



BRAMCOTE HILLS PRIMARY SCHOOL

Drug Education Policy

Our Mission is to be

- A Learning School
- An Inclusive School
- An Open School
- A Healthy School
- A Supportive School
- A Sustainable School
- An Effective School
- A sustainable School

Developing a community of learners who are

- effective communicators: literate and numerate
- confident with technology
- learning about the world and its people
- committed to sustainable development
- creative
- physically active
- reflective
- emotionally intelligent - personally and socially
- learning about learning

Creating a school which aims to bring out the best in all our pupils, by providing education of the highest quality which will:

- maximise each child's potential and progress in all areas
- raise levels of children's attainment continuously
- develop effective and enthusiastic learners
- promote constructive attitudes and values
- foster caring relationships in a secure environment

This policy outlines how our approach to Drugs Education furthers the Aims and Mission of our school. It also outlines the school's response to any Drug Related Incident in school.

Introduction

This policy encompasses all legal drugs (including alcohol and tobacco), all illegal drugs, volatile substances (solvents) and over the counter and prescription medicines.

We believe that Drug Education is a vital part of Personal, Social, Health and Citizenship Education (PHSCE) and that our school has a crucial role to play in educating children about the consequences of drug use and misuse. This policy outlines our strategy as developed by the governors and staff (in consultation with parents) for the successful implementation of this area of the curriculum.

The Context and School Culture

Drug Education forms a part of the statutory order for National Curriculum Science and will be provided in the broader context of PSHCE. Our provision is in line with guidance from the DFE, the NCC *Children and Young People Substance Use Policy* and the Notts *Drug and Alcohol Action Team*.

Bramcote Hills Primary School is committed to promoting a healthy, supportive and open environment for the benefit of pupils, parents, staff and visitors as outlined in our *Healthy Living Policy*. We want to help our children develop the skills they need to live confidently and safely in a rapidly changing, drug using world. We want our children to be able, now and in the future, to use medicines wisely and to understand that medicines are drugs, but that not all drugs are medicines.

The misuse of drugs (including legal substances) by pupil, staff or visitors, or the illegal supply of these substances, will not be condoned.

Aims of Drug Education

We aim to enable our pupils to grow up safely in an ever changing society and to be able to make healthy, informed choices by increasing their understanding of drugs' issues and developing appropriate skills and attitudes.

Through the PHSCE curriculum and our supportive school ethos we aim to:

- help pupils to understand why certain people with particular needs use medication as part of their everyday lives
- provide accurate information about drugs, including medicines (over the counter and prescribed), volatile substances, alcohol, tobacco and illegal drugs
- increase understanding about the implications and possible consequences of drug use and misuse, and the risks and consequences of their own and others' actions
- develop pupils' understanding of rules and laws concerning drugs
- raise awareness of safety issues with regard to drugs
- explore attitudes towards drug use and misuse and their relevance to pupils and our school community
- develop the skills necessary to be able to make informed decisions about drug use in a range of social situations
- identify sources of personal support
- develop pupils' self-awareness and self-esteem to support them in making positive choices about their future health and well-being

Our Drug Education Programme

Foundation

Knowledge and understanding

- basic information about how the body works and ways of looking after the body
- information about what keeps us fit and healthy (food and exercise)
- discussing different ways of keeping safe and understanding that sometimes we have to follow rules in order to keep safe
- understanding that different groups of people look after us - doctors, nurses, dentists

Skills

- following rules and instructions
- decision making - linked to keeping healthy
- communicating feelings

Attitudes

- understanding and valuing our body and recognising its uniqueness
- positive attitudes towards keeping healthy - food and exercise
- positive attitudes to health care professionals - doctors, dentists, nurses

Key Stage 1

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 why people use them
- simple safety rules about medicines and other substances used in the home, including solvents and syringes
- consideration of alcohol and tobacco, their general effects on the body and on behaviour
- 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
- positive attitudes towards medicines, health professionals and hospitals
- well informed attitudes towards the use of alcohol and cigarettes
- responses to media and advertising presentations of medicines, alcohol and smoking

Key Stage 2

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 medicine (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 and misuse of legal and illegal 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
- well informed attitudes and beliefs about different drugs and people who may use or misuse them
- responses to media and advertising presentations of alcohol, tobacco and other illegal drugs
- taking responsibility for one's own safety and behaviour

See also:

Appendix 1: 'National Curriculum Expectations for Drug Education, in Science and PSHCE'.

Appendix 2: 'Drugs Education - Progression in Learning Outcomes in Year Group Stages'

Drugs Education Programme at BHPS

Our programme is supported by the following education programmes:

Years 1-6	School based activities provided through ' <i>RiskWatch</i> ',
Year 1	Children and Safety Education (<i>C.A.S.E</i>)
Year 2	<i>On Track</i> (written by Noreen Wetton)
Year 3/4	<i>Keeping On Track</i>
Year 5	Life Education Centres (Notts LA)
Year 6	Drug Abuse Resistance Education (<i>D.A.R.E.</i>)

The school appreciates the valuable contribution of outside agencies but recognises that their contribution alone does not constitute a complete drug education programme. We believe it is the responsibility of the school to ensure that the contributions made by visitors to the school reflect our own philosophy and approach to the subject.

Teaching Methods

Effective drug education requires pupils to develop their understanding of drug issues and appropriate skills and attitudes to assist them in making informed decisions and choices.

Good teaching is outlined in our policy Teaching and Learning at BHPS and many principles and practices apply equally to drugs education. Teaching methods adopted in the classroom offer a variety of opportunities for active learning. Methods particularly suitable for developing positive attitudes include, for example: debating issues, considering the attitudes and values of pupils and a range of significant groups in society, group discussions and role-play.

Up to date and relevant advice and support will be referred to regularly and progression will be ensured by visiting and re-visiting issues as pupils develop and their needs change.

Due to the sensitive, and sometimes controversial, nature of the subject, ground rules will be negotiated and adopted and pupils' knowledge and understanding will be assessed prior to any input, in order to ensure appropriateness of content.

Assessment and Reflection

Reflection is particularly crucial in drug education as it encourages children to consolidate what they have learned, clarify understanding and to develop new skills and form new attitudes. In the observation of children and their responses during learning sessions, teachers will be able to identify the progress they have made, based on their personal knowledge of each child and the child's own perception of what they have learned. They may make responses in discussions, role play, answering questions, writing or pictures.

Children celebrate their understanding and achievements in circle time (show and tell), sharing success with other teachers or the head teacher and in assemblies.

Their emotional progress and ability to make informed choices is reported to parents at Parents' Evenings and in the Progress as a Learner and RE / PSHCE sections of the end of year report.

BRAMCOTE HILS PRIMARY SCHOOL

Procedure for Dealing with Drug Related Incidents

School Boundaries

The school is defined by the boundary of the fence and gates together with the surrounding paying field and copse adjacent to the school. This policy also applies on school visits, both day and residential.

Smoking

A *No Smoking* policy is in place. The policy states that smoking is prohibited on any part of the school premises, site and wider campus. People found smoking will be asked to extinguish their cigarette and dispose of it sustainably. Persistent offenders may be banned from the site.

Solvents

In addition to health and safety regulations which keep the school environment safe for all, solvents and other potential intoxicants (such as lighter fuel or aerosols) must not be brought onto the school premises by any pupil, parent or staff. Any incidents involving the supply of solvents or solvent abuse will be dealt with in the same way as any other form of drug misuse.

Illegal Drugs

The school will not condone or tolerate the possession, use or supply of illegal drugs anywhere on the school premises or site. We will do our best to ensure that the school premises are safe, and have identified safety procedures in the rare event that a syringe, needle or other drug using equipment is found discarded on the school premises.

Alcohol

The use of alcohol by all members of the school community, including visitors, is also prohibited except for occasional adult and family functions, out of school hours.

Storage and Administration of Medicines

The school acknowledges that parents and carers have prime responsibility for their child's health and should provide us with information about their child's medical condition when appropriate. This information is recorded on the admissions form. There is no legal duty requiring school staff to administer medication; this is a voluntary role and will only be called upon in exceptional circumstances. Where exceptional circumstances exist, a contract will be agreed between the school and the parent or carer, and records kept appropriately. When necessary, school staff will receive training on specific medication procedures. The school's procedures are outlined in the Staff Handbook: *Administering Medicines in Schools*.

Other than an inhaler (which is covered in the Staff Handbook: *Asthma in School*), no pupil should be in possession of medication at any time. All necessary medication is stored in either the staffroom refrigerator or the first aid cupboard. Additional information will be provided by parents / carers as necessary to cover out of school activities or visits.

Drug Related Incidents

The school will consider each incident individually, recognising that a variety of responses will be necessary to manage such incidents. We will consider very carefully the implications of any action taken, and will seek to balance the interests of the persons involved with other school members and the local community. Any sanctions enforced will be consistent with the school policies on Behaviour and Equality and will reflect the seriousness of the incident. After immediate medical needs have been addressed, the nature and circumstances of any incident will be established and assessment made of the needs of the pupils involved. We recognise that any pupil mis-using drugs may be in need of our support for an extended period of time or, in exceptional circumstances, from an appropriate outside agency.

All drug related incidents e.g. a child talking about drugs or drugs related materials found by, or in the possession of, a child will be reported to the head teacher or member of the senior leadership. The parent or and/or social services will be contacted depending on the circumstances. The care and safety of the child will be paramount.

Support and Information

Up to date information on local drugs support services will be made accessible to all members of the school community through the PHSCE Co-ordinator.

It is important that teaching staff feel confident in delivering drug education and in implementing this policy. Drug awareness training will be provided for all staff, governors and any parents who wish to attend a 'Keeping In Touch Event' (K.I.T.E.).

Responsibilities and Review of Policy

The head teacher is the named Drugs Co-ordinator at Bramcote Hills Primary School and has overall responsibility for this policy, its implementation and monitoring, for liaison with the governing body, parents/carers, LA and appropriate outside agencies and will:

- monitor the provision of drugs education (via the PHSCE Co-ordinator)
- ensure that the overall health, welfare and well being of all pupils is taken into account when managing drug related incidents and situations
- co-ordinate planned action to manage medicines in school (via the Inclusive Learning Manager)
- establish and co-ordinate links with outside agencies when appropriate
- co-ordinate training and support for staff (Via the Adult Learning Manager)
- assess the effectiveness of this policy in practice, ensuring evaluation takes place and that this informs its development

There are regular opportunities for all stakeholders to comment on the effectiveness and value of this policy, so that desirable modifications can be made:

Parents are asked for feedback at parents' meetings, as well as always being offered the chance to offer their views on provision of PSHCE generally, which is a curriculum priority.

Staff and governors review delivery and responses annually, as part of the general review of the year, in staff and Strategic Development Committee meetings.

Children are asked to reflect on their learning experiences in all subjects, including drugs education. The way in which this done may vary from time to time and from class to class to suit the particular needs of each group of children.

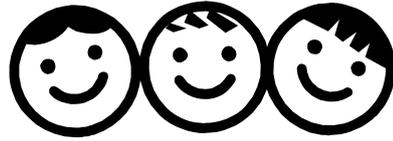
In all areas of the curriculum, including drugs education, children are aware of the desirable learning outcomes and the success criteria in activities undertaken. They are asked to comment on these when reflecting on what they have done, including observations about what they have found helpful or unhelpful. This feedback helps staff when considering modifications to practice.

This policy will be reviewed by the SLT and by the governing body, through the Strategic Development Committee.



Appendices:

- 1. Drug Education in Science and PSHCE
- 2. Progression in Learning Outcomes for Drug Education in Year Group Stages
- 3. D.A.R.E. Lessons
- 4. C.A.S.E. Lessons



Appendix 1. Drug Education in Science and PSHCE

National Curriculum Science

Pupils should be taught:

At Key Stage 1 - about the role of drugs as medicines

At Key Stage 2 - about the effects on the human body of tobacco, alcohol and other drugs and how these relate to their personal health

PSHCE

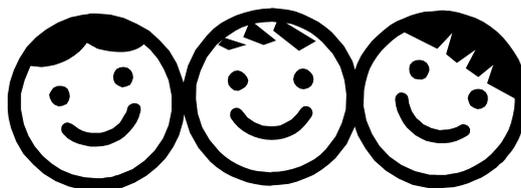
The Framework for Personal Social, Health and Citizenship Education guides that in order to develop a healthy lifestyle and keep themselves and others safe, pupils should be taught:

At FS & 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

At 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
- that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread
- 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 and 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. Foundation and Key Stage One

Progression in Learning Outcomes for Drug Education in Year Group Stages

Foundation Stage Pupils will:

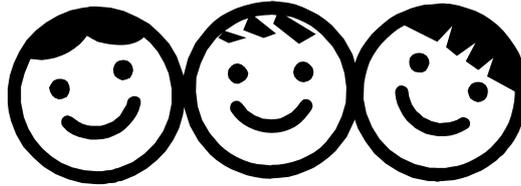
- have some basic information about the body and how to take care of it - e.g. keeping clean
- understand that medicines are different from other things and that grown ups must help them to take medicines safely
- be able to identify safe people who can help them
- be able to identify some health professionals and understand how their work can help
- be able to identify some potential risks and risky situations regarding substances
- begin to follow simple safety instructions
- begin to understand the value of themselves and other people

Year 1 Pupils will:

- extend their knowledge of the body and how it works with increased focus on what it needs to stay healthy
- begin to use information to make basic health choices - e.g. about food
- understand that all medicines and drugs can be harmful if not used properly
- know simple safety rules about medicines and other substances used in the home and school
- be able to extend their understanding of potential risks and risky situations regarding medicines
- be able to identify people who can help them when they have questions or concerns
- have the opportunity to practise communicating with adults generally, but also specifically in relation to drugs issues eg. meeting the school nurse or local GP
- be able to name and communicate basic feelings and identify some basic strategies to stay happy - e.g. family, friends, favourite toys etc.

Year 2 Pupils will:

- understand the school rules relating to medicines and revisit safety procedures for medicines
- extend their knowledge of the body and how it works, with increased focus on what it needs to stay healthy and begin to consider some of the things which could be detrimental to health - e.g. smoking
- develop further understanding of people who can help them and how to get help
- understand that there are dangers from handling discarded syringes and needles and be aware of what procedures to follow if they find a syringe
- have opportunities to demonstrate that they can take responsibility for their own safety and behaviour - e.g. carrying scissors safely
- have further opportunities to meet and communicate with adults on drugs issues - e.g. school nurse, GP, pharmacist or other health professionals
- be able to name and communicate a range of feelings and understand some contexts in which they may be experienced, including how it feels to be poorly / well
- be able to identify some positive strategies to maintain their emotional health and well-being - e.g. favourite games, friends, family, physical activities, seeking help



Appendix 2.

Lower Junior Progression in Learning Outcomes for Drug Education in Year Group Stages

Year 3 Pupils will:

- have more detailed information about the body, how it works and how to take care of it
- understand about different types of medicines (both prescribed and over-the-counter), legal and illegal drugs, including their form, their effects and associated risks
- be able to identify safety procedures when using medicines
- be able to identify some potential risks and risky situations regarding drug misuse
- explore and develop attitudes about different drugs and people who may use or misuse them
- understand the value of themselves and other people
- be able to identify people who can help and know how to give and get help in a given situation

Year 4 Pupils will:

- have extended their knowledge of the body and how it works, with increased focus on the harmful effects of tobacco and alcohol, different types of medicines (both prescribed and over-the-counter), legal and illegal drugs, including their form, their effects and their associated risks
- be able to identify people who can help children when they have questions or concerns
- be able to relate their knowledge gained through science, to extend their understanding of potential risks and risky situations regarding drug misuse
- be able to give and get appropriate help in drug situations (including the misuse of medicines)
- have had opportunities to practise communicating with adults generally, but also specifically in relation to drugs issues - e.g. talking to a diabetic
- have had the opportunity to take responsibility for their own safety and behaviour in relation to medicines and other drugs - e.g. holding inhalers, taking part in decisions about drugs in school
- have had opportunities to identify and practise transferable skills which will help them to cope with peer influences
- have increased confidence in their decision making and assertiveness skills, particularly in relation to drugs / medicines use

Appendix 2. Upper Junior Progression in Learning Outcomes for Drug Education

Year 5 Pupils will:

- understand the law relating to the use of legal and illegal drugs
- understand the school rules relating to medicines, alcohol, tobacco, solvents and illegal drugs and will have had opportunities to consider why these rules have been adopted
- develop further understanding of who can help them as they grow older and how to access this help (including health professionals, school nurse, police, helplines etc.)
- understand dangers from handling discarded syringes and needles and be aware of what procedures to follow if they find a syringe
- have opportunities to demonstrate that they can take more responsibility for their own safety and behaviour
- be able to identify risks and risky situations in their own life regarding drugs, having considered their attitudes and beliefs about different drugs and people who may use or misuse them
- have considered the misuse of drugs in sport
- have had opportunities to extend their transferable skills to cope with peer influence, making and asserting their own decisions in 'drug' situations
- have considered their role in supporting friends in drug-risk situations

Year 6 Pupils will:

- have further extended their knowledge of the human body and how it works, with increased focus on legal and illegal drugs, including their form, their effects and their associated risks
- understand the law relating to the use of legal (alcohol, tobacco and solvents) and illegal drugs and some wider health and social implications of breaking the law
- be able to identify and access a range of sources of personal support
- be able to put a person into the recovery position and get appropriate help in different 'drug situations'
- have had the opportunities to develop their decision - making and assertiveness skills in a variety of situations, including those relating to drug use
- have considered their role in supporting friends in drug-risk situations
- have explored their own and others' responses to media and advertising representations of alcohol, tobacco and other legal drugs
- have considered the motivations behind the images and messages presented and balanced these against the facts they know about the relevant drugs
- have considered the influence of popular messages on their decisions about drug use
- be able to communicate their feelings using a wider vocabulary and will be able to identify positive, healthy strategies to maintain their emotional health and well-being
- have had opportunities to explore their worries about transition, in relation to peer influence and drug situations, and to link these with the skills and strategies they have practise

Appendix 3

D.A.R.E. LESSONS (Year 6)

- Lesson 1. Introduction and DARE Decision making
- Lesson 2. Tobacco and using DARE Decision making
- Lesson 3. Cannabis and using DARE Decision making
- Lesson 4. Alcohol and using DARE Decision making
- Lesson 5. Volatile substances and positive alternatives
- Lesson 6. Friendship, peer pressure and self esteem
- Lesson 7. Saying No and response styles
- Lesson 8. Anti-social behaviour and its effect on the community
- Lesson 9. Teacher. DARE Report
- Lesson 10. Decision making role plays and Quiz
- Lesson 11. GRADUATION



DRUG ABUSE RESISTANCE EDUCATION

Appendix 4 C.A.S.E. LESSONS (Year 1)

Lesson 1	Introduction	
	Rules for C.A.S.E. lessons	Why do we have rules?
	What is Safety? 'Being safe means freedom from risks or dangers.'	
	Responsible adult - a person your mum or dad would trust to look after you	
Lesson 2	Assessing the situation	
	Finding dangerous items - ie. guns, knives, syringes, drugs etc.	
	Dealing with the situation safely.	Safe places to play
Lesson 3	Home Alone	
	Mum's accident	Making emergency calls
	How to contact parents / responsible adult	
Lesson 4	Safety in the home	(Fire Service)
	Smoke alarms	Get out and stay out
	Call 999	Stop, Drop and Roll
	Safety in the kitchen - Electrical safety - do not overload sockets etc.	
Lesson 5	Road and Railway Safety	
	Crossing places - zebras, pelicans, toucans etc.	
	Cycles and Skateboards - safe use, maintenance, protective equipment etc.	
	Seatbelts - overloading the rear seats of cars / estate car luggage areas	
	Train speeds - stopping distances, etc.	Railway trespass
Lesson 6	Drugs - what are they?	
	Why we need medicines, tablets and ointments, etc.	
	Why it's important to follow the instructions on the label	
	Who should give them to you	
	Alcohol, Tobacco and non-medication drugs and their effects	
Lesson 7	Playing safely - outside / on the park, etc.	(Think Bubble Video)
	Who is a stranger?	- not all strangers are dangerous
	The Buddy System	
	Letting your parents / guardians know just where you are	
	Not accepting gifts or lifts from strangers	
Lesson 8	Lost and Forgotten	(Think Bubble Video)
	Who do you go to when you are lost?	
	What you should do if you are not collected after school / training / club	
Lesson 9	Bullying and Avoiding violent situations	(Think Bubble Video)
	How to deal with your anger	
	Ways to avoid violent situations	
Lesson 10	Indecency - no secret kisses and cuddles	(Think Bubble Video)
	No one should touch you where your bathing suit fits	
	Who can touch you where your bathing suit fits/	
	Who you should tell? - It is not wrong to tell about it, no matter what	
Lesson 11	Presentation of Certificates	Graduation Ceremony

