

# ATTAIN ACADEMY PARTNERSHIP



## Drug Education Policy

For

## Gosfield Community Primary School



**January 2025**

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## **1. Introduction**

- 1.1 The academy has a statutory duty to promote pupil's wellbeing and as part of our pastoral responsibilities a clear role in preventing drug misuse. This policy reflects [guidance](#) produced by the Department of Education and the Association of Chief Officers (ACPO) (September 2012) for schools on drugs. It also reflects the content of the QCA schemes of work, advice in the Healthy Schools Programme, and guidance from the Trust and the local Drug Action team.

This policy should be read alongside the Trust's Drugs and Alcohol policy.

## **2. Aims and objectives**

- 2.1 Drug Education at the academy aims to:
- Equip pupils with the facts (appropriate to their age and level of understanding)
  - Emphasise the benefits of healthy lifestyle
  - Give pupils the knowledge and skills to make informed and responsible choices now and later in life
- 2.2 The aims of this policy are to:
- Clarify the academy's approach to drugs, for staff, pupils, governors, parents or carers, and to clarify the legal requirements and responsibilities;
  - Give guidance to staff on the academy's drug education programme;
  - Safeguard the health and safety of pupils and staff in our academy;
  - Enable staff to manage drug-related incidents properly

## **3. Terminology**

- 3.1 The term 'drugs' is used throughout this policy to refer to all drugs:
- All illegal drugs (those controlled by the Misuse of Drugs Act 1971);
  - All legal drugs, including alcohol and tobacco, and also volatile substances (those giving off a gas or vapour which can be inhaled);
  - All medicines, whether over-the-counter or on prescription.

## **4. Policy statement**

- 4.1 The academy believes that the presence of unauthorised drugs in our academy is not acceptable.
- 4.2 We want our academy to be a safe place for us all to work, and the presence of unauthorised drugs represents a threat to our health and safety.

## **5. Roles and Responsibilities**

### **5.1 Headteacher**

The Headteacher will:

- Ensure that staff and parents are informed about this drugs policy;
- Ensure that the policy is implemented effectively;
- Manage any drug-related incidents;
- Ensure that staff are given sufficient training, so that they can teach effectively about drugs, and handle any difficult issues with sensitivity;
- Liaise with external agencies regarding the academy drugs education programme;
- Monitor the policy on a day-to-day basis, and report to governors, when requested, on the effectiveness of the policy.

### **5.2 Local Governors**

The local governing body will:

- Establish general guidelines on drugs education;
- Support the Headteacher in following these guidelines;
- Inform and consult with parents about the drugs education policy;
- Liaise with the Trust and health organisations, so that the academy's policy is in line with the best advice available;
- Support the Headteacher in any case conferences, or in appeals against exclusions.

### **5.3 Parents**

5.3.1 The academy is well aware that the primary role in children's drugs education lies with parents. We wish to build a positive and supporting relationship with the parents of our pupils, through mutual understanding, trust and cooperation. To promote this objective, the academy will:

- Inform parents about the academy drug education policy and practice;
- Invite parents to view the materials used to teach drugs education in our academy;
- Answer any questions that parents may have about the drug education that their child receives in the academy;
- Take seriously any issue which parents raise with teachers or governors about this policy, or about arrangements for drugs education in the academy;
- Encourage parents to be involved in reviewing the academy policy, and making modifications to it as necessary;
- Inform parents about the best practice known with regard to drugs education, so that the parents can support the key messages being given to children at the academy.

5.3.2 When an incident concerning unauthorised drugs has occurred in the academy and a pupil is involved, we will inform the parents, and explain how we intend to respond to the incident.

5.3.3 Staff will not discharge a pupil to the care of an intoxicated parent. Staff will suggest an alternative arrangement for the pupil's collection. The focus will be the pupil's welfare and safety. Where the behaviour of an intoxicated parent places a child at risk, or the parent or carer becomes abusive or violent, staff will consult with the Designated Safeguarding Lead (DSL), to invoke child protection procedures and possibly the involvement of the police.

## **6. Objectives of Drugs Education**

6.1 Drugs education should enable pupils to develop their knowledge, attitudes and understanding about drugs, and to appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions. It should:

- Build on knowledge and understanding;
- Provide accurate information, and clear up misunderstandings;
- Explore attitudes and values, and examine the risks and consequences of actions relating to drugs;
- Develop pupils' interpersonal skills, their understanding of rules and laws, and their self-awareness and self-esteem;
- Ensure that all children are taught about drugs in a consistent manner, following guidelines that have been agreed by parents, governors and staff.

## **7. Drugs Education**

7.1 The aim of our taught curriculum is to support the Essex vision for drug education.

“In Essex, every learner has the knowledge, problem solving and decision making skills necessary to be able to make informed choices about drug use and that they have the interpersonal skills and high self-esteem required to enable them to enact their decision with the least possible harm to themselves or others.”

7.2 We regard drug education as a whole-academy issue, and we believe that opportunities to teach about the importance of a healthy lifestyle occur naturally throughout the curriculum, but especially in science, PSHEE and citizenship, RE and PE.

7.3 Teaching about drugs will begin in Key Stage 1, when pupils are taught about seeing the doctor, visiting the chemist, and the importance of medicines and their safe handling. It is important to teach that some drugs are needed by children and adults in order for them to remain healthy. Pupils will be taught where it is safe to keep these drugs, that it is important that only adults administer drugs, and that you should never take anyone else's medicine.

- 7.4 In Key Stage 2, pupils will be taught that some drugs are dangerous to our bodies and that they should refuse to accept these drugs. Pupils will learn that alcohol is the most widely used drug, and that its dangers can be overlooked. We will ensure that our pupils are aware of the risks associated with drinking. We teach pupils that smoking is a minority habit and encourage them to consider its effects and risks. We also teach pupils about the dangers of volatile-substance abuse, because of the high risk of accidental death, especially for first-time and occasional abusers.
- 7.5 It is important that pupils are taught strategies for dealing with peer pressure and are confident to say 'no' to substance abuse. Older pupils will need to explore how young people feel or what motivates them to try unprescribed drugs. It is important to target vulnerable pupils in drug related education.
- 7.6 We recognise that learning is most effective when it addresses the development of knowledge, attitudes and skills together and when teaching and learning are participative and active. We use a variety of teaching styles that are characterised by active learning.
- We find out through classroom investigations what the children know already, we pose dilemmas, and we get the children to discuss choices.
  - We use language appropriate to the pupil's age, readiness, culture, ethnicity and vulnerability
  - Wherever possible, the information we give is visually reinforced.
  - We use drama, role-play or ICT to demonstrate various strategies and scenarios. In short, we seek to engage our pupils.
  - We give them the opportunity to discuss, have challenged and clarify their attitudes and beliefs about drug use in groups or in whole class.
  - We encourage them to listen to the views of others, and we ask them to explore why drugs are such a problem for society.
- 7.7 We aim to teach all pupils about drugs, however different their attainment levels, and however diverse their requirements. We recognise that pupils with special educational needs may be more vulnerable, that different communities have different attitudes towards drug abuse, and that some pupils may have drug-abusing parents.
- 7.8 Drugs education takes place during normal lesson time. Sometimes, a class teacher will seek support from the school nurse or another health professional. In teaching this course, we follow DfE and local authority guidelines. Lessons that focus on drugs education form part of a sequence of lessons that are designed to promote a healthy lifestyle.
- 7.9 The curriculum aims to educate pupils in preventing drug and alcohol misuse and to reduce the possibility of harm by developing their knowledge so they can make sensible decisions. There are procedures for drug related incidents.

## **8. Drugs at the Academy**

- 8.1 Prescribed medication may be administered by the academy on receipt of a signed form by the parents in line with the Trust's policy on the administration of medicines and management of children's illnesses.
- 8.2 The possession, supply or use of unauthorised drugs (illegal or legal) is strictly prohibited on the academy Premises. (See the Trust's drugs and alcohol policy)

## **9. Drugs Incidents**

- 9.1 Drug-related incidents in primary schools are rare however the academy recognises the need for clear procedures should an incident involving unauthorised drugs occur. All cases of drug-related incidents must be reported to the Headteacher and will be dealt with in line with the Trust's drug and alcohol policy.
- 9.2 Where a pupil is suspected of concealing an unauthorised drug, a search may be carried out in line with the Trust's physical intervention policy.
- 9.3 All incidents will be recorded by SLT on CPOMS.

## **10. Discipline and support**

- 10.1 The headteacher will be responsible for deciding how to discipline a pupil following any drug related incident and all factors influencing the incident will be taken into account. The academy's behaviour and relationships policy has clear sanctions for breaking academy rules and a variety of consequences/sanctions are possible. Exclusion may be possible in rare and serious cases.

## **11. Equal Opportunities**

- 11.1 The academy has a policy of inclusion for all pupils and staff. Please see the academy's equal opportunities policy and the Trust's equality policy

## **12. Monitoring and Review**

- 12.1 Drug education will be monitored and assessed as part of the PSHE programme and the science element in accordance with the National Curriculum.
- 12.2 A range of strategies can be used for consulting with pupils, staff, governors, parents and the wider community.
- draw and write activities for pupils to identify their perceptions and understanding about drugs;
  - discussion in class and school council;

- involvement through the Healthy Schools (Essex Child and Family Wellbeing Services);
- questionnaires for pupils and parents / carers;
- consultation meetings and workshops for parents/carers and others.

12.3 The local governing body will monitor the drug education policy. If the policy appears to need modification, then the committee will report its findings and recommendations. Governors take into serious consideration any representation from parents about the drugs education programme, and comments will be recorded. Governors require the Headteacher to keep a written record detailing the content and delivery of the drugs education programme taught in this academy.

12.4 This policy will be reviewed every two years or earlier if necessary.

### 13. **Linked Policies**

- Drugs and Alcohol Policy
- Smoking in the Workplace Policy
- Physical Intervention Policy
- Policy on the Administration of Medicines and Management of children's Illnesses
- PSHE policy
- Equality Policy
- Equal Opportunities Policy

### 14. **Document Version Control**

<b>Version</b>	<b>Date Issued</b>	<b>Author(s)</b>	<b>Update Information</b>
2022-1	March 2022	K Ellwood J Morgan	Original Issue based on the Trust template
2025-1	January 2025	K Ellwood	No procedural changes however minor amendments were made to clarify procedures in the event of a drug related incident (section 9), discipline (section 10), and monitoring by SLT (section 12)