

DRUGS POLICY

INTRODUCTION

Collis School aims to encourage children to work and make decisions with others in a mutually supportive manner. The aim of this document is to show the steps taken by Collis School to help the children to make informed choices about drugs and related issues. This policy has been developed to form part of the school's PSHE and Citizenship Policy.

Definitions

For the purposes of this document the term 'drug' can include the following substances:

- Alcohol
- Tobacco
- Volatile substances (solvents)
- Prescribed drugs
- Over-the-counter medicines
- Illegal drugs

SUPPORTING DOCUMENTS

The National Curriculum Handbook
PSHE and Citizenship at Key Stages 1 & 2 – initial guidance for schools (2000)
DfES Drugs Guidance for Schools (2004)

MISSION STATEMENT

We at Collis School believe that all members of the school community should be involved in ensuring that our pupils 'stay as healthy as possible' and 'keep themselves and others safe'. All prospective staff should be made aware of and be in agreement with our commitment to achieving this aim.

AIMS

- To Value self
- To make informed choices
- To develop attitudes to drugs and drug use to support health
- To develop personal and social skills to be informed about risks and dangers of drugs and medicines (including alcohol and tobacco), and to know how to access and support the skills to achieve this

OBJECTIVES

- An integrated PSHE programme that considers skills, knowledge, understanding and attitudes at all levels
- A programme of drugs education that allows pupils to work at their own levels of understanding
- Whole school policies that support a healthy lifestyle
- Procedures for dealing with drug and alcohol incidents

OFSTED's report *Drug Education in Schools* (1997) suggests that effective teaching of drug education should increase pupils' knowledge about alcohol, tobacco and other drugs and also enables young people to:

- Improve their self-esteem
- Make informed choices and decisions
- Develop personal initiative and be able to take responsibility
- Recognise personal skills and qualities in themselves and others
- Maintain and develop relationships
- Develop self-confidence
- Develop assertiveness in appropriate situations
- Develop the motivation to succeed
- Raise awareness of available support services

Most of these objectives bear comparison with similar aims that might be drawn up for personal, social and healthy programmes as a whole. These are skills and attitudes relevant to all areas of personal and social development

In Year 6 pupils are asked to complete a questionnaire to inform and evaluate our drugs education curriculum and its effectiveness.

Drugs education should take account of pupils' views so that it is both appropriate to their age and ability and relevant to their particular circumstances (Section 2.2 of DfES Guidance 2004).

VALUES FRAMEWORK

- All drugs can be harmful if not properly used
- No illegal drug can be properly used
- Children should be taught to avoid contact with drugs related instruments/objects
- Should this occur, they should seek help
- Children should value and care for themselves to lead a healthy lifestyle
- All behaviour is a choice.

HOW OBJECTIVES ARE ACHIEVED

Knowledge and Understanding, Skills and Attitudes work at all stages and for all key themes.

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 people use them
- Understanding that all drugs can be harmful if not properly used
- Simple safety rules about medicines and other substances used in the home including solvents
- Consideration of alcohol and tobacco, their general effects on the body and on behaviour
- People who are involved with medicines, such as professionals, pharmacists and shop keepers.

Skills

- Communicating feelings such as concerns about illness and taking medicines
- Following simple safety instructions
- When and how to get help from adults
- Valuing one's body and recognising its uniqueness

Attitudes

- Attitudes towards medicines, health professionals and hospitals
- Attitudes towards the use of alcohol and cigarettes
- Responses to media and advertising presentations of medicines, alcohol and smoking

Themes

- Medicines
- Drugs around the home
- People who help us
- Taking care of oneself
- Keeping healthy

KEY STAGE 2

Knowledge and Understanding

- School rules relating to medicines, tobacco, solvents and illegal drugs
- More detailed information about the body, how it works and how to take care of it
- Different types of medicines (both prescribed and over the counter), legal and illegal drugs, their effects and their associated risks
- Introduction to the law relating to the use of legal and illegal drugs
- People who can help children when they have questions or concerns

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
- 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 legal drugs
- Taking responsibility for one's own safety and behaviour

Themes

- What are drugs
- Drugs as medicines
- Drugs as medicines and how you take them (include dangers of over-dosing on prescription drugs, etc)
- Smoking
- Alcohol
- Drugs and the law

DELIVERY

Most elements of drug education are taught within PSHE which is totally cross-curricular and is generally delivered by the class teacher. Outside speakers might be invited into school, such as the school nurse.

Good drugs education shares many of the features of well-taught lessons in any subject. As well as effective planning and monitoring, within the school's framework for PSHE, effective use is made of a range of teaching strategies including:

- Circle time
- Role-play
- Structured games
- Audio-visual aids
- Active learning techniques
- Appropriate use of outside speakers
- Up-to-date functional information e.g. leaflets designed for young people

SPECIFIC ISSUES STATEMENTS

Outside Speakers	<p>This is not recommended and by and large not used, although a visit from the police or school nurse may be appropriate.</p> <p>Any outside speaker will be given a copy of this policy to check that their contribution is suitable</p>
Staff Training	<p>Appropriate staff training will be offered, when available, through INSET</p>
Parental Involvement/ Training/Support	<p>An evening for parents might be offered if thought appropriate or specifically requested.</p>
Responding to Children's Questions	<p>Questions will always be answered in an age appropriate manner</p>
Dealing with drugs-related incidence	<p>People found in possession of an unauthorised or drug (event antibiotic) will be assessed for whether they are in need of medical care and their parents/'guardian will always be contacted. Illegal drugs will be given to the Headteacher who will either call the police or dispose of the drug.</p> <p>Adults under the influence of drugs – parents or staff – will be immediately sent to the Headteacher and asked to leave the premises. Social services will be contacted.</p>
Drugs for staff personal use:	<p>Drugs must be kept locked away out of reach of pupils at all times.</p>

RESOURCES

Information relating to drugs education is held centrally in the resource area and it is the responsibility of the PSHE coordinator to keep these updated.

REVIEW

Policy to be reviewed in line with the School Development Plan.

Nikki Connor, PSHCE Coordinator