		01482 391011
Council Environmental Sources Discarded Syringes Section		01482 884 471 01482 884 493
National Drugs Helpline		0800 77 66 00
Hull and East Riding of Yorkshire Council for Drug Problems		01482 22 58 68

24. RESOURCE LIST

1. The New PSHCE Document. East Riding of Yorkshire Council.
2. Health for Life Book 1.(2000 Edition) 3 copies
3. Health for Life Book 2. (2000 Edition) 3 copies
4. East Riding of Yorkshire Drug Policy.
5. Thinking about Drinking.
6. Substance Misuse Resource Pack 9-11 years
7. Substance Misuse Video 9-11 years
8. Young Carer Drug Education Resource KS 2

25. USEFUL PUBLICATIONS

1. DofES 0092/2004 Drugs Guidance for Schools.
2. DofEE Circular 10/95: Protecting Children from Abuse. The role of the Education Service.



26. USEFUL WEBSITES

- www.dfes.gov.uk/publications/guidanceonthelaw/
- www.wiredforhealth.gov.uk Schools Health site with good interactive tasks linked to PSHCHE schemes.
- www.badvertising.org. A tobacco prevention website with powerful counter advertising messages. Aims to expose truth behind advertising.
- www.healthnet.org.uk A youth site with animated cartoon characters explaining how to have a healthy heart. Has information on smoking.
- www.asthma.org.uk National Asthma Campaign
- www.scope.org.uk/imaginethedifference