

Canon Barnett Primary School

Drug policy

July, 2017

## Drug Education Policy

**We are a Right Respecting School and this policy supports the following articles from the *UN Convention on the Rights of a Child***

**Article 3: (best interests of the child)**

The best interests of the child must be a top priority in all actions concerning children.

**Article 12: (respect for the views of the child)**

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

**Article 28: (right to education)**

Every child has the right to an education. Primary education must be free. Discipline in schools must respect children's dignity.

**Article 29: (goals of education)**

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

**Article 33: (drug abuse)**

Governments must protect children from the use of illegal drugs.

## Drug Education Policy

**Date of policy:** 11<sup>th</sup> July 2017

**Date of next review:** July 2020

**Consultation:**

This policy has been developed by a working group which has consulted with the staff, parents and governors, as well as support from the Tower Hamlets Healthy Lives Team.

**Person (s) responsible for implementation and monitoring:** Jackie Trudgeon and Sarah Jane Bellerby

**Other relevant policies:**

PSHE Policy, Child Protection Policy, Confidentiality Policy, Science Policy, Health and Safety, Medicines

### School's Vision Statement

Canon Barnett is committed to striving for excellence in all that we do at the school. Our vision is that pupils become creative and ambitious learners who strive to do their best at all times because they are motivated and guided by outstanding teams within the school. They will be able to contribute to their local community and understand how their actions impact on a wider, global world. They will be caring citizens who know how to keep themselves safe and who realise that they have a role to play in looking after others. As we continue to develop our teaching and our curriculum we are aiming for outstanding in all that we do.

### Aims

It is the aim of this policy to:

- Provide the protective framework within which staff can teach and young people can be taught/learn
- Ensure that all young people are given opportunities to develop skills, knowledge and understanding to make informed decisions about drug use and misuse in order to achieve their full potential
- Outline the roles and responsibilities of staff within the school
- Outline the responsibilities of pupils
- Outline the range of sanctions and supportive responses that would be used when responding to a drug related incident

### Core Team

The following people are known as the core team as they are responsible for ensuring that core principles are implemented in the development of the policy and provision.

#### **School Drug Coordinator (SDC): Healthy Lives Team**

Role: Advise on and oversee the management of drug-related incidents.

#### **Drug Education Coordinator (DEC): Sarah Jane Bellerby**

Role: Coordination of drug education across the school.

#### **Child Protection Officer: Jackie Trudgeon, Claudette Salmon, Sarah Jane Bellerby**

Role: ensuring that pupils rights to confidentiality are observed and overseeing any case that may have social services involvement.

#### **School Governor: Anwar Hussain**

### Policy Implementation

This policy applies to all staff, pupils, parents/carers, governors and partner agencies working with school. It is the responsibility of all teaching and support staff to implement this policy. In order to achieve this, training will be provided through INSET days and/or staff meetings. This training will cover drug identification and problems associated with their use, managing and responding to drug incidents and drug education.

### Definition

A drug is:

“Any substance that alters the normal functioning of the body”

This could be emotionally, physically or mentally. These include those found in food or drink (caffeine), over the counter and prescription medicines, alcohol, tobacco, Khat, Betel pepper leaf, Areca palm nut, solvents, steroids and *illegal drugs* such as magic mushrooms, heroin, LSD, cannabis, cocaine and ecstasy.

### Unauthorised Drugs

All *illegal and unauthorised* drugs are not acceptable at Canon Barnett School, unless the Headteacher has approved written requests or given expressed permission. This includes out of school learning contexts, such as before and after school clubs, residential trips, school events. *Unauthorised* drugs include over the counter and prescription medicines, khat, paan, betel nut, tobacco, alcohol and solvents.

### Authorised Drugs

Any medication that is deemed necessary by a medical professional, will be permitted at school in all contexts. This includes self medication (supervised) and medicines administered by trained staff members (e.g. epipen training). See Medicines Policy for further details.

### Safety of the School Community

The main priority in managing drugs, is the health and safety of the school community. In order to achieve this, all staff will receive training on how to identify drug use and follow procedures to deal with drug related incidents. This will ensure that the welfare of young people is maintained.

### Local Priorities – Alcohol

Tower Hamlets, probably uniquely, has high amounts of alcohol related illness, alcohol related crime and disorder, whilst also having a large number of people who abstain from any alcohol consumption.

- 50% of Tower Hamlets residents report abstaining from alcoholic drinks in the past year-reflecting the large Muslim population in the borough
- In the white population around 40% , twice the national average, are drinking at a rate that is risky or hazardous to their health
- Fewer than half of young people in Tower Hamlets find their education on alcohol helpful

All of our children and young people need to receive high quality alcohol education to ensure they are able to make informed decisions about if, when and how much alcohol to consume. Alcohol education needs to be embedded throughout the school curriculum, with teachers feeling confident to detect and refer appropriately pupils with alcohol issues.

This school recognises that alcohol misuse, in the form of ‘binge drinking’, remains prevalent among young people, including those young people from a Muslim background whose drinking is likely to be more covert and therefore increasingly hazardous. School’s also need to acknowledge that binge drinking among Muslim young people does occur and put measures in place to advise and support community members as to pathways into treatment and sources of support.

### Drug Education

#### Aims

The aim of drug education is to provide opportunities for pupils to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others’ actions.

#### Content

The non-statutory PSHE content for Key Stage one and two, will be covered in a series of discreet lessons from early years to year six (Appendix 1). These lessons will follow the scheme of work by ‘Jigsaw’ which focuses on knowledge, skills, values and attitudes towards drug use and misuse. The unit that focuses specifically on the safety of drugs and medicines is called ‘Healthy Me’ which will be taught in all years groups in the spring 2 term. (Appendix 2)

As part of the establishment curriculum, years 3-6 will partake in the ‘Jugs and Herrings’ activity to determine whether a child has an inappropriate knowledge of drugs.

### No Disclosure

The main purpose of DE is to explore pupil's attitudes and values and not their personal drug use. For this reason, during the first lesson ground rules should be developed with the class and agreed upon and should include a 'no disclosure' point. If any staff member is asked about their own drug use, they will draw the pupil's attention back to the class charter.

### Methodology

After initial assessments are completed, to assess what the pupils know/think they know, the following strategies may be used to explore DE:

- Exposition
- Role play – discussion and feedback
- Group work
- Structured games
- Visual aids
- Active learning techniques (e.g. jigsaw learning, snowballing)
- Appropriate use of outside speakers

Resources for the scheme of work can be obtained from the DE coordinator or found on the shared area under 'curriculum subjects-PSHE-scheme of work'

### Outside Speakers

If outside speakers are used to complement the DE work in school, they will be properly briefed beforehand by the class teacher. They must read and sign the visitor's policy. The content of their session will be agreed and incorporated into the DE programme. It will not be used in isolation or as a replacement for the programme. A member of staff will participate in any deliveries from outside agencies and careful attention paid to follow up work. To ensure that outside speakers are aware of the ethos of the school and how to deal with an incident (if it occurs), the coordinator will brief the speaker prior to the sessions.

### Staff Training

General drug training on how to manage drug related incidents and identifying young people's drug use, will be given to all staff. This will also include how, when and why DE should take place. Members of the core team or identified staff members, will be provided access to more specialised training in order to be confident and competent in their roles. The core team will then report back to the rest of the staff to keep them up to date on any relevant changes to legislation etc.

### Monitoring and Reviewing

Whatever teaching strategies are used, the lessons will be properly planned and evaluated using formative and summative assessment, to ensure appropriate reflection of learning in terms of knowledge, skills and understanding. This can be done in a variety of formal and informal ways. Time will also be made to ensure that teachers reflect on the programme and report back to DE coordinator, to inform future drug education.

## Appendix 1

<b>Key Stage 1 (National Curriculum 2014)</b>	
<b>Science</b>	<b>PSHE / Citizenship Key Stage 1</b>
<b>Statutory</b>	<b>Non Statutory guidance</b>
<b>No statutory requirements in science</b>	<b>PSHE:</b> <b>Pupils should be taught:</b>  <b><i>Developing a healthy, safer lifestyle</i></b> <ul style="list-style-type: none"><li>• How to make simple choices that improve health and well being</li><li>• Rules for, and ways of, keeping safe...and about people who can help them to stay safe</li></ul>

<b>Key Stage 2 (National Curriculum 2014)</b>	
<b>Science</b>	<b>PSHE / Citizenship Key Stage 1</b>
<b>Statutory</b>	<b>Non Statutory guidance</b>
<p><b><u>YEAR 6 ONLY:</u></b></p> <p><b>Animals including humans:</b> Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p>	<p><b><u>Non-statutory guidance for science in year 6:</u></b> Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</p> <p><b><u>PSHE / Citizenship</u></b> <b><i>Developing a healthy, safer lifestyle</i></b></p> <ul style="list-style-type: none"> <li>• which commonly available substances and drugs are legal and illegal, their effects and risks</li> <li>• To recognise the different risks in different situations and then decide how to behave responsibly</li> <li>• 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 pressure to do wrong</li> <li>• where to get help</li> </ul>

## **Appendix 2 – Healthy Me unit taken from Jigsaw Scheme of work year 1 – year 6 – includes Early Years**

### **Year one**

#### **1. Being Healthy**

I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy I feel good about myself when I make healthy choices

#### **2. Healthy Choices**

I know how to make healthy lifestyle choices I feel good about myself when I make healthy choices

#### **3. Clean and Healthy**

I know how to keep myself clean and healthy, and understand how germs cause disease/ illness I know that all household products including medicines can be harmful if not used properly I am special so I keep myself safe

#### **4. Medicine Safety**

I understand that medicines can help me if I feel poorly and I know how to use them safely I know some ways to help myself when I feel poorly

#### **5. Road Safety**

I know how to keep safe when crossing the road, and about people who can help me to stay safe I can recognise when I feel frightened and know who to ask for help

#### **6. Happy, Healthy Me Assessment Opportunity**

I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy I can recognise how being healthy helps me to feel happy

## **Year 2**

### **1. Being Healthy**

I know what I need to keep my body healthy I am motivated to make healthy lifestyle choices

### **2. Being Relaxed**

I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed I can tell you when a feeling is weak and when a feeling is strong

### **3. Medicine Safety**

I understand how medicines work in my body and how important it is to use them safely I feel positive about caring for my body and keeping it healthy

### **4. Healthy Eating**

I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy I have a healthy relationship with food and know which foods I enjoy the most

### **5. Healthy Eating**

I can decide which foods to eat to give my body energy I have a healthy relationship with food and I know which foods are most nutritious for my body

### **6. The Healthy Me Cafe Assessment Opportunity H**

I can make some healthy snacks and explain why they are good for my body I can express how it feels to share healthy food with my friends

### **Year 3**

#### **1. Being Fit and Healthy**

I understand how exercise affects my body and know why my heart and lungs are such important organs I can set myself a fitness challenge

#### **2. Being Fit and Healthy**

I understand how exercise affects my body and know why my heart and lungs are such important organs I can set myself a fitness challenge

#### **3. What Do I Know about Drugs?**

I can tell you my knowledge and attitude towards drugs I can identify how I feel towards drugs

#### **4. Being Safe Assessment Opportunity H**

I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help I can express how being anxious or scared feels

#### **5. Being Safe at Home**

I understand that, like medicines, some household substances can be harmful if not used correctly I can take responsibility for keeping myself and others safe at home

#### **6. My Amazing Body**

I understand how complex my body is and how important it is to take care of it I respect my body and appreciate what it does for me

## **Year 4**

### **1. My Friends and Me**

I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most. I recognise when other people's actions make me feel embarrassed, hurt or inadequate and I can help myself to manage these emotions

### **2. Group Dynamics**

I can recognise the changing dynamics between people in different groups, see who takes on which role, e.g. leader, follower, and understand the roles I take on in different situations. I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with

### **3. Smoking**

I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke. I can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others

### **4. Alcohol**

I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol. I can relate to the feelings of shame and guilt and know how to act assertively to resist pressure from myself and others

### **5. Healthy Friendships Assessment Opportunity H**

I can recognise when people are putting me under pressure and can explain ways to resist this when I want I can identify feelings of anxiety and fear associated with peer pressure

### **6. Celebrating My Inner Strength and Assertiveness**

I know myself well enough to have a clear picture of what I believe is right and wrong. I can tap into my inner strength and know how to be assertive

## **Year 5**

### **1. Smoking**

I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. I can make an informed decision about whether or not I choose to smoke and know how to resist pressure

### **2. Alcohol**

I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure

### **3. Emergency Aid**

I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations I know how to keep myself calm in emergencies

### **4. Body Image**

I understand how the media and celebrity culture promotes certain body types. I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am

### **5. My Relationship with Food Assessment Opportunity H**

I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures. I respect and value my body

### **6. Healthy Me**

I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy. I am motivated to keep myself healthy and happy

## **Year 6**

### **1. Food**

I know the impact of food on the body, e.g. creating energy, giving comfort and altering mood. I am motivated to give my body the best combination of food for my physical and emotional health

### **2. Drugs**

I know about different types of drugs and their uses and their effects on the body particularly the liver and heart I am motivated to find ways to be happy and cope with life's situations without using drugs

### **3. Alcohol Assessment Opportunity H**

I can evaluate when alcohol is being used responsibly, anti-socially or being misused. I can tell you how I feel about using alcohol when I am older and my reasons for this

### **4. Emergency Aid**

I know and can put into practice basic emergency aid procedures (e.g. the recovery position) and know how to get help in emergency situations. I know how to keep myself safe to avoid emergencies and also how to deal with emergencies if they happen

### **5. Emotional and Mental Health**

I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness I know how to help myself feel emotionally healthy and can recognise when I need help with this

### **6. Managing Stress**

I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse. I can use different strategies to manage stress and pressure

## **Early Years**

### **1. Everybody's Body Understanding the world**

Talks about why things happen and how things work, Develop an understanding of growth, decay and changes over time Physical development, Observes the effects of activity on their bodies, Understands that equipment and tools have to be used safely, Explains own knowledge and understanding, and asks appropriate questions of others, Have made a healthy choice

### **2. We Like to Move it Move it!**

Develop an understanding of growth, decay and changes over time, Observes the effects of activity on their bodies, Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health, Children know the importance for good health of physical exercise and a healthy diet, and to talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently

### **3. Food Glorious Food**

Develop an understanding of growth, decay and changes over time, Eats a healthy range of foodstuffs and understands need for variety of food, Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health, Children know the importance for good health of physical exercise and a healthy diet, and to talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently

### **4. Sweet Dreams**

Develop an understanding of growth, decay and changes over time Physical development, Can tell adults when hungry or tired or when they want to rest or play, Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health,

Children know the importance for good health of physical exercise and a healthy diet, and to talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently  
Have tried to keep themselves and others safe

### **5. Keeping Clean Understanding the world**

Develop an understanding of growth, decay and changes over time, Can usually manage washing and drying hands, Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health, Children know the importance for good health of physical exercise and a healthy diet, and to talk about ways to keep healthy and safe.