


Shelton Junior School



Drugs Education Policy

Headteacher Approval  Name: Mr Jon Bacon Date: 18/03/2023	Governor Approval DELEGATED TO HEADTEACHER	Shelton Junior School <i>Drugs Education Policy</i>
		Last Reviewed: May 2023 Review date: May 2024

Policy review dates and changes

Date	By whom	Summary of changes made
May 2021	HC	Updated with new SOW

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Rationale & School Context

Drug and alcohol Education is part of National Curriculum Science which is statutory for all schools. The government advise schools to use the non-statutory Personal Health and Social Education curriculum to cover drug education. The DfE guidance (2012) states that drug education should be part of a well-planned programme of PSHE education delivered in a supportive environment, where pupils are aware of the school rules, feel able to engage in open discussion and feel confident about asking for help if necessary.

Shelton Junior School believes it has a duty to inform and educate young people on the consequences of drug use and misuse. The school takes a pro-active stance on this matter, believing that health education is a vital part of the Personal, Social, Health and Economic Education of every pupil. We use the Christopher Winter Project Resources to deliver Drugs & Alcohol Education from year 3-6.

This Policy was developed in consultation with the staff and pupils at Shelton Junior School.

Definitions of drugs terms

For the purposes of this policy, drugs are defined as the following: all legal drugs including over the counter and prescription medicines, alcohol, tobacco, volatile substances and illegal drugs.

‘Drug taking’ involves the consumption of any drug.

‘Drug use’ is drug taking through which harm may or may not occur.

‘Drug misuse’ is drug taking, which harms health or functioning. It may include physical or psychological dependence or be part of a wider spectrum of problematic or harmful behaviour.

Purpose of the Policy

At **Shelton Junior School** our practical definition of drug education is ‘the acquisition of knowledge, understanding and skills and exploration of attitudes and values which will enable young people to make informed decisions about their own, and other people’s, use of drugs’.

Our educational approach focuses on provision of accurate and balanced information and across the 3 following areas:

Knowledge

Increase pupils' knowledge and understanding and clarify misconceptions about:

- the short and long term effects and risks of drugs
- the rules and laws relating to drugs
- the impact of drugs on individuals, families and communities
- the prevalence and acceptability of drug use among peers
- the complex moral, social, emotional and political issues surrounding drugs.

Skills

Develop pupils' personal and social skills to make informed decisions and keep themselves safe and healthy, including:

- assessing, avoiding and managing risk
- communicating effectively
- resisting pressures
- finding information, help and advice
- devising problem-solving and coping strategies
- developing self-awareness and self-esteem.

Attitudes

Enable pupils to explore their own and other peoples' attitudes towards drugs, drug use and drug users, including

- challenging stereotypes
- exploring media and social influences.

Roles and Responsibilities: A Whole School Approach

A whole school approach will be adopted to drug education that actively involves the whole school community. All groups who make up the school community have roles and responsibilities regarding drugs. In particular:

The Senior Leadership Team (SLT) will endeavour to support the provision and development of drug education in line with this policy by providing leadership and adequate resourcing.

The PSHE Co-ordinator will maintain an overview of drug education provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet pupils' needs, providing support and resources for staff, arranging staff training, liaising with outside agencies and monitoring and evaluation.

Teaching staff: Drug education is best led by teachers rather than outside experts. Teachers have an understanding of their pupils, develop a dialogue with them and are accessible on an ongoing basis. Teacher led drug education also avoids the situation whereby drugs are sensationalised and seen by pupils as something teachers cannot talk about. The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead will ensure that class teachers are informed of any children who are vulnerable where drug misuse by either parent or child is a concern.

Teachers may not have detailed knowledge of drugs. Whilst it is helpful if they have some knowledge about drugs, they do not need to be ‘walking encyclopaedias’ to successfully teach drug education. Drug education is not just about factual information and many teaching packages include activities which contain relevant drug information for use with pupils. Pupils may sometimes know more about certain drugs than their teachers but this can be put to good use in lessons. If teachers need to know a specific piece of information, they can always find out later, possibly by involving pupils in research. More important than detailed factual information, is feeling confident, developing trust with pupils and having the teaching skills to allow pupils to explore and discuss the many complex issues involved.

All teachers are involved in the school’s drug education provision. They teach drug education through the PSHE programme and purchased Christopher Winter Project scheme of work, through science and other curriculum areas. All teachers play an important pastoral role by offering support to pupils. Any teacher can be approached by a pupil who experiences a difficulty regarding drug education issues. Teachers will be consulted about the school’s approach to drug education and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training.

Non-teaching staff may be involved in a supportive role in some drug education lessons and also play an important, informal pastoral support role with pupils. They will have access to information about the drug education programme and be supported in their pastoral role.

Governors have responsibilities for school policies. They will be consulted about the drug education provision and policy and have regular reports at Governor’s meetings.

Parents/carers have a legal right to view this policy on the school’s website. The school’s approach to drug education will encourage dialogue between parents /carers and their children.

Outside agencies and speakers may be involved in inputting to drug education lessons and as points of referral as support services for pupils. The school will only work with agencies and speakers who are appropriate to pupil needs. We shall work in partnership with them and jointly plan their work within the school. The school will also promote relevant helping agencies that pupils can access.

Pupils have an entitlement to age and circumstance appropriate drug education and to pastoral support. They will be actively consulted about their drug education needs and their views will be central to developing the provision.

The Drug education programme

At **Shelton Junior School**, Drug education is taught in a number of places within the school curriculum.

Science

There is a statutory requirement to deliver an element of the drug education programme through the National Curriculum in Key Stage 2. Pupils should be taught that tobacco, alcohol and other drugs can have harmful effects.

PSHE

At **Shelton Junior School** the drug education components of the PSHE curriculum are taught using the **Christopher Winter Project Drug Education Programme**

Methodology and resources

A wide range of teaching methods are used that enable pupils to actively participate in their own learning. This includes use of quizzes, case studies, research, role play, video, small group discussion and use of appropriate guest speakers. Occasional use of drama productions also forms part of the programme. Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to pupils.

Answering pupils' questions

The school believes that pupils should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a pupil may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. They will establish clear parameters of what is appropriate and inappropriate in class by discussing ground rules with pupils and by taking an approach that encourages pupils to be mature and sensible.

If a teacher does not know the answer to a question they will acknowledge this and suggest that they and pupils research the answer to the question later. If a question is too explicit or inappropriate to answer in class at that moment, teachers will acknowledge it and attend to it later with the pupil who asked it. If a question is too personal teachers will remind pupils about the ground rules and if necessary point out appropriate sources of support. If a teacher is concerned that a pupil is at risk they will follow the school's child protection procedures.

Monitoring and evaluation

The programme is regularly evaluated by the PSHE Leader. The views of pupils and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

This policy enables Shelton Junior School to carry out our functions with a view to safeguarding and promoting the welfare of children under sections 175 and 157 of the Education Act (2002). The policy is in line with the following legislation and guidance:

- Working Together to safeguard Children (2015)
- Keeping children safe in education (September 2016)
- 'What to do if you think a child is being abused' (2015)
- Information Sharing' (2015)
- Children Act (1989)
- Children Act (2004)
- Protection of Freedoms Act (2012)