

# Summerfields

PRIMARY SCHOOL



## Drug Education Policy

**Reviewed: 07/07/2016**

**Next Review: 07/07/2019**

A handwritten signature in blue ink that reads 'JOM'.

Signed: .....



## Summerfields Primary School

### DRUG EDUCATION POLICY

#### **Rationale:**

- To teach children about the role of drugs and equip them with skills, knowledge and attitudes to make healthy and informed decisions about their lives now and in the future.

In this context the term 'drug' is used to indicate

- (a) an illegal substance
- (b) substances which are legal but can be misused e.g. alcohol, tobacco

#### **Aims:**

To develop a school ethos that sets out to

- Provide accurate information about drugs in relation to personal safety
- Develop an understanding that all medicines are drugs, but that not all drugs are medicines, and that all substances are harmful if not used properly
- Increase understanding about the implications and possible consequences of drug use and misuse
- Enable pupils to identify sources of appropriate personal support.

It is the policy of this school that:

- A program of drug education will be offered to all pupils as part of science and PSHE, which is to give clear messages on the dangerous effects of drugs without resorting to shock tactics.
- The school will use the 'Jugs and Herrings' project to assess the children's understanding of drugs (see Appendix 1)
- Staff will deal with this area of the curriculum with sensitivity according to the child's age and maturity.
- No confidentiality is guaranteed if a child discloses to a teacher that he/she is involved with drug misuse.
- We adhere to a non-smoking policy.
- Anybody found behaving inappropriately under the influence of drugs would be asked to leave the premises.

***Responsibility:***

The Headteacher is responsible for monitoring and reviewing this policy. They will feed back as necessary to the *Governors*.

Signature

Date

**Review Date**

## ***Guidelines***

- The Head Teacher is the member of staff responsible for the management of drug education throughout the school.
- Certain prescribed medicines are allowed into the school. If a child is on long term medication, a form of consent for the administration of this medicine by the school is needed (see Appendix 2).
- The school acknowledges the importance of its pastoral role in the welfare of children and is aware the effective communication and co-operation with parents/carers is essential to the successful implementation of this policy.
- The school will consider any incident involving substances individually and recognises that the responses will vary according to each incident. However, the school has a responsibility to inform the police and other outside agencies when necessary.
- If a child voluntarily discloses information about drug abuse it is important - not to over re-act, listen to the children, don't jump to conclusions and inform the Head Teacher.
- Consideration will also be given to the possibility that pupil's parents/carers or siblings may have had experience of drug misuse.
- If a harmful, illegal substance is discovered it should be removed to a place of safe keeping and the police informed.
- Acute intoxication, physical collapse or unconsciousness can result from even one experiment with drugs or solvents. All drug related medical emergencies should be dealt with by a trained first aider and/or professional medic.

## The School Programme for Drug Education

- Year R We discuss why we take medicine and the importance of taking it as prescribed; why we should never eat or drink anything unless a known adult (Mum, Dad, teacher, doctor) says it is all right - no found "sweets" etc. We discuss book "Mummy, why can't I breathe" as several children need to use inhalers regularly.
- Year 1 Revision of above. We discuss smoking and briefly what it does to bodies - makes it difficult to breathe. We discuss our reactions to smoking i.e. smelly, smoke makes us cough.
- Year 2 Discussion about the things we put into our bodies, good things and bad things. What we should never place in our mouths. Safety posters to tell others about safety points. Looking at medicine bottles and other bottles that may contain dangerous substances. Talking about illnesses the children have where medical drugs have to be taken daily and why they do this. Jugs and Herrings
- Year 3 Discussion concerning drugs used in the home i.e. acceptable drugs. Discuss safety of drugs - lock in medicine cupboards, out of children's reach - to be administered by known adults. Discussion about drugs used regularly by some children for illnesses such as asthma - benefits of medication.
- Year 4 Key message - Medicines are drugs but not all drugs are medicines.
- Smoking - effects on the body, social effects, resisting peer pressure, how to keep lungs healthy, passive smoking, exhaust fumes, etc. Why start smoking?
- Alcohol - effects on body, socially acceptable? "Safety" limits, drink/driving etc. Tea/coffee as drugs.
- Jugs and Herrings.
- Year 5 Key message - Not all drugs are legal.

Discussion and work around legal and illegal drugs, people's attitudes towards them and how they can affect people eg alcohol is legal but its misuse can lead to serious consequences.

Ways to cope with peer pressure around taking drugs. You can say no!

Year 6

Key message - How to prevent early use and where to go for help, advice and support.

Jugs and Herrings leading to wider opportunities for children to talk about what they already know, answer questions and clear up mis-conceptions.

Children should be taught that even everyday substances can be dangerous or even fatal if misused (VSA) eg glue and solvents.

This programme has been written taking advice and information from Drugs a Guidance for Schools DfES 2004.

## JUGS AND HERRINGS

**Aim:** To assess pupils' knowledge about drugs.

**Materials:** Paper and pens

**Method:**

- Explain that you want to know what each child thinks and knows about the word "drugs".
- Stress that they must work alone on this activity.
- Hand out the materials.
- Explain that you will read a story and will pause now and again for the class to draw pictures.
- Read out the story. Stop where appropriate for the children to draw pictures and label them.

**The story**

Two children, Jasmine and Abdul, were walking to school one morning. As they passed by some bushes, Abdul saw a bag lying on the ground. The children decided to have a closer look. Jasmine picked up the bag and opened it. Both the children were surprised to see that it had *drugs* inside it.

**Now stop reading and ask the class to draw the bag and the drugs. Then ask the children to write words next to their picture, which explain the drawings.**

Jasmine asked Abdul: "Who do you think has lost this bag?"

**Stop reading and ask the class to draw a picture of the person who has lost the bag. Again, ask them to write words next to the drawing. For example, the person's age, their job, their clothing and where they live.**

Abdul said "I want to know what they were going to do with these drugs before they lost them."

**Stop reading and ask the class to draw what the person was going to do with them. Write the words next to the drawing.**

Jasmine said "Abdul, what do we do with the drugs now?"

**Repeat as above.**

**Feedback:**

- Ask the class if a drug can be good for them, and can they give an example.
- Ask what they would do if they found a bag of drugs.

**Background:**

The lesson is based upon an adaptation of research carried out at Southampton University for the HEA's Primary Schools Project. The title "Jugs and Herrings" derived from some of the children's drawing/writings, where they thought of "jugs" instead of "drugs", and "herrings" instead of "heroin".

### Content of and progression within drug education

The table below shows how the statutory requirements of the science (Sc) and citizenship (Ct) programmes of study and the PSHE frameworks (PSHE and Ct and PSHE) can provide the basis for a drug education programme. It illustrates the opportunities for progression as pupils develop their knowledge, understanding, skills and attitudes.

Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>•(PSHE and Ct 2d) to agree and follow rules for their group and classroom, and understand how rules help them (eg simple safety rules)</li> <li>•(Sc2 2d) about the role of drugs as medicines</li> <li>•(PSHE and Ct 3f) that all household products, including medicines, can be harmful if not used properly</li> <li>•(PSHE and Ct 3g) rules for, and ways of, keeping safe, including basic road safety (eg rules for medicines) and about people who can help them to stay safe (eg the policy, health professionals)</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>•(PSHE and Ct 2b) why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</li> <li>•(Sc2 2g) about the effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health.</li> <li>•(PSHE and Ct 3a) what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices</li> <li>•(PSHE and Ct 3b) that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread</li> <li>•(PSHE and Ct 3d) which commonly available substances and drugs are legal and illegal, their effects and risks</li> <li>•(PSHE and Ct 3f) 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</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>•(Ct 1a) about the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people.</li> <li>•(Ct 1f) about the work of community-based, national and international voluntary groups</li> <li>•(PSHE 2b) how to keep healthy and what influences health, including the media</li> <li>•(PSHE 2c) that good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health.</li> <li>•(Sc2 2m) that the abuse of alcohol, solvents and other drugs affects health</li> <li>•(PSHE 2d) basic facts and laws including school rules, about alcohol and tobacco, illegal substances and the risks of misusing prescribed (and over the counter) medicines</li> <li>•(PSHE 2h) basic emergency aid procedures and where to get help and support</li> </ul> <p>During this Key Stage pupils should be taught the knowledge, skills and understanding through opportunities</p>	<p>Pupils should be taught</p> <ul style="list-style-type: none"> <li>•(Ct 1a) about the legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and civil justice systems (eg in relation to drug, alcohol and tobacco laws)</li> <li>•(Ct 1c) about the work of Parliament, the Government and the courts in making and shaping the law (eg laws on use, misuse and supply, the reclassification of substances, etc)</li> <li>•(PSHE 2a) to think about the alternatives and long and short term consequences when making decisions about personal health</li> <li>•(Sc2 2m) about the effects of solvents, alcohol, tobacco and other drugs on bodily functions</li> <li>•(PSHE 2e) about the health risks of alcohol, tobacco and other drug use, early sexual activity and pregnancy, different food choices and sunbathing, and about safer choices they can make</li> <li>•(PSHE 3j) to know about the statutory and voluntary organisations that relate to drug,</li> </ul>

	<p>pressure to do wrong.</p> <ul style="list-style-type: none"> <li>•(PSHE and Ct 3g) school rules about health and safety, basic emergency aid procedures an where to get help</li> <li>•(PSHE and Ct 4g) where individuals, families and groups can get help and support</li> </ul>	<p>to:</p> <ul style="list-style-type: none"> <li>•(PSHE 4h) find information and advice</li> </ul>	<p>alcohol and tobacco use.</p>
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“Drugs” refers to all drugs including medicines, volatile substances, alcohol, tobacco and illegal drugs.