

Cottesmore St Mary Catholic Primary

Drugs Education Policy



**'Mane nobiscum Domine'
(Abide with us O Lord)**

Date of policy review: September 2017

Next review: July 2020

Policy written by: Cath McLoughlin

Policy reviewed & passed by: Pupils, Parents and Community Committee

Key people responsible for Drugs Education: Erin Brady

Drugs Education Policy

CONTENTS

- **Flow chart of actions – Page 3**

- **Mission Statement and Rationale – Page 4**

- **Aims and Objectives of the Policy – Page 4**

- **Drugs and Alcohol Education Curriculum – Page 5**

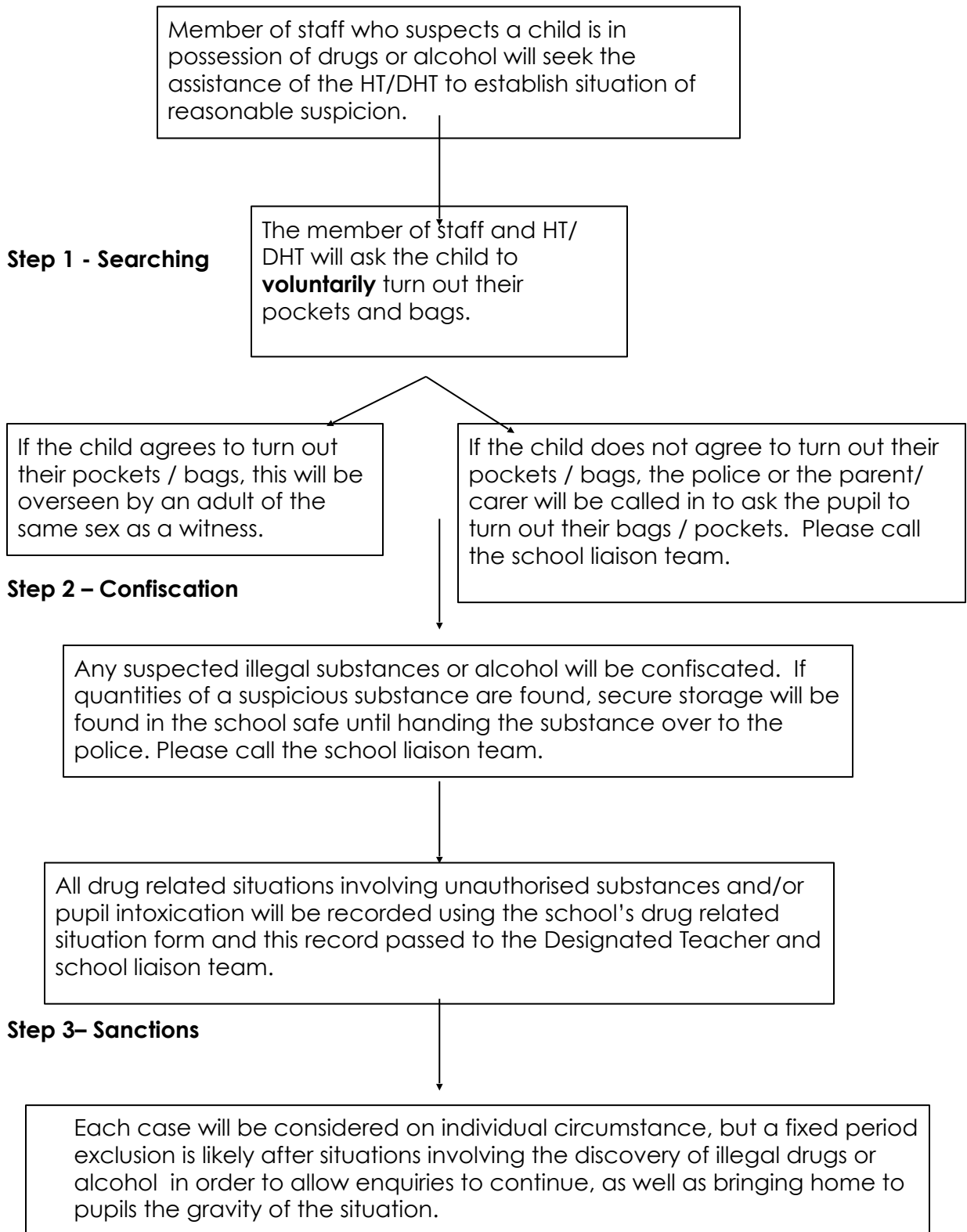
- **Drugs and Alcohol Related Situations – Page 7**

- **School Visits and Social Events - Page 8**

- **Support for Vulnerable Pupils – Page 9**

- **Confidentiality – Page 9**

Action Flow Chart for Drugs and Alcohol Procedures



Our Mission

God made each one of us, we are all His disciples.

We believe in ourselves and help each other to do our best, respecting each other's differences and including everyone. We show care for others, especially by helping those in need and acting as God wants us to whilst living the Gospel daily.

We pray and worship together and so grow closer to God and each other, celebrating when others do well. We are part of God's family, supporting other people in school, at home, at church and in the world around us.

Mane nobiscum Domine – Abide with us Lord.



We want the children who leave our school to make the most of every learning opportunity so that they can grow into the best people they can be, fulfilling their dreams and God's special plan for them, being happy and confident and joyfully showing to others their faith in God.

Rationale

'I have come that you might have life and have it to the full' John 10:10

Section 1 Aims and Objectives of the Policy

1.1

This policy is an appendix to the Cottesmore St Mary Education for Personal Relationships (EPR) Policy. The purpose of the policy is to set out the school's approach to teaching and learning about drugs and Cottesmore St Mary's management of situations involving drugs.

1.2

Definitions: *A drug is any substance which, when taken into the body, affects the chemical composition of the body and how it functions.*

Therefore, drugs include legally controlled substances such as:

- Caffeine
- Alcohol
- Tobacco
- Solvents

As well as substances used for specific purposes, whether sold over the counter or prescribed, such as:

- Painkillers
- Tranquillisers
- Anti-depressants
- Steroids

And illegal substances such as:

- Amphetamines
- Cannabis
- Ecstasy
- Heroin
- Crack
- Cocaine
- LSD

These lists are not definitive and there may be some overlap of the categories.

1.3

Although Cottesmore St Mary has not, to date, experienced direct drug related incidents with our children, we are aware that our children are subject to experiences outside school that may encourage them to experiment with substances legal or illegal.

"Effective drug education in schools should provide children with the knowledge and awareness they need to make informed judgements..." Tackling drugs to build a better Britain. DFEE April 1998.

Section 2 Drug and Alcohol Education Curriculum

2.1

The goal of drug and alcohol education is: for children and young people to develop the knowledge, skills and attitudes to appreciate the benefits of a healthy lifestyle, promote responsibility towards the use of drugs and relate these to their own actions, both now and in their future lives.

This goal will contribute towards the achievement of one of the four objectives of the national anti-drugs strategy: 'to help children and young people resist drug misuse and to achieve their full potential'.

2.2

Effective drug and alcohol education forms an integral part of planned EPR and returns to topics at each Key Stage for reinforcement and coverage in increasing depth. The learning objectives for drug and alcohol education include:

Attitudes and Values.

- to examine own opinions and values, and those of others
- to promote a positive attitude to healthy lifestyles and keeping self safe
- to enhance self awareness and self esteem
- to value and respect self and others
- to value diversity and difference within society
- to promote a sense of responsibility towards the use of drugs

Personal and Social Skills

- to identify risks to health
- to communicate with peers and adults, including parents/carers and professionals
- to learn how to give and secure help
- to develop decision-making, negotiation and assertiveness, particularly in situations related to drug use
- to develop an appreciation of the consequences of choices made
- to be able to cope with peer influences, and in resisting unhelpful pressures from adults and the media
- to make choices based on an understanding of difference and with an absence of prejudice
- to be able to talk, listen and think about feelings and relationships
- to develop critical thinking as part of decision-making

Knowledge and Understanding

- to develop an understanding of drugs and of the effects and risks of using drugs
- to gain an understanding of how the body functions and works and to learn the effects substance misuse will have upon it
- to gain an understanding of what is safe and appropriate drug use
- to gain an understanding of the role of drugs in society and the laws and rules relating to their use
- to gain knowledge of people who can help if pupils have worries and foster an understanding of confidentiality
- to gain an understanding of the changing nature of relationships, including families and friends, and ways of dealing positively with change

2.3

Curriculum Map of Drugs Education Coverage

Rec	Keeping myself safe at home and out and about Who can help me when I need it? Focus on keeping safe at home Basic personal hygiene
Year 1	Personal Hygiene Medicines and people who help us
Year 2	Keeping safe Handling Medicines
Year 3	Tobacco Education
Year 4	Making an Emergency Telephone Call Alcohol Education
Year 5	Exercise and Diet – Healthy Living Legal and illegal drugs
Year 6	Effects (long and short term) of Illegal drugs and substance misuse Resisting Peer Pressure Preventing early use

The Drugs Education curriculum is planned from the Diocesan EPR Planning Document.

2.4

Organisation of Drug and Alcohol Education Curriculum

Co-ordinator: EPR Co-ordinator Erin Brady. For the role of the EPR Co-ordinator (which includes Drugs and Alcohol Education) see separate EPR policy.

The Drugs Education Strand of our EPR programme will take place in the Spring Term of each year, for the above stated amounts of time.

Drugs education will be delivered mainly through:

- a) EPR lessons.
- b) If appropriate speakers will be invited to visit eg School nurse, Schools Liaison Police Officers.
- c) Circle Time – this takes place sometimes as part of EPR lessons and sometimes as separate sessions.
- d) Cross curricular eg Science lessons

2.5

Teaching and Learning Methodologies

The climate of the teaching environment will be such that young people and children feel secure and able to discuss issues relating to drug use and misuse within agreed boundaries, and to respond to each other with consideration and respect. Ground rules are used in the EPR Programme and this emphasises the promotion of relevant personal skills. Pupils are shown respect for personal privacy and time is taken to explain the implications of personal disclosures. A variety of teaching and learning approaches are used in the delivery of drug and alcohol education within the EPR programme. There is a place for didactic teaching methods within the programme, together with active learning

approaches, such as role play, small group work and problem solving, which more effectively engage pupils in the learning process.

Teaching methods will include:

- Discussion
- Role play and drama
- Circle time
- Workshops
- Reading
- Videos
- Pedagogical sessions

2.6

Monitoring of drug and alcohol education, within EPR

The delivery of EPR is monitored by the co-ordinator. This includes samples of the children's work, pupil interviews and for the Co-ordinator to observe colleagues.

7. Assessment of drug and alcohol education within EPR

Factual knowledge and understanding about drugs and specific personal and social skills, as identified in the scheme of work are assessed in EPR as an integral element of teaching and learning. A variety of evidence of pupils' progress is collected, for example:

- Preparation of a talk, presentation or personal website
- Demonstration of skills through role play
- Creation of board game, quiz, or production of resources for younger children
- Participation in an event, project, school council with use of diary photography or video to record involvement.
- Teachers' annotations of attainment on plans

Section 3 Drug Related Situations

1.

A drug related situation is one where there is suspicion, disclosure, or observation of the use of unauthorised drugs or the discovery of unauthorised drugs.

2.

Cottesmore St Mary does not allow anyone to possess, produce, supply or offer illegal drugs on the premises in accordance with the Misuse of Drugs Act 1971. Any suspected illegal drugs found, or confiscated, on premises will be disposed of appropriately.

The designated senior member of staff for drug related situations and child protection is: Rachel Breen (Head Teacher)

3.

Procedures for managing a situation involving pupils, parents/carers and a suspicious substance.

- **Sanctions and support** - the consequences of drug related situations. - Each case will be considered on individual circumstance, but a fixed period exclusion is likely after situations involving the discovery of illegal drugs in order to allow enquiries to continue, as well as bringing home to pupils the gravity of the situation.

- **Confiscation and searching.** - Where there is reasonable suspicion of a pupil being in possession of drugs or alcohol, they will be asked to voluntarily turn out their own pockets or bags. Pupils will not be forcibly searched. If a pupil agrees to being searched ie turning out their pockets, this will be carried out by an adult of the same sex, with another adult present as a witness. If the pupil does not give their consent, then the police or their parent / carer can be called in to carry out a search ie ask pupil to turn out their pockets.

- **Location of secure storage.**

If quantities of a suspicious substance are found, secure storage will be found in school safe until handing the substance over to the police. Any alcoholic drinks will be confiscated.

- **Recording of drug related situations** – all drug related situations involving unauthorised substances and/or pupil intoxication will be recorded using the school's drug related situation form and this record passed to the Designated Teacher.

Section 4 School Visits and Social Events

4.1

The use of alcohol, tobacco or other drugs by staff or pupils on school visits or social events.

This policy still applies during all school visits and staff will be briefed about procedures and responsibilities before all visits. Pupils will be reminded of this in advance and, where necessary, given a clear explanation of the consequences of the misuse of substances during the visit. Provision may need to be made for staff that smoke, which should ensure that smoking does not occur in the presence of pupils. Staff are reminded that no staff with responsibility for pupils should drink alcohol whilst children are in their care.

If a situation involving drugs or alcohol occurs with a pupil during a school visit, then it should, on most occasions, be treated as a school disciplinary matter and the advice of a senior manager sought as soon as possible. Any police investigation would have to be undertaken by the local police force.

4.2

Procedures in the event of alcohol, tobacco and other drug use by parents/ carers and other visitors to the school. Any individual will asked to leave the premises if they are there without 'lawful authority' and 'cause or permit nuisance or disturbance to the annoyance of persons who lawfully use those premises'. This includes adults, including parents / carers displaying signs of intoxication.

4.3

Cottesmore St Mary's is a smoke free site at all times. Whilst we permit licensed events, any stores of alcohol will be kept securely locked in the SOCS cupboard, to which no child is allowed access. When the school is being used for social events it is expected that the organizers will be socially responsible. Those believed to have drunk excessively may be asked to leave.

Section 5 Support for vulnerable pupils

5.1

The Government's anti-drugs strategy emphasises the need for appropriate and specific interventions with groups of young people who are most vulnerable to developing serious drug misuse problems. Groups identified include:

- Homeless young people
- Looked after children
- Those that regularly truant from school
- Those permanently excluded
- Young offenders
- Children of drug or alcohol misusing parents

In such cases, the support of local external agencies would be sought. We will monitor these children through 1:1 discussion.

Section 6 Confidentiality

6.1

When a pupil discloses to a member of staff that s/he is taking drugs, or is in a situation that gives cause for concern for a child's safety, the member of staff must make it clear to the child that s/he can't guarantee confidentiality, given the seriousness of such situations. Child protection procedures should be followed for any pupils thought to be at risk.

Staff's first contact point in these situations should be the Headteacher. The Deputy Headteacher is also available for advice.

Section 7 Staff Training

7.1

All staff will be encouraged to invite the Schools Liaison team to work with the children on:

- basic awareness of drugs (including alcohol),
- emergency procedures,
- procedures in the event of an incident,
- confidentiality and disclosure.