

# Drug Education & Incident Policy

Policy Updated: September 2018  
Future Review: September 2020

## Linked Policies:

PSHE  
Science  
Safeguarding & Child Protection  
Medicines  
Health & Safety  
Behaviour  
Confidentiality



## Nurture ~ Believe ~ Discover ~ Achieve

Our vision for Woodstock CE Primary School reflects a passionate commitment to learning and recognition of the uniqueness of individual learners. It is driven by our desire to offer the best possible education for our pupils in partnership with parents, the church and the local community.

### WOODSTOCK CE PRIMARY SCHOOL IS A CENTRE:

- For learning where high standards are pursued with consistency and enthusiasm.
- Where individuals are valued and helped to achieve their personal best
- Where effective partnerships secure the success of the school.

*“For I know the plans I have for you”, declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future.”*

Jeremiah 29, v11



At Woodstock CE Primary School we aim to equip our children and staff with the knowledge, understanding and skills that enable them to make the sort of choices that lead to a healthy lifestyle. We teach children about drugs – what they are, the value of medicines and the dangers to health posed by drug misuse. We are committed to the health, safety and general well-being of our pupils and all members of our wider school community.

This policy takes account of DfE /ACPO Guidance for Schools and the National Drugs Strategy.

## PRICIPLES OF DRUG EDUCATION

The core aim at Woodstock Primary is to promote the development of the ‘whole child’ which encompasses physical, mental, emotional, social and environmental health; by equipping pupils with the knowledge, skills, attitudes and values to handle their lives effectively in the present and prepare them for the journey to adulthood. Drugs education therefore forms an integral part of the school curriculum.

This Policy acknowledges and clarifies the School’s role in drug prevention and drug education, and ensures it is appropriate to pupil’s needs. The policy provides guidance on all matters relating to drug education, the management of drugs within the school community, and supporting the needs of pupils with regard to drugs. It is based on principles which underpin good practice in drugs education and managing drugs incidents.

At Woodstock Primary we take a whole-school approach to Drugs Education to:

- Clarify the legal requirements and responsibilities of the school providing accurate information.
- Reinforce and safeguard the health and safety of pupils and others who use the school.
- Clarify the school’s approach to drugs for all staff, pupils, governors, parents/carers, external agencies and the wider community.
- Give guidance on developing, implementing and monitoring the drug education programme.
- Enable staff to manage drugs on school premises, and any incidents that occur, with confidence and consistency, and in the best interests of those involved.
- Ensure that the response to incidents involving drugs compliment the overall approach to drug education and the values and ethos of the school.
- Provide a basis for evaluating the effectiveness of the school drug education programme and the management of incidents involving illegal and other unauthorised drugs.
- Reinforce the role of the school in contributing to local and national strategies.

## ETHOS OF OUR SCHOOL

We are committed to the health and safety of our school community, and to providing a supportive and nurturing environment in which all pupils and staff are encouraged to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle. A life skills approach to drug prevention is essential and within our drugs education programme, pupils are taught about raising self-esteem, self-confidence and assertiveness to prepare them for making informed decisions about drug use.

## RATIONALE

It is acknowledged that our school community plays an important role in tackling drug misuse by providing drug education and pastoral support to all pupils. It is our aim to help all pupils to be able to take their place safely in our society where a wide range of drugs exists. We recognise that some drugs have beneficial effects, but also that every drug has potential harm. For this reason, all drugs need appropriate and responsible care and management. In order to be able to make informed choices, staff and pupils need to understand the nature of drugs, their social and legal status, and their uses and effects.

## AIMS AND OBJECTIVES

The aim of drug education is to provide opportunities for pupils to develop their **knowledge, skills, attitudes** and **understanding** about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions.

Drug education is an important aspect of the curriculum for our school. The intention is to:

- Increase pupils' knowledge and understanding and clarify misconceptions about the:
  - Short- and long-term effects and risks of drugs
  - Rules and laws relating to drugs
  - Impact of drugs on individuals, families and communities
  - Prevalence and acceptability of drug use among peers
  - Complex moral, social, emotional and political issues surrounding drugs
- 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
  - Finding information, help and advice
  - Devising problem-solving and coping strategies
  - Developing self-awareness and self-esteem
- Enable pupils to explore their own and other peoples' attitudes towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences.

## EXTERNAL ADVICE AND GUIDANCE

The school actively co-operates and seeks support with other agencies such as the Thames Valley Police, Social and Health Care Services, Local Education Authority, Health and other appropriate Drug Agencies to deliver its commitment to drugs education and to manage incidents of drug use and misuse. In all our planning and responses to drug issues we take careful account of LA and national guidance, in particular the DfE and ACPO (September 12).

## DEFINITION OF DRUGS

A drug is defined as ***'any substance which, when taken, has the effect of changing the way a person behaves, feels, sees or thinks'***. Not all drugs are illegal, but that doesn't mean they aren't harmful.

As well as everyday substances such as tea and coffee, drugs include:

- Alcohol and tobacco
- Over the counter medicines' such as paracetamol for headaches
- Prescribed drugs, such as antibiotics and tranquilisers
- Volatile substances such as glues and aerosols
- Legal Highs
- Illegal drugs such as cannabis, LSD and ecstasy

The school recognises that this policy focuses mainly on illicit drugs. Procedures for handling prescribed medicines are outlined in the school Medicines Policy.

## STATUTORY DUTY OF THE SCHOOL

### The Role of the Head Teacher and Governing Body

The Headteacher takes overall responsibility for the Policy and its implementation, for liaison with the Governing Body, LA and appropriate outside agencies, and for having general responsibility for handling the daily implementation of this Policy. The Headteacher ensures that all staff dealing with substance issues are adequately trained and supported.

Anna Watkinson is the Governor lead on Drug issues.

### Dissemination of the Policy

The Policy is available to staff, governors, parents, pupils and relevant outside agencies via the School's website. Staff responsibilities in regard to drug education and incident management are discussed as part of the Induction process.

## DRUG EDUCATION WITHIN THE CURRICULUM

Drug Education is provided in the broader context of the teaching of Personal, Social and Health Education as part of a pupil's life skills and preparation for adulthood. We recognise that learning is most effective when it addresses the development of knowledge, attitudes and skills together and when teaching and learning are participative and active. We endeavour to:

- Use a variety of teaching styles that are characterised by active learning.
- Find out what the children know already.
- Use drama, role-play or ICT to demonstrate various strategies and scenarios.
- Encourage pupils to listen to the views of others, and we ask them to explore why drugs are such a problem for society.
- Use outside professionals to support the delivery of our Drug Education programme.
- Provide access to advice and help for pupils with problems or concerns.

Children in the Nursery and Reception begin to learn about making choices and developing responsibility. Through planned themes, children are encouraged to recognise the importance of keeping healthy and safe, and those things which contribute to this. They are provided with the experiences and support to enable them to show an awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.

Teaching about drugs begins in **Key Stage 1**, when pupils are taught about seeing the doctor, visiting the chemist and the importance of drugs as medicines, and their safe handling.

### *Knowledge and Understanding*

- School rules relating to medicines
- Basic information about how the body works and ways of looking after the body
- The role of medicines (both prescribed and over-the-counter) in promoting health and the reasons people use them
- Understanding that all drugs can be harmful if not used properly
- Simple, safety rules about medicines and other substances used in the home, including solvents
- People who are involved with medicines, such as health professionals, pharmacists, shopkeepers
- People who can help children when they have questions or concerns.

### *Skills*

- Communicating feelings such as concerns about illness and taking medicines
- Following simple safety instructions
- When and how to get help from adults

### *Attitudes*

- Valuing one's body and recognising its uniqueness
- Attitudes towards medicines, health professionals and hospitals

In **Key Stage 2**, pupils learn that alcohol is the most widely used drug and the risks associated with drinking. We teach pupils about the dangers of smoking and habit forming, and encourage them to consider its effects and risks. Pupils also learn about the dangers of volatile-substance abuse and other drugs, and how these relate to personal health.

### *Knowledge and Understanding*

- School rules relating to medicines, alcohol, tobacco, solvents and illegal drugs
- More detailed information about the body, how it works and how to take care of it
- Different types of medicines (both prescribed and over-the-counter), legal and illegal drugs including their form, their effects and their associated risks
- Introduction to the law relating to the use of drugs
- People who can help children when they have questions or concerns
- Dangers from handling discarded syringes and needles

### *Skills*

- Identifying risks
- Coping with peer influences
- Communicating with adults
- Decision-making and assertiveness in situations relating to drug use
- Giving and getting help
- Safety procedures when using medicines

### *Attitudes*

- Valuing oneself and other people
- Attitudes and beliefs about different drugs and people who may use or misuse them
- Responses to media and advertising presentations of medicines, alcohol, tobacco and other legal drugs
- Taking responsibility for one's own safety and behaviour

## WOODSTOCK CE PRIMARY SCHOOL PSHE CURRICULUM FRAMEWORK



During Key Stages 1 and 2, learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years/Foundation Stage. PSHE education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stages 1. PSHE education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

HEALTH & WELL-BEING	RELATIONSHIPS	LIVING IN THE WIDER WORLD
<p>In <b>Key Stages 1 and 2</b>, pupils should be taught:</p> <ul style="list-style-type: none"> <li>• What is meant by a healthy lifestyle</li> <li>• How to maintain physical, mental and emotional health and wellbeing</li> <li>• How to manage risks to physical and emotional health and wellbeing</li> <li>• Ways of keeping physically and emotionally safe</li> <li>• About managing change, including puberty, transition and loss</li> <li>• How to make informed choices about health and wellbeing and to recognise sources of help with this</li> <li>• How to respond in an emergency</li> <li>• To identify different influences on health and well-being.</li> </ul>	<p>In <b>Key Stages 1 and 2</b>, pupils should be taught:</p> <ul style="list-style-type: none"> <li>• How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts</li> <li>• How to recognise and manage emotions within a range of relationships</li> <li>• How to recognise risky or negative relationships including all forms of bullying and abuse</li> <li>• How to respond to risky or negative relationships and ask for help</li> <li>• How to respect equality and diversity in relationships.</li> </ul>	<p>In <b>Key Stages 1 and 2</b> pupils should focus on 'economic well-being and being a responsible citizen' and be taught:</p> <ul style="list-style-type: none"> <li>• About respect for the self and others and the importance of responsible behaviours and actions</li> <li>• About rights and responsibilities as members of families, other groups and ultimately as citizens about different groups and communities</li> <li>• To respect equality and to be a productive member of a diverse community</li> <li>• About the importance of respecting and protecting the environment</li> <li>• About where money comes from, keeping it safe and the importance of managing it effectively</li> <li>• How money plays an important part in people's lives</li> <li>• A basic understanding of enterprise.</li> </ul>

### ESSENTIAL SKILLS

The Intrapersonal Skills Required for Self-management	The interpersonal skills required for positive relationships in a wide variety of settings	Skills of Enquiry
<ul style="list-style-type: none"> <li>• Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour)</li> <li>• Learning from experience to seek out and make use of constructive feedback</li> <li>• Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them)</li> <li>• Making decisions (including knowing when to be flexible)</li> <li>• Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers)</li> <li>• Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress)</li> <li>• Self-regulation (including managing strong emotions e.g. negativity and impulse)</li> <li>• Recognising and managing the need for peer approval</li> <li>• Self-organisation (including time management)</li> </ul>	<ul style="list-style-type: none"> <li>• Active listening</li> <li>• Empathy</li> <li>• Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively)</li> <li>• Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience)</li> <li>• Negotiation (including flexibility, self-advocacy and compromise.</li> <li>• Recognising and utilising strategies for managing pressure, persuasion and coercion</li> <li>• Responding to the need for positive affirmation for self and others..</li> </ul>	<ul style="list-style-type: none"> <li>• Formulating questions</li> <li>• Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources)</li> <li>• Analysis (including separating fact from opinion)</li> <li>• Planning and deciding</li> <li>• Recalling and applying knowledge creatively and in novel situations</li> <li>• Drawing and defending conclusions using evidence and not just assertion</li> <li>• Identification, assessment (including prediction) and management of risk</li> <li>• Evaluating social norms</li> <li>• Reviewing progressive against objectives..</li> </ul>

KS1: CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Concepts</b>	<b>Identity</b>	<b>Diversity &amp; Equality</b>	<b>Risk &amp; Safety</b>	<b>Identity</b>	<b>Risk &amp; Safety</b>	<b>Career</b>
<b>Topic</b>	<b>NEW BEGINNINGS</b>	<b>IT'S NOT FAIR</b>	<b>WHO CAN HELP?</b>	<b>GOING FOR GOALS</b>	<b>JUST A SPOONFUL</b>	<b>MONEY, MONEY, MONEY</b>
<b>Key Content</b>	<ul style="list-style-type: none"> <li>My new class</li> <li>Contributing to a caring classroom</li> <li>Help construct, and agree to follow, group and class rules and to understand how these rules help them</li> <li>Learning to co-operate</li> <li>Taking turns; sharing</li> <li>Team work</li> <li>Helping to make my school a safer, more caring place</li> <li>Respect for the environment – school Eco Code</li> </ul>	<ul style="list-style-type: none"> <li>Recognising what is fair and unfair, kind and unkind, what is right and wrong</li> <li>Sharing opinions and explaining views</li> <li>Offering constructive support and feedback to others</li> <li>Listening to other people, and play and work co-operatively (including strategies to resolve simple arguments through negotiation)</li> <li>Identify and respect the differences and similarities between people</li> <li>Resisting peer pressure</li> </ul> <p><i>(Safety Week/Anti-bullying Day)</i></p>	<ul style="list-style-type: none"> <li>Special people (family, friends, carers), what makes them special</li> <li>Family networks</li> <li>Judging what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable; how to respond (including who to tell) Sharing worries; asking for help</li> <li>Role of police and other agencies that help us in our community: Fire, Ambulance, health professionals</li> <li>Safety in the environment – road, rail, water, fire</li> </ul> <p><i>(E-safety Day)</i></p>	<ul style="list-style-type: none"> <li>Thinking about myself</li> <li>Me as a learner</li> <li>Learning from my experiences</li> <li>Recognising and celebrating my strengths</li> <li>Setting simple but personal challenging goals</li> </ul>	<ul style="list-style-type: none"> <li>That household products, including medicines, can be harmful if not used properly</li> <li>That all medicines are drugs, but not all drugs are medicines</li> <li>Why people take medicines</li> </ul>	<ul style="list-style-type: none"> <li>That money comes from different sources and can be used for different purposes; concepts of spending and saving</li> <li>Role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices</li> </ul> <p><i>(Link to Mini Enterprise Week)</i></p>
<b>SEAL Theme</b>	New Beginning	Say No to Bullying Getting On and Falling Out		Going for Goals		

KS1: CYCLE B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Concepts</b>	<b>Identity</b>	<b>Rights &amp; Responsibilities/Power</b>	<b>Risk &amp; Safety/Power</b>	<b>Relationships</b>	<b>Healthy Lifestyle</b>	<b>Identity/Change &amp; Resilience</b>
<b>Topic</b>	<b>NEW BEGINNINGS</b>	<b>GETTING ON &amp; FALLING OUT</b>	<b>STAYING SAFE</b>	<b>KNOWING MYSELF</b>	<b>HEALTHY CHOICES</b>	<b>GOOD TO BE ME</b>
<b>Key Content</b>	<ul style="list-style-type: none"> <li>My new class</li> <li>Contributing to a caring classroom</li> <li>Help construct, and agree to follow, group and class rules and to understand how these rules help them</li> <li>Learning to co-operate</li> <li>Taking turns; sharing</li> <li>Team work</li> <li>Helping to make my school a safer, more caring place</li> <li>Respect for the environment – school Eco Code</li> </ul>	<ul style="list-style-type: none"> <li>Listening &amp; communicating well</li> <li>Recognising how their behaviour affects other people</li> <li>Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</li> <li>That there are different types of teasing and bullying, that these are wrong and unacceptable</li> <li>How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</li> </ul> <p><i>(Safety Week/Anti-bullying Day)</i></p>	<ul style="list-style-type: none"> <li>Rules for, and ways of keeping physically and emotionally safe - including safety online, the responsible use of ICT, the difference between secrets and surprises, and understanding not to keep adults' secrets only surprises</li> <li>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'</li> </ul> <p><i>(E-safety Day)</i></p>	<ul style="list-style-type: none"> <li>The uniqueness of me</li> <li>Developing confidence &amp; self-awareness</li> <li>Communicating and managing feelings – both good and bad (vocabulary to describe their feelings to others and simple strategies for managing feelings)</li> <li>Change and loss and associated feelings (moving home, losing toys, pets or friends)</li> </ul>	<ul style="list-style-type: none"> <li>What constitutes a healthy lifestyle including healthy eating, exercise and rest</li> <li>Making informed choices that improve physical &amp; emotional health</li> <li>Dental health</li> <li>Personal hygiene</li> <li>Spread of diseases; responsibility for own and others' health</li> </ul>	<ul style="list-style-type: none"> <li>Growing and changing and new opportunities</li> <li>Responsibilities that increasing independence may bring</li> <li>Names for the main parts of the body</li> <li>Similarities and differences between boys and girls</li> </ul> <p><i>(Mini Enterprise Week)</i></p>
<b>SEAL Theme</b>	New Beginnings	Getting On and Falling Out		Relationships		Good to be Me; Changes



Y3/4: CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Concepts</b>	<b>Identity</b>	<b>Healthy Lifestyles</b>	<b>Risk and Safety</b>	<b>Identity</b>	<b>Health &amp; Well-being</b>	<b>Career</b>
<b>Topic</b>	<b>NEW BEGINNINGS</b>	<b>HEALTHY CHOICES</b>	<b>STAYING SAFE</b>	<b>GOING FOR GOALS</b>	<b>SMOKE'S NO JOKE</b>	<b>ENTERPRISE</b>
<b>Key Content</b>	<ul style="list-style-type: none"> <li>Contributing to a caring classroom</li> <li>Help construct, and agree to follow, group and class rules and to understand how these rules help them</li> <li>Learning to co-operate</li> <li>Taking turns; sharing</li> <li>Team work</li> <li>Helping to make my school a safer, more caring place</li> <li>Respect for the environment – school Eco Code</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the concept of a 'balanced healthy lifestyle'</li> <li>Recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet.</li> </ul> <p><i>(Safety- Week/Anti-bullying Day)</i></p>	<ul style="list-style-type: none"> <li>Strategies for keeping physically and emotionally safe including road safety, safety in the environment (including rail , water and fire safety), and safety online (<i>E-safety Day</i>)</li> <li>Making informed choices</li> <li>Judging what kind of physical contact is acceptable or unacceptable and how to respond.</li> <li>'Keeping something confidential or secret'; when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</li> </ul>	<ul style="list-style-type: none"> <li>Knowing myself – my personal qualities, attitudes, skills, attributes and achievements</li> <li>Me as a learner – what can I do even better?</li> <li>Problem solving; critical thinking and decision making</li> <li>Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Why people start to smoke</li> <li>Why people still smoke</li> <li>The bad news for smokers</li> <li>The good news for smokers who quit</li> <li>What's in a cigarette?</li> <li>Smoking and fire safety</li> <li>Second-hand smoke</li> <li>The use of volatile substances (solvents)</li> </ul>	<ul style="list-style-type: none"> <li>About where money comes from, keeping it safe and the importance of managing it effectively</li> <li>How money plays an important part in people's lives</li> <li>A basic understanding of enterprise.</li> </ul> <p><i>(Link to Mini Enterprise Week)</i></p>
<b>SEAL Theme</b>	New Beginning	Say No to Bullying		Going for Goals		

Y3/4: CYCLE B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Concepts</b>	<b>Identity</b>	<b>Rights &amp; Responsibilities</b>	<b>Risk and Safety</b>	<b>Health &amp; Well-being</b>	<b>Relationships</b>	<b>Rights &amp; Responsibilities</b>
<b>Topic</b>	<b>NEW BEGINNINGS</b>	<b>GOING GREEN</b>	<b>THE ONLINE WORLD</b>	<b>TAKING PART</b>	<b>RELATIONSHIPS</b>	<b>LIVING TOGETHER</b>
<b>Key Content</b>	<ul style="list-style-type: none"> <li>Contributing to a caring classroom</li> <li>Help construct, and agree to follow, group and class rules and to understand how these rules help them</li> <li>Learning to co-operate</li> <li>Taking turns; sharing</li> <li>Team work</li> <li>Helping to make my school a safer, more caring place</li> </ul>	<ul style="list-style-type: none"> <li>Different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</li> <li>Focus on respect for the environment (<i>Link to Earth Matters Theme and Eco Schools</i>)</li> </ul> <p><i>(Safety Week/Anti-bullying Day)</i></p>	<ul style="list-style-type: none"> <li>Online(including social media, the responsible use of ICT and mobile phones)</li> <li>The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</li> <li>People who are responsible for helping them stay healthy and safe and ways that they can help these people</li> </ul> <p><i>(Link to E-safety Day)</i></p>	<ul style="list-style-type: none"> <li>Developing communication and participation skills</li> <li>Team working</li> <li>Choices and consequences</li> <li>Different perspectives - listening and responding respectfully to a wide range of people; caring about other people's feeling.</li> <li>Raising concerns</li> <li>Strategies to resolve disputes and conflict through negotiation and appropriate compromise</li> </ul>	<ul style="list-style-type: none"> <li>What constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</li> <li>Ways in which a relationship can be unhealthy and who to talk to if they need support.</li> <li>Awareness of different types of relationship, including those between acquaintances, friends, relatives and families; that civil partnerships and marriage are examples of stable, loving relationships</li> </ul>	<ul style="list-style-type: none"> <li>Why do we need rules?</li> <li>Who makes rules?</li> <li>Rights and responsibilities as members of families, other groups and ultimately as citizens</li> <li>Different groups and communities</li> <li>Respecting equality and being a productive member of a diverse community (<i>Link to Living Together Theme</i>)</li> </ul> <p><i>(Mini Enterprise Week)</i></p>
<b>SEAL Theme</b>	New Beginnings	Say No to Bullying		Getting On and Falling Out		

Y5/6: CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Core Theme</b>	<b>Identity</b>	<b>Power</b>	<b>Health &amp; Well-being</b>	<b>Health &amp; Well-being/Risk</b>	<b>Diversity &amp; Equality</b>	<b>Career</b>
<b>Topic</b>	<b>NEW BEGINNINGS</b>	<b>GOING FOR GOALS</b>	<b>GROWING &amp; CHANGING</b>	<b>DRUG AWARENESS</b>	<b>COMMUNITY</b>	<b>ENTERPRISE</b>
<b>Key Content</b>	<ul style="list-style-type: none"> <li>Contributing to a caring classroom</li> <li>Help construct, and agree to follow, group and class rules and to understand how these rules help them</li> <li>Learning to co-operate</li> <li>Taking turns; sharing</li> <li>Team work</li> <li>Helping to make my school a safer, more caring place</li> <li>Respect for the environment – school Eco Code</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</li> <li>Working collaboratively towards shared goals</li> <li>Using power in a variety of contexts including persuasion, bullying, negotiation and ‘win’-‘win’ outcomes</li> <li>Understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (Link to Safety Week)</li> </ul> <p><i>Safety Week/ (Anti-bullying Day)</i></p>	<ul style="list-style-type: none"> <li>Recognise how images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>Body and emotional changes through puberty</li> <li>Human reproduction</li> <li>Caring for our bodies, the right to protect their body from inappropriate and unwanted contact their body autonomy and rights; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.</li> <li>Raised awareness of dangers of abuse and sexual exploitation</li> </ul> <p><i>(E-safety Day)</i></p>	<ul style="list-style-type: none"> <li>Legal and illegal drugs</li> <li>Are all medicines drugs?</li> <li>Why do people take drugs?</li> <li>Effects of drugs – physical and emotional</li> <li>Peer pressure</li> <li>Differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’</li> <li>Risks and consequences of taking drugs; anti-social behaviour</li> </ul> <p><i>(Input from Thames Valley Police)</i></p>	<ul style="list-style-type: none"> <li>What being part of a community means, and about the varied institutions that support communities locally and nationally</li> <li>Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</li> <li>Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</li> <li>Think about the lives of people living in other places, and people with different values and customs</li> <li>Raised awareness of radicalisation and extremism</li> </ul>	<ul style="list-style-type: none"> <li>Role money plays in their own and others’ lives, including how to manage their money</li> <li>Concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’ for example, their contribution to society through the payment of VAT</li> <li>That resources can be allocated in different ways; economic choices affect individuals, communities and the sustainability of the environment</li> <li>About enterprise and the skills that make someone ‘enterprising’</li> </ul> <p><i>(Link to Mini Enterprise Week)</i></p>
<b>SEAL Theme</b>	New Beginnings	Going for Goals				

Y5/6: CYCLE B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Core Theme</b>	<b>Identity</b>	<b>Power/Relationships</b>	<b>Health &amp; Well-being/Risk</b>	<b>Health &amp; Well-being</b>	<b>Diversity &amp; Equality</b>	<b>Change</b>
<b>Topic</b>	<b>NEW BEGINNINGS</b>	<b>RESPECT FOR OTHERS</b>	<b>ALCOHOL AWARENESS</b>	<b>FEELINGS &amp; EMOTIONS</b>	<b>RIGHTS &amp; RESPONSIBILITIES</b>	<b>MOVING ON</b>
<b>Key Content</b>	<ul style="list-style-type: none"> <li>Contributing to a caring classroom</li> <li>Help construct, and agree to follow, group and class rules and to understand how these rules help them</li> <li>Learning to co-operate</li> <li>Taking turns; sharing</li> <li>Team work</li> <li>Helping to make my school a safer, more caring place</li> <li>Respect for the environment – school Eco Code</li> </ul>	<ul style="list-style-type: none"> <li>Differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability</li> <li>Nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help)</li> <li>To recognise and challenge stereotypes (Link to Safety Week)</li> </ul> <p><i>(Safety Week/ Anti-bullying Day)</i></p>	<ul style="list-style-type: none"> <li>Why people drink alcohol</li> <li>Effects of alcohol – physical and emotional</li> <li>Personal responsibilities toward alcohol use and misuse</li> <li>Peer pressure</li> <li>Risks and consequences of drinking alcohol; anti-social behaviour</li> <li>Making choices and decisions</li> </ul> <p><i>(Input from Thames Valley Police)</i></p> <p><i>(E-safety Day)</i></p>	<ul style="list-style-type: none"> <li>Recognising and expressing feelings</li> <li>Dealing with strong feelings and emotions</li> <li>Solving conflicts</li> <li>Loss and grieving - separation, divorce and bereavement (Link to work in RE)</li> </ul>	<ul style="list-style-type: none"> <li>Research, discuss and debate topical issues, problems and events concerning health and well-being and offer their recommendations to appropriate people</li> <li>Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations</li> <li>Raised awareness of radicalisation and extremism</li> <li>Understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</li> </ul>	<ul style="list-style-type: none"> <li>Change and transition</li> <li>Recognise their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>Exploring feelings</li> <li>Managing change</li> <li>Enhancing self-esteem</li> <li>Building confidence</li> </ul> <p><i>(Mini Enterprise Week)</i></p>
<b>SEAL Theme</b>	New Beginnings	Say No to Bullying		Relationships; Changes		

## SPECIFIC ISSUES

Drug Education requires sensitive teaching matched to the particular needs and concerns of pupils in the class. Teachers will need to use their professional judgement where any particular sensitivity may be presented. Careful consideration needs to be given to the possibility that pupil's parents or siblings may have experience of drug misuse.

Establishing classroom ground rules with children can be very valuable for promoting a safe, positive and co-operative learning environment. Ground rules may include:

Confidentiality	-	Clarification by teacher (see below)
Respect	-	If people don't want to talk they don't have to No 'put downs'
Give People Time	-	Think before you answer a question Listen to what other people say
Sense of Humour	-	No one put 'on the spot'

Some pupils may choose to mention instances of drug misuse in class, or approach a teacher individually. While teachers will want to be supportive, it is important they are clear with pupils that they may not be able to guarantee absolute confidentiality.

## DRUGS AT SCHOOL

### Prescribed Drugs

In our school we follow the recommendations of the Oxfordshire Health and Safety guidelines and DfE guidance 'Supporting Pupils with Medical Needs' 1996.

An up-to-date list of children taking prescribed drugs (for example asthma or diabetes) is circulated to staff. Parents must notify the school in writing if any medicines need to be taken during school hours. Teachers may administer prescription medicines if parents have completed the required form, but this is up to the individual teacher. It is the parents' responsibility to ensure safe administration of medicines during school hours. Medicines should not be kept in school, save for asthma inhalers, which will be kept by the child or, in the case of younger pupils, by the class teacher.

In certain cases, prescribed emergency medicines (for example for anaphylactic shock) may be kept on the school premises. These are to be kept in specifically allocated places out of children's reach and are to be administered by named, trained staff only. Details of these medicines and their location are kept in the staff room and the school office.

Where children have medical needs, parents and carers must give the school details of the child's condition and medication. Parents and carers will bring the medication to school in a secure, labelled container. Records will be kept of all medication received and given. Emergency medication is stored securely in the school office.

### Other Drugs

Solvents and other hazardous chemicals must be stored securely, to prevent inappropriate access, or use by pupils. Aerosols, glues (other than PVA) and board-cleaning fluids are used sparingly in school, and must be handled and stored carefully by all members of staff.

Legal drugs are legitimately in school only when authorised by the Headteacher. Members of staff who smoke must keep their tobacco and matches or lighters secure. Smoking is not permitted anywhere in the school premises or grounds.

Alcohol may only be consumed on the school premises for events organised by members of staff, governors or PTA, which take place after the end of the school day. Verbal permission must be obtained from the Leadership Team prior to the event. To sell alcohol, we must be licensed under the current licensing act. The organisers are responsible for ensuring that alcohol to be consumed at community or parents' events will be stored securely beforehand, and that all those consuming alcohol are over the age of 18.

It is understood by the whole school community that the possession, use or supply of illegal and other unauthorised drugs within the school boundaries is not permissible and will be reported immediately to the police.

The school is designated a 'no smoking' area for staff and visitors (cigarettes and e-cigarettes) and we look to everyone, including parents/carers to support this policy. If pupils are found smoking on site the Headteacher will be informed immediately and parents contacted.

To protect the health and safety of the school community regular checks are made of the site to ensure that any drug paraphernalia, particularly needles and syringes, are cleared away safely and legally.

## **DRUGS INCIDENTS**

An incident involving unauthorised drugs in school is most likely to involve alcohol, tobacco or volatile substances, rather than illegal drugs. The first priority is safety and first aid, i.e. calling the emergency services and placing unconscious people in the recovery position. An intoxicated pupil does not represent a medical emergency, unless unconscious. Pupils suspected of being intoxicated from inhaling a volatile substance will be kept calm; chasing can place intolerable strain on the heart, thus precipitating sudden death.

Any illegal drugs will be confiscated and stored securely; the police will be notified to determine an appropriate method of disposal. These precautions must be witnessed and recorded by either the Headteacher or Deputy Headteacher. Staff must not taste unknown or confiscated substances.

Legal but unauthorised drugs or medicines will also be confiscated, and will be returned to parents or carers; the school may arrange for the safe disposal of volatile substances. Where a pupil is suspected of concealing an unauthorised drug, staff are not permitted to carry out a personal search, but may search pupils' bags, trays, etc.

The Headteacher will notify the police and take advice as to how to proceed further. A full record will be made of any incident and the Headteacher will conduct an investigation into the nature and seriousness of any incident, in order to determine an appropriate follow-up response.

The Chair of Governors will be informed of any drug incident that should occur. The Local Authority is also notified in the event of any drug incidents.

The Caretaker ensures that the grounds are kept clear of any dangerous substances / objects. He checks the grounds daily and ensures that they are safe. Any glass / bottles are removed quickly and safely. Discarded needles would be disposed of via a sharps container. Any unknown substances will be given to the police, or disposed of on their advice in the presence of witnesses.

All staff however are encouraged to be vigilant around the school grounds, particularly close to the main entrances. Pupils should not pick up any such materials.

## **Procedures for Handling and Reporting Incidents**

A suspected drug related incident is described as:

- Suspect drugs found on the school premises
- A pupil suspected of being in possession of drugs
- A pupil found to be in possession of drugs
- A pupil suspected of being under the influence of drugs
- An adult visitor or staff suspected of being under the influence of drugs

If an incident occurs the member of staff involved should:

- Make the situation safe
- Send for support
- Administer first aid if necessary (see Appendix A)
- If an illegal drug is found it should be secured in a safe place until dealt with by the police
- Report the incident

### **Parents under the Influence of Drugs on School Premises**

When dealing with parents/carers under the influence of drugs on school premises, staff should try to maintain a calm atmosphere and seek the support of a colleague - at no time should they put themselves at risk. Staff should consult with a member of the Leadership Team if they have concerns about discharging a pupil into the care of a parent/carer. In these instances, staff should consider discussing with the parent/carer if other arrangements could be made, for example asking another parent/carer to accompany the child home.

The focus for staff will always be the maintenance of the child's welfare, as opposed to the moderation of the parent's/carer's behaviour. Where the behaviour of a parent/carer under the influence of drugs places a child at risk (or the parent/carer becomes abusive or violent), staff should consider whether to start child protection procedures and/or involve the Police.

### **POLICY FORMATION AND CONSULTATION PROCESS**

This policy for Drug Education was developed during Autumn Term 2018 using the DfE and ACPO Drugs Guidance for Schools (September 12) and informed by discussion and consultation with school staff, governors, pupils and parents.

### **MONITORING AND REVIEW**

The Health and Safety Committee will review this Policy every three years to ensure that it continues to meet the general principles agreed.

**Date of Policy Review:            Autumn 2018**

**Date of Future Review:         Autumn 2020**

## **APPENDIX A: DRUGS SITUATIONS - MEDICAL EMERGENCIES**

The procedures for an emergency apply when a child or young person or others are at immediate risk of harm. A person who is unconscious, having trouble breathing, seriously confused or disorientated or who has taken a harmful toxic substance, should be responded to as an emergency.

### **IF IN ANY DOUBT, CALL MEDICAL HELP**

#### **ALWAYS:**

Assess the situation

If it is a medical emergency, send for medical help and an ambulance

#### **BEFORE ASSISTANCE ARRIVES: If the person is conscious:**

Ask the person what has happened and to identify any drug used

Collect any drug sample and any vomit for medical analysis

Do not induce vomiting

Keep the person under observation, warm and quiet

#### **BEFORE ASSISTANCE ARRIVES: If the person is unconscious:**

Ensure that the person can breathe and place in recovery position

Do not move the person if they have fallen, as a fall may have led to spinal or other serious injury which may not be obvious

Do not give anything by mouth

Do not attempt to make the person sit or stand

Do not leave the person unattended or in the charge of another pupil.

#### **WHEN MEDICAL HELP ARRIVES:**

Pass on any available information and any vomit and drug samples.

Your main responsibility is for any pupil at immediate risk, but you also need to ensure the well-being and safety of others. Put into practice your school's first aid procedures.

