

Drugs Education Policy and Guidelines



Introduction

At Bridgewater our policies are regularly reviewed. This reflects current practice within school and all related government guidance and statutory requirements.

This policy is formed by:

Personal, Social and Health Education (PSHE) Association scheme of work;
Drugs: Guidance for Schools (DfES/0092/2004)

The Personal, Social, Health and Citizenship Education PSHE Coordinator is responsible for writing, monitoring and reviewing the drugs education policy. Others involved are:

- Head Teacher
- Link Governor for PSHCE
- Governors
- Senior Management Team and all other staff.

Purpose

The aim of this policy is to acknowledge and clarify the school's role in drug prevention and education and ensure that it is appropriate to pupils' needs.

The policy provides information and guidance about drug education, as well as procedures to respond to any drug-related incident, for pupils, teachers, support staff and outside agencies or individuals.

This policy applies at all times to the school premises, school transport and school visits, trips or residentials.

Bridgewater School's Drugs Education Policy aims to ensure that the approach taken on the issue of drugs is a whole-school approach and is part of our commitment to and concern for the health and well-being of the whole school community. Bridgewater will not tolerate the use of drugs or associated paraphernalia.

The policy aims to make clear procedures for responding to and managing drugs-related incidents. Sanctions for incidents will be consistent with the school's behaviour policy. This policy should also be read in conjunction with the PSHE policy, medicines in school policy, health and safety policy, no smoking policy and behaviour policy where there are significant areas of overlap. This policy will be reviewed on an annual basis in consultation with staff and parents/carers.

Definition

For the purpose of this policy, the following definition of a drug will apply:

“A substance people take to change the way they feel, think or behave.”

This broad definition allows for the inclusion of all medication, legal drugs (including alcohol, tobacco and solvents) and illegal drugs (such as cannabis, ecstasy, amphetamines, heroin, crack/cocaine, LSD etc.) volatile substances and all over the counter and prescription medicines.

The school believes that the possession and/or use of such drugs and their associated paraphernalia in school, during the school day or while travelling to/from school is inappropriate. The drugs/substances covered by this policy are not to be bought, sold or otherwise exchanged or brought onto the school premises during the school day, or while pupils are on school visits. Individual exceptions may be made for pupils who require prescription medicines where appropriate.

Aims and objectives

Through drugs education we aim to:

- promote accurate information about substances (i.e., drugs, alcohol and tobacco) and therefore enable all pupils to make healthy choices;
- provide strategies for children to cope effectively in the face of temptation;
- widen an understanding about health and social issues (e.g., sex and sexuality, HIV/AIDS, crime);
- offer help, support and understanding for those children experiencing substance use and misuse within the close family circle;
- communicate effectively and co-operate with parents and the community on drug-related issues.

Curriculum

At Bridgewater School Drugs Education is taught through the guidance of the PSHE Association schemes of work.

Drug education will occur through a planned PSHE programme and where possible, through circle time and role play. Visitors will also be invited to enrich the provision where necessary (e.g. Gibber Theatre Company, Policy Education and Prevention (PEP) Team, School Nurse).

Our children need to know the dangers of using drugs if they come into contact with them in their local area.

We aim to educate all of our children, including those with special educational needs, on the dangers of drugs. It is therefore important that teachers have access to ongoing advice, support and training as part of their own professional development. Useful organisations and websites are listed in Appendix E.

KS1 PSHE

Knows that all household products, including medicines, can be harmful if not used properly

KS2 PSHE

Knows which commonly available substances and drugs are legal and illegal, their effects and risks

- Staying healthy

- Risk and safety rules
- Smoking
- The effects of alcohol
- Legal and illegal drugs
- Peer pressure
- How to access help, advice and support

Teaching programme, strategies and resources

Drug Education is delivered through the PSHE programme by class teachers in whole class or group situations using a broad variety of teaching and learning strategies. It is also taught via one-off events such as Wellbeing Week and via the Science National Curriculum (as outlined above.). The PSHE coordinator will review the drug education provision on an annual basis through discussion with the teachers involved with the delivery of the programme and the school council. Teaching programmes reflect the pupils' knowledge and understanding of drugs and drug issues by implementing a baseline evaluation technique.

Drug Education will be assessed in a number of ways including: -

- Pupil self-assessment and the opportunity for reflection;
- Discussion and peer group reflection;
- Teacher assessment of pupil attainment by observation and review of student written work.

The views of pupils and teachers are essential for evaluation of the drug education programme. Feedback will be gained through discussions and written responses when necessary. Changes, if needed, will be made to the planning and teaching of the programme in light of the evaluation and evidence of best practice.

Resources

All resources for drug education are regularly reviewed and updated in line with the education aims of this policy and reflecting Drugs: Guidance for Schools (DfES/0092/2004).

Community Liaison

School Nurse and Local Authority (LA)
Work with local agencies e.g. Police
PEP Team
Gibber Theatre Company

Handling drug-related incidents in school

When a drug-related incident occurs, we at Bridgewater School will refer to the flow chart provided by Newcastle PEP Team (Appendix B).

What is the incident?

- Finding substance/paraphernalia on premises
- Disclosure of use by pupil
- Disclosure of use by pupil re: parent or carer
- Pupil found dealing/using on premises
- Pupil found dealing/using offsite
- School aware of drugs being sold in vicinity

What action would be taken?

1. Inform Head and Drug Co-ordinator (also child protection coordinator where appropriate).
2. Dispose of substance.
3. Contact parent and police (where necessary).

Which agencies would be involved?

Police, LA Drugs advisory staff, PEP Team, Matrix, Child Protection Agencies.

Reporting Procedures

- Any incidences must be reported to the Drug Education Coordinator and Head Teacher.
- Decisions and actions will be made following the flowchart from the Policy Education and Prevention (PEP) Team.
- The substance will be recorded and other agencies contacted (where appropriate).
- The School will consider each incident individually and will employ a range of responses to deal with each incident.
- At Bridgewater School we will consider excluding a child if they are found with illegal substances on the premises.
- The governing body will be informed of any drug-related incidences.

The Head Teacher

The Head Teacher takes overall responsibility for the drugs education policy and for its implementation, for liaison with the governing body, parents, LA and appropriate outside agencies. The Head Teacher will ensure that all staff dealing with substance issues are adequately supported and trained.

The appendix pack is found at the Head Teacher's office.

Appendix A: PSHE Scheme of Work

Appendix B: Responding to incidents related to drugs

Appendix D: Drug situations: medical emergencies (Drugs: Guidance for Schools, February 2004)

Appendix E: Useful organisations and websites. (Drugs: Guidance for Schools, February 2004)

Policy reviewed: Feb 2024

Next review: May 2027