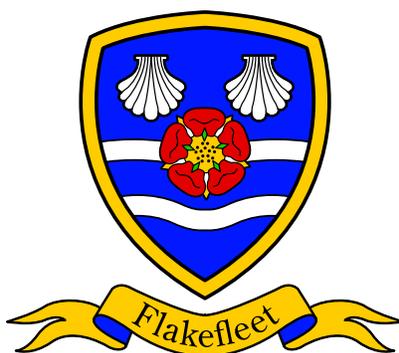


**FLAKEFLEET
PRIMARY SCHOOL**



**POLICY FOR
DRUG EDUCATION
2012**

DRUG EDUCATION POLICY

1. Links with other policies

This policy should be read in conjunction with the PSHE and Citizenship Policy and the following related policies, Health and Safety, Behaviour, Administering Medicines, Drug Related Incidents and Child Protection.

2. A Definition of Drugs

The definition of drugs used in this policy is the definition given by the United Nations Office on Drugs and Crime: “A substance people take to change the way they feel, think or behave”. This is also used by the DfES in its drugs guidance and Camden LEA.

This refers to all drugs:

- * Legal drugs, including alcohol, tobacco and poppers;
- * Over the counter and prescription medicines;
- * Illegal drugs (those controlled by the Misuse of drugs Act 1971) including ecstasy, cannabis, crack/cocaine, heroin and LSD;
- * Other drugs such as anabolic steroids, volatile substances (solvents), ketamine and khat.

3. The Need for a Policy

The school believes that drugs play a part in the lives of every one of us and that experimentation with drugs has always been a feature of many young people’s lives. It is the responsibility of schools to help reduce harm from drugs, to play a role in drug education and to help those who misuse drugs. This policy sets out Flakefleet Primary School’s approach to drug education. In developing this policy the school has considered its legal responsibility, in conjunction with the needs of the pupils, teachers, governors, parents and the local community.

This policy aims to:

- * Give a clear view on the use of drugs in school;
- * Give information about what is taught, how it is taught;
- * Give guidance to teachers, support staff and visitors about drug education.

4. Drugs Education and Drugs Prevention

We aim to provide pupils with knowledge so that in later life they will be able to make informed decisions about drugs. We also believe it is important for pupils to discuss attitudes and build skills to resist peer group pressure in relationship to drug-use.

At Flakefleet we believe that a positive school ethos helps pupils to feel valued and part of the school community and fosters positive self-images, which may help pupils cope better in situations involving drug abuse.

To achieve this, our drug education programme helps pupils:

- * Gain knowledge and understanding about the effects and risks and dangers of drugs and correct myths and misunderstandings;
- * Develop skills to make informed decisions, including communication, self awareness, negotiation, finding information, help and advice, helping others and managing situations involving drugs;
- * Develop skills to manage situations involving drugs including assessing and avoiding risks, assertiveness and refusal skills and helping others;
- * Explore their own and other peoples' attitudes to drugs, drug use and drug users, including challenging stereotypes and dispelling myths and exploring media and social influences.

5. How is drug education taught?

Drug Education is taught mainly through PSHE and citizenship and through relevant topics in science e.g. My Body. Drug Education is also delivered through opportunities in Literacy, for

example, persuasive writing. The teaching programme ensures that there is progression from the Foundation Stage to Year 6 with topics and issues being included which are appropriate to the age and maturity of pupils.

Foundation Stage and Key Stage 1 focuses on medicines and how to be safe, being ill and getting better, being safe with household substances and risks. Key Stage 2 focuses on effects and risks of smoking and alcohol, resisting pressure to do wrong and making safe decisions. In Year 6 specific education about drugs will take place for at least one hour a week for half a term.

Our Drug Education Programme is adapted from the DfES recommended Drug Education curriculum for KS1 & 2 (see Appendix 1) and forms part of our PSHE scheme of work which is attached to our PSHE policy.

6. How drug education is monitored and evaluated

The PSHE Leaders, Head Teacher and Governors are responsible for the overall monitoring of the quality of Drugs Education within the PSHE and Citizenship framework.

7. Training for staff

We take advantage of the support, advice and training provided by Local Education Authority and other local organisations.

8. Confidentiality

If a child shares information in relation to drugs, and the teacher believes that a child is at risk or in danger, they will talk to the Head teacher or Child Protection Officer. The teacher will let the child know that they will speak to the Head Teacher and give reasons for their decision.

Appendix 1

DfES DRUG EDUCATION PROGRAMME

The following outline teaching programme illustrates the topics that might be covered in a drug education programme at each key stage. The plan is not intended to be definitive or

prescriptive and there is a degree of overlay in content between key stages. Schools may wish to consider the plan as a starting point for their own thinking.

KEY STAGE 1 KEY STAGE 2

Knowledge & School rules relating to medicine.

Understanding medicines, alcohol, tobacco, solvents & Illegal drugs.

Basic information about how the body works and how to take care of it.

Different types of medicine (both prescribed and over the counter) and illegal drugs including their effects on health and the associated risks.

Introduction to the law relating to drugs.

Dangers from handling discarded solvents, including syringes and needles.

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.

Giving and getting help.

Safety procedures when using medicines.

Attitudes valuing one's body and valuing oneself and other people, recognising its uniqueness.

Responses to media and attitudes towards the use of advertising alcohol, tobacco and other legal drugs.