



Drugs Education Policy

For Schools within our Collaboration:

At the schools within our collaboration, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents, and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. All staff are expected to uphold and promote the fundamental principles of British values, and as such, the schools within our collaboration are fully committed to safeguarding and promoting the welfare of all our pupils including protection against radicalisation. We therefore aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Our core purpose, values and ethos is embodied in our mission that everyone takes:

P= personal
R= responsibility
I = in
D= delivering
E= excellence

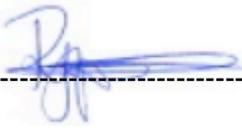
Frequency of Review: Yearly

Reviewed and Approved by: The Combined Committee of the Governing Body

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Date of Next Review: Autumn 2025

Reviewer: Amy Woodhead and Heather Mitchell

Signed:  (Chair of Governing Body) Date: 11.12.2023

Drugs Education Policy

Introduction

Research has shown that by the age of 11 many primary school children have extensive knowledge of the world of drugs. For some, this knowledge may be inaccurate and incomplete, for others it will develop through personal experience.

Together research shows that up to 50% of children have tried an illegal drug by the age of 16. The figures also suggest that the first age of experimentation is decreasing and that children of primary age are exposed to opportunities to try both illegal and illegal drugs. The 1995 white paper 'Tackling Drugs Together' stated that schools had an important role both in reducing the misuse of drugs and minimising their health risks.

Drugs Education contributes to the 'Be Healthy, Stay Safe' and 'Make a Positive Contribution' outcomes of Keeping Children Safe in Education (2023) and the Children Act (2004). This is achieved by pupils receiving a drugs education programme that is appropriate to their age, ability, and level of maturity.

Within our collaboration, we are committed to a healthy and supportive environment in which neither the misuse of drugs (including legal substances) by pupils, staff, or visitors, nor the illegal supply of these substances is condoned. We are dedicated to the continual development of a 'healthy school,' working towards achieving this in all aspects of school life, and provide an environment, ethos and curriculum that supports and prepares pupils for making positive, healthy choices in a drug-using world.

Within our collaboration, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents, and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

As part of the statutory duty on schools to promote pupils' wellbeing, we have a clear role to play in preventing drug misuse as part of our pastoral responsibilities. To support this, the Government's Drug Strategy 2010 ensures that school staff have the information, advice, and power to:

- Provide accurate information on drugs and alcohol through education and targeted information, including via the FRANK service.
- Tackle problem behaviour in schools, with wider powers of search and confiscation.
- Work with local voluntary organisations, health partners, the police, and others to prevent drug or alcohol misuse.

This policy is also written in collaboration with relevant documentation including:

- DfE and ACPO drug advice for schools Advice for local authorities, headteachers, school staff and governing bodies (September 2012)
- Nottinghamshire County Council young persons and children's substance use policy (2003)

Definition of Drugs

The definition of a drug given by the United Nations office on Drugs and Crime is: "A substance people take to change the way they feel, think or behave." Here, "drugs" and "drug education" is used to refer to:

- all illegal drugs (those controlled by the Misuse of Drugs Act 1971)
- all legal drugs, including alcohol, tobacco, volatile substances (those giving off a gas or vapour which can be inhaled), ketamine, khat, alkyl nitrites (known as poppers) and new psychoactive drugs ('legal highs')
- all over the counter and prescription medicines.

Aims of the Policy

The aim of our drugs education is to enable our pupils to make healthy informed choices. This policy is therefore for all staff, pupils, parents/carers, prospective parents/carers, governors, visitors, and partner agencies working within school and should be read in conjunction with the NCC Children and Young People's Substance Use Policy (May 2004).

General Principles

Our collaboration is committed to health and safety of all its staff and pupils and will take action to safeguard and promote their well-being. We have a duty to inform and educate our pupils on the consequences of drug use and misuse as part of our concern for their welfare. Sharing the responsibility for the education of our pupils with parents/carers is fundamental to our collaboration's values and practice.

Drug awareness training for all staff (including site managers, lunch-time supervisors, teaching assistants, relevant governors, and new members of staff) will form part of an induction process which will be continued with continual professional development where new initiatives and laws relating to drug awareness are introduced.

Drugs education is promoted through personal, social and health education (P.S.H.E) as part of our Talking Points Curriculum (see appendix 1.). In addition, drugs education is covered through school assemblies for all to access.

Key Stage 1 focuses on what are safe and unsafe substances, what medicines are, why people take them and how to take them safely, being ill and getting better and what to do if someone persuades you to take something dangerous.

Key Stage 2 focuses on what a drug is, the effects and risks of drugs including tobacco and alcohol, managing peer influences, and resisting pressure to take risks and be able to make safe decisions.

Curriculum Aims

Within this overall framework, the following curriculum aims are promoted:

- Provide accurate information about drugs, including medicines (over the counter and prescribed), volatile substances, alcohol, tobacco, and illegal drugs.
- Understand that certain people, with particular medical needs will use medication as part of their every-day life and that this is normal for them.
- Increase understanding about the implications and possible consequences of drug use and misuse, exploring the risks and consequences of their own and others' actions.
- Raise awareness of safety issues with regard to drugs
- Explore and clarify attitudes towards drugs, drug use and misuse and drug users, correcting misunderstandings, promoting positive attitudes, and challenging harmful ones.
- Develop pupils understanding of rules and laws.
- Develop and practise the personal and social skills necessary to make informed decisions in a range of social situations and settings.
- Develop pupils' self-awareness and self-esteem as this may support them in making positive choices about their health.
- Ensure that all members of the school community can identify sources of appropriate personal support.
- Ensure relevance for the needs of pupils and the school community.

Teaching Methods

Teaching methods adopted in the classroom will take account of the needs of our children. They will:

- Offer a rich variety of opportunities for active learning.

- Incorporate a range of teaching and learning styles including group discussions, debates, role play.
- Ensure access to comprehensive, unbiased, and accurate drug information.
- Specify availability of relevant and appropriate advice and support
- Ensure continuity and progression by visiting and revisiting issues as pupils develop and their needs change.
- Consider the attitudes and values of pupils and a range of other significant groups in society, towards drugs.

Due to the sensitive and sometimes controversial nature of the subject, ground rules will be discussed, negotiated, and adopted. The teaching of drugs and medicine safety and awareness is usually through the school's PSHE scheme Talking Points. These sessions (see overviews at the back of this policy) take a discussion based approach to support children in learning rules, guidance, and safety around medicines and drugs. Confidentiality is achieved through setting ground-rules or a group agreement at the beginning of the session to ensure that the sharing of appropriate information is kept to a minimum.

We actively co-operate with other agencies such as health education officers, police, other health professionals and drugs agencies to deliver drugs education as appropriate. Our school appreciates the valuable contribution from outside agencies but recognises that their contribution alone does not constitute a complete Drug Education Programme. We believe it is the responsibility of the school to ensure that the contributions made by visitors to the classroom reflect our own philosophy and approach to the subject. Therefore, the content of visitors' contributions will be negotiated and a teacher will always be present during their input.

Drugs Education in Curriculum Development

We will review and evaluate content and process in drugs education so that practice continues to be effective in developing knowledge, understanding and skills and promoting positive attitudes.

The P.S.H.E. co-ordinator has responsibility for delivery of the taught curriculum aspects and regularly evaluates and assesses our school Talking Points Curriculum (see appendix 1.) to update this in line with any new initiatives or focuses within school.

Operational Aims

If there is an incident of substance misuse, the school aims, in conformity to D.f.E and Nottinghamshire:

- To deal with specific instances in a fair and just manner.
- To ensure that a form of help/action is undertaken which will appropriately support any pupils involved in an incident.
- To involve parents/carers with support/action.
- To take appropriate action necessary to ensure the smooth running of the school.
- To minimise the risks that users and potential users face.

Procedures for Specific Incidents

Refer to document:

Drugs Education Curriculum Guidelines for schools – Part 2

(Nottinghamshire Education Committee) copies held by P.S.H.E co-ordinator and Head Teacher.

We will consider each situation individually and recognise that a variety of responses may be necessary as recommended by LEA and national guidance. It is important that all aspects of an incident are considered. The needs and circumstances of the pupil are paramount. If a child or adult needs medical support staff will seek assistance immediately, contacting an ambulance if necessary.

Where a school has recovered drugs from a pupil, or suspects that a particular pupil is in possession of an illegal substance The Police may be asked to attend. Where the pupil is suspected of having

possession but has refused to hand it over to a member of the teaching staff, only a police officer has powers available to search under the Misuse of Drugs Act 1971. The police officer attending will seek to obtain the reasonable grounds required for searching from information given by school staff.

Except in exceptional circumstances, we will inform parents/carers at the earliest opportunity so that we can work together to support the pupil and resolve difficulties.

All incidents are recorded, and records are stored securely in accordance with the requirements of the Data Protection Act 1998. All notes about an incident should include the time, date, place, and people present. Relevant agencies will be notified of any drug related incident.

Working in partnership with the police

The school will collaborate closely with the police if there is a drug related incident. The school will consult the police about any concerns about illegal drug use within the local community.

Inclusion, Equality and Safeguarding

Within our collaboration we believe that all children should be valued equally within a climate of warmth and support. We are committed to careful consideration of risk factors for vulnerable children who might be at greater or significant risk of harm and will seek alternative provisions for such pupils where appropriate. This includes pupils whose parents/carers misuse substances, including alcohol, which impacts on the emotional health and well-being of their children.

In the event of concerns around safeguarding, the supporting adult will follow the school's Safeguarding/ Child Protection Policy, with which all school staff are familiar. Sensitive information is only disclosed internally or externally with careful attention to the GDPR rights and needs of individuals. This will help in retaining the trust of pupils and parents/carers. Where information has to be 'shared' the reasons for this may be explained (where appropriate) to the child/young person who will be supported throughout the process.

Management of Drugs in School

The possession, use or supply of illegal and unauthorised drugs within school boundaries is unacceptable. School boundaries include the school premises and grounds, journeys or visits in school time and residential trips. It also includes extended school activities on the school site and activities run by other groups on the school site. Other than an inhaler, no pupil should be in possession of medication at any time.

Specific cases are allowed if the necessary forms have been completed by named parents and staff. Named staff can then administer a specific drug from a locked cupboard. The school has procedures in place for the administration of prescribed medicines by these named staff. (See Administration of Medicine Policy and procedures).

Arrangements for the use and storage of volatile substances are set out in the Health and Safety policy. Furthermore, thought will be given to the storage and administration of medication during residential visits – this will form part of the risk assessment undertaken for any off-site visits.

Alcohol may be available at some events organised by the PTA such as the bottle tombola at the Christmas Fayre. Under 18 year olds will not be given bottles containing alcohol as a prize.

The priority in managing drugs is the health and safety of the school community and meeting the pastoral needs of pupils.

Role and Responsibilities of the Head Teacher and Governing Body

The Head Teacher takes overall responsibility for ensuring that the policy is implemented, for liaison with the Governing Body, parents, L.E.A and appropriate outside agencies including the media.

The Head Teacher will make appropriate arrangements for dealing with incidents of substance misuse. The governing body will be involved in Drugs Education and substance related incidents in the same manner as any other matter concerning the direction of the school.

Policy Monitoring and Evaluation

The monitoring of this policy will be ongoing to assess its workability and ensure it remains responsive to current issues.

This policy will be evaluated bi-annually involving representatives from the whole school community.

Appendix 1

Talking Points Scheme for each year group (texts related to the teaching of drug and medicine safe and appropriate use highlighted).

EYFS RHE BOOKS AND TALKING POINTS QUESTIONS

Suggested term to be taught in	Book	In School?	TP Question (Protected characteristics)
Autumn 1	I'm special, I'm me (F1 & F2)	N	What do we mean by the word 'special'?
	When I'm feeling Happy (F1 & F2)	N	What makes you feel happy?
	When I'm feeling Sad (F1 & F2)	N	What makes you feel sad?
Autumn 2	When I'm feeling Angry (F1 & F2)	N	What is anger?
	The Kissing Hand (F1 & F2)	N	When do you miss your family?
	I love you through and through (F2 only)	N	Who do you love and why?
Spring 1	It's not Fair (F2 only)	N	What does it mean to be fair?
	Join in and Play (F1 & F2)	N	How do I play with others?
	Say Sorry Sidney (F2 only)	N	When should I say sorry?
Spring 2	Giraffe asks for help (F2 only)	N	Who do I ask for help when I am stuck?
	Amazing Grace (F2 only)	N	Why should I be proud of who I am? (Race, Sex)
	Can't you sleep little bear? (F1 & F2)	N	What makes me worried?
Summer 1	Monkey needs to listen (F2 only)	N	Why is it important to listen carefully?
	Mine (F1 & F2)	N	What does sharing mean?
	Topsy and Tim help a friend (F2 only)	N	What is a good friend?
Summer 2	Splash (F2 only)	N	What does the word brave mean?
	Tom's special talent (F2 only)	N	What does the word talent mean?
	My Uncle's Wedding (F2 only)	N	What does 'cheer up' mean?

YEAR 1 RHE BOOKS AND TALKING POINTS QUESTIONS

Suggested Term to be taught in	Book	In School?	TP Question (Protected characteristics)
Autumn 1	Love is a family	Y	Who is in my family?
	Under the love umbrella	Y	Who are my important people?
	Whoever you are	Y	What makes a person? (Race)
Autumn 2	Augustus and his smile	Y	What makes me happy?
	My yellow balloon	Y	What does sad feel like?
	Bella's rules	Y	Why do we have rules?
Spring 1	Thank you, Omu,	Y	Is it kind or unkind?
	Tease Monster	Y	Is teasing ever okay?
	No means no	Y	What should I do if I don't like it? (Sex)
Spring 2	The huge bag of worries	Y	What does worry feel like?
	No dragons for tea	Y	How do I keep safe?
	George's dragon at the fire station	Y	What should I do in an emergency?
Summer 1	I don't want to wash my hands	Y	When should I wash my hands?
	The tooth book	Y	Why are teeth important?
	A chair for my mother	Y	What should I do with money?
Summer 2	The baby's catalogue	Y	What did I need as a baby? (Pregnancy)
	Peter's chair	Y	How can I be more grown up?
	Giraffes can't Dance	Y	Do I always have to be the best?
	Mommy, Mama, and me	N	What do you need for a loving family? (Civil Partnerships / Marriage)

YEAR 2 RHE BOOKS AND TALKING POINTS QUESTIONS

Suggested term to be taught in	Book	In School?	TP Question (Protected characteristics)
Autumn 1	Get up and go	Y	Why should I exercise?
	I will not never ever eat a tomato	Y	What if I don't like vegetables?
	Dr Molly's medicine Case	N	Are medicines always good?
Autumn 2	Do not lick this book	Y	Can I stop myself being ill?
	In my heart	Y	What does angry feel like?
	The selfish crocodile	Y	How do I make you feel?
Spring 1	When a dragon comes to stay	Y	Is it right or wrong?
	The Steves	Y	How can I compromise?
	We are all born free	Y	What are rights and responsibilities? (Beliefs)
Spring 2	Farmer Duck	Y	How do I contribute?
	Here we are	Y	How can I save the planet?
	My rows and piles of coins	Y	Where could my money come from?
Summer 1	Me and my amazing body	Y	Do I know my body?
	My body, what I say goes	Y	What does private really mean? (Sex)
	Never talk to strangers	Y	Who can I trust?
	What happened to you?	N	What is disability? (Disability)
Summer 2	Ruby's worry	Y	Should I keep a secret?
	Webster's email	Y	Am I safe online?
	The dinosaur department store	Y	What should I aim for?
	And Tango makes three	N	Who can be parents? (LGBTQ+)

YEAR 3 RHE BOOKS AND TALKING POINTS QUESTIONS

Suggested term to be taught in	Book	In School?	TP Question (Protected characteristics)
Autumn 1	Gregory the terrible eater	Y	What can I do to be healthy?
	Crab and Whale	N	How can you have a balanced lifestyle?
	Look out at home	Y	What is health and safety?
Autumn 2	Smoking stinks	Y	How does smoking damage my health?
	Come and tell me	Y	What should you tell your grown-ups?
	Two monsters	Y	What is restorative justice?
Spring 1	The day the crayons quit	Y	What are my rights and responsibilities? Beliefs
	I did it, I'm sorry	Y	What should you do if you break a rule?
	The boy who cried bigfoot	Y	Why should you tell the truth?
Spring 2	A bike like Sergio's	Y	What does honesty mean?
	The hug	Y	What can you do if someone else is sad?
	Fergal is fuming	Y	How do your actions affect other people
Summer 1	The Go Away bird	Y	What are your relationship rights and responsibilities?
	The Lion inside	Y	How do I raise my concerns?
	In the swamp by the light of the moon	Y	What is a community?
Summer 2	Horace and Morris but mostly Deloris	Y	How are people different from each other? Race and Gender
	Through my window	Y	What and who can you see through your window?
	My two grannies	Y	Who lives in the UK? Race, age, and Beliefs
	Roxy The Raccoon	N	How can we make our community more inclusive? Disability

YEAR 4 RHE BOOKS AND TALKING POINTS QUESTIONS

Suggested term to be taught in	Book	In School?	TP Question (Protected characteristics)
Autumn 1	The bear, the piano, the dog and the fiddle	Y	What's the feeling I have?
	I hate everything	Y	What do I do when my friend is cross?
	The squirrels who squabbled	Y	How do I compromise?
Autumn 2	Charlie is broken	Y	How do I do emergency first aid?
	Mini Rabbit not lost	Y	Am I at risk
	Chicken clicking	Y	How do I stay safe online?
Spring 1	Elle gets a mobile phone	Y	Am I safe on my mobile phone?
	Your mind is like the sky	Y	What can I do about negative thoughts?
	David gets in trouble	Y	Should I own up?
Spring 2	Miles is the boss of his body	Y	Is it ok to hug? (Sex)
	Stardust	Y	What's an aspiration?
	Ruby's wish	Y	What is enterprise? (Gender and Beliefs)
Summer 1	The king who banned the dark	Y	What worries me in the world?
	Along came a different	Y	What is discrimination? (Race)
	The bad seed	Y	What does it mean to be anti-social?
Summer 2	What can a citizen do?	Y	How do I support my community? (Beliefs)
	A Castle on Viola Street	Y	What is a volunteer?
	The red bicycle	Y	Can I volunteer to help others?
	My Uncle's Wedding	N	What is a marriage? (Civil partnerships)

YEAR 5 RHE BOOKS AND TALKING POINTS QUESTIONS

Suggested term to be taught in	Book	In School?	TP Question (Protected characteristics)
Autumn 1	Harold and the purple crayon	Y	What are the goals you have set for yourself?
	Daddy doesn't have to be a giant anymore	Y	What can alcohol do to damage your health?
	Silly Billy	Y	How can your mind get ill?
Autumn 2	The storm whale	Y	What do you do to make a choice?
	Oliver and Patch	Y	How can your heart rule your head?
	The Koala who could	Y	How does change make you feel?
Spring 1	The story of Ferdinand	Y	What is peer pressure?
	Let the children march	Y	What could you do if you aren't happy with something? Race and Beliefs
	Grandad's island	Y	What is loss and how can we deal with it? Age
Spring 2	Just kidding	Y	What makes a healthy relationship with friends and family?
	King and King	Y	How can you commit in a relationship? Gender, Civil partnerships, LGBTQ+
	I'm a girl	Y	What is a stereotype? Gender, Sexual orientation, and LGBTQ+
Summer 1	The sneetches	Y	What does prejudice mean? Race, Sex and Gender
	How to be a lion	Y	How do I challenge someone else's views?
	Tight times	Y	What is debt?
Summer 2	Taxes Taxes	N	Why do we pay taxes?
	Granddaddy's turn	Y	What is voting? Race and Age
	Joseph had a little overcoat	Y	How can I save money?
	I am Jazz	N	Is it okay to be different? Gender, Sexual orientation, LGBTQ+

YEAR 6 RHE BOOKS AND TALKING POINTS QUESTIONS

Suggested term to be taught	Book	In School?	TP Question (Protected characteristics)
Autumn 1	A new coat for Anna	Y	What should you think about when you have money?
	My big sister takes drugs	Y	How could drugs damage my health?
	After the fall	Y	What things can affect my mental health?
Autumn 2	The sea saw	Y	What sad things are you worried about happening?
	But it's just a game	Y	What can I do to break a habit?
	Little cloud	Y	How can and why should I resist peer pressure?
Spring 1	Goldilocks	Y	What things should you not post/send on the internet or phone?
	I dare you	Y	What should you do if someone dares you?
	Malala's magic pencil	Y	What would you speak out about? Race, beliefs, and Gender
Spring 2	Tad	Y	What is puberty? sex
	Tango makes 3	Y	Where do babies come from?
	The sleep book	Y	How can you look after yourself?
Summer 1	Sam tells stories	N	Are images in the media real?
	But I read it on the internet	Y	Is everything on the internet or TV true?
	Why?	Y	How should I deal with someone else's argument?
Summer 2	Troll stinks	Y	What is a cyber bully?
	Bully	Y	What is the definition of trolling someone?
	Julian is a mermaid	Y	What sort of person would you like to be? Gender, sexual orientation, and LGBTQ+
	My three best friends and me, Zulay	N	What can we do to respect people with disabilities? Disability
	Pride	N	What should equality look like for the LGBTQ+ community? LGBTQ+