

Dream Believe Achieve

DRUG EDUCATION POLICY

VERSION 3

DATE OF ORIGINAL RATIFICATION: January 2015

DATE OF MOST RECENT REVIEW: January 2021

SUMMARY OF CHANGES AT LAST REVIEW

- Cross - referenced with Jigsaw PSHE scheme content
- Terminology change - SMSC Lead changed to Personal Development Lead

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RECORD OF CONSULTATION from September 2020	
DATE	CONSULTATION DETAILS
January 2021	Consultation with RSHE Lead
March 2021	Re-issued to Staff

Drug Education Policy

The Grange School believes that the misuse of drugs endangers not only our pupils but also affects the wider community in which we live. It is the school's responsibility to ensure the child's health and safety while in our care and we also strive to promote their personal and social well-being. Drug misuse undermines this and hinders the development of the young person.

The policy provides a focus for the school to consider how drug education should be implemented and developed within the curriculum, and outlines the roles, responsibilities and legal duties of key staff. From a wider perspective, it gives parents and the local community an opportunity for involvement in drug issues.

The policy forms an integral part of our existing health education and personal and social education programmes, and the drug education programme complements this.

Why Drugs Education?

The Grange School recognises that young people in today's society are exposed to the risks associated with the drug culture which exists. Young people are challenged by the changing and sometimes conflicting values of society, which places demands on them to make informed and responsible choices. The school wishes to promote the development of the 'whole person' 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 adulthood.

Research cites personal inadequacy, a lack of self esteem and peer pressure as the main reasons for drug misuse among young people. This places a responsibility on the school to 'better prepare young people for adult life.' (Education Reform (NI) Order 1989)

Drugs education is therefore an integral part of the school curriculum.

Drug Education in the classroom

Teaching and Learning

Drug education is usually led by the class teacher occasionally with support from the school nursing team or other external agencies. Teaching includes books, leaflets and short video clips providing visual information in an age appropriate format. Each unit of drug education is age appropriate building on the knowledge and understanding from the previous year.

The school uses the Jigsaw PSHE scheme, which includes the following aspects of Drug Education:

Year 1 - Medicine safety - knowing how to use medicines safely

Year 2 - Medicine safety - understanding how medicines work and how to use them safely

Year 3 - What do I know about drugs? - identifying own knowledge of and attitude towards drugs

Year 4 - Smoking - understand facts about smoking and its effects on health; identify some of the reasons why people start to smoke

- Alcohol - understand the facts about alcohol and its effects on health; identify some of the reasons why people drink alcohol

Year 5 - Smoking - know the health risks of smoking and explain how tobacco affects the lungs, liver and heart

- Alcohol - know some of the risks of mis-using alcohol, and how it affects the liver and heart

Year 6 - Drugs - know about different types of drugs and their uses and the effects on the body

- Alcohol - evaluate when alcohol is being used responsibly, anti-socially or being mis-used
As well as dispelling any myths about drug education, units are aimed at improving self esteem, building confidence and providing the children with the appropriate knowledge to make informed choices as they grow older, reducing risk taking, addiction and disease,

Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered there and then, if inappropriate, and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE Lead teacher.

Dealing with questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box, the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupils of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about drug abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher is concerned that a pupil is at risk of drug abuse a Designated Safeguarding Lead teacher should be informed and the usual child protection procedures followed.

Monitoring, evaluation and assessment

The programme is regularly evaluated by the Personal Development Lead. The views of students and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

All pupils have a clear understanding of the aims and teachers are requested to assess the understanding of children inform the Personal Development Lead of the levels of understanding as well the needs of the children for future units.

Confidentiality and informing parents/carers

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures about abuse are made.

PROCEDURES FOR HANDLING AND REPORTING INCIDENTS

If it is thought that someone in school has taken an illegal drug, is in possession of an illegal drug or is in danger due to drugs or alcohol, staff will follow the procedure below:

A suspected drug related incident is described as:

- Suspect drugs found on the school premises
- A member of staff or pupil suspected of being in possession of drugs

- A member of staff or pupil found to be in possession of drugs
- A member of staff, parent or pupil is suspected of being under the influence of drugs or alcohol

When an incident occurs the member of staff involved should:

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

The incident will be in the first incidence reported to the Designated Safeguarding Lead teachers and then to the Head Teacher, who will contact the police. The parents will also be contacted and made aware of the situation. The incident will be recorded by the teacher involved and by the Designated Safeguarding Lead teacher.

School staff are not permitted to search pupils' clothing or possessions. However, it is acceptable to ask the pupil to empty pockets and school bags.