

*Green Lane  
Church of England*



*Primary School*

# **Drugs Policy**

<b>Policy Title:</b>	<b>Drugs Policy</b>
<b>Policy Author:</b>	<b>RGE</b>
<b>Date Approved by Governing Body:</b>	<b>July 2018</b>
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<u><b>Date of Review</b></u>	<u><b>Description of amendments (if applicable)</b></u>

## The Ethos and Values of Our School

Green Lane Church of England Primary is a rural school in the heart of Teesdale and at the centre of our local community. We offer a fantastic education based around achievement and success in a nurturing, holistic environment. At Green Lane we see the ultimate purpose of education as the promotion of “life in all its fullness” (St John’s Gospel, chapter 10, verse 10).

Here education is about more than just academic achievement; it is about developing young people who can flourish in all areas of their lives developing the intellectual, spiritual, moral and physical attributes, becoming proud and respectful members of our community. Our deeply Christian ethos and values are central to the experiences our children have each day as part of ‘Team GL.’

### Principles

- Green Lane CE Primary School is committed to the Health and Safety of all its members and believe that we have a duty to support and safeguard the well-being of all its pupils and staff. The school is committed to the principles of the National Healthy Schools Standard and DFE and ACPO Drug Advice for Schools 2012
- The school values the importance of its pastoral role in the welfare of its pupils, and through the general ethos of the school, we seek to encourage and develop young people’s learning and ensure support appropriate to their needs is provided.
- Education about drugs is not concerned merely with substance, but with people in their social settings and therefore should involve the development of attitudes, values and the development of skills, as much as the acquisition of appropriate knowledge.
- Drug issues and concerns extend across socio-economic and ethnic boundaries, and pupils of all ages and abilities will encounter both the positive and negative effects of drugs, as used legally in medicine to aid recovery, or illegal use. Many pupils have some knowledge about illegal drugs through the media, “street talk”, and personal experience. The school welcomes and encourages parent/carer and community involvement in the development of school policy and curriculum delivery.

### Aims

- To provide a safe, healthy environment in which pupils and staff can learn and develop.
- To ensure all members of the school community know and understand the rules of the school, the expectations about their behaviour, and the policy regarding drug incidents and concerns about individuals.
- To promote clarity about the management of drug related incidents in the school.
- To encourage and enable pupils to appreciate the benefits of a healthy lifestyle now, and in the future.

- To enable pupils to make reasoned, informed choices.
- To minimise pupils experimentation with illegal or harm causing substances.
- To address and take account of local community needs, including the differences and diversity within the school community.
- To support and engage parents/carers and pupils in their own personal learning and responsibilities.
- To enable young people and staff to access support structures (including the voluntary sector), e.g. CAMHS, counselling, and treatment.
- To monitor, evaluate and review learning outcomes for pupils.
- To work with the local authority and outside agencies, including the voluntary sector, to secure and support a balanced delivery of a drugs education programme,

## Scope

This document applies to all irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010). The school respects the rights of children and values the UN Convention on the Rights of the Child (CRC). In particular, this policy supports Articles 3, 6, 19, 24 & 33.

## Objectives

- To provide opportunities for pupils to acquire knowledge and identify the distinction between authorised and unauthorised drugs.
- To develop and equip pupils with the knowledge, attitudes and skills necessary to build their resilience and avoid peer group pressure or unwanted drug offers from others.
- To build pupils' decision-making skills and increased self esteem.
- To engage parents/carers in the school community and learning process.
- To enable pupils and staff to access support if they have concerns about their own or others' drug use.

## Principles of Teaching and Learning

At Green Lane CE Primary School, the children are taught and encouraged to become more independent and confident citizens with an increasing ability to make informed choices about their own health and environment. Drug education is taught across the year groups with Years 3 and 4 focusing on developing 'skills and attitudes' - to be confident to make their own decisions and recognising risks and pressures whereas Years 5 and 6 build on these skills and learn more about the factual element of drugs and the possible consequences of taking them. This is covered under both the science and PSHCE curriculum.

When teaching drug education, teachers should use a range of teaching strategies, including role-play, distancing techniques, discussion and group work, draw and write, debates and circle time. Circle time is an excellent vehicle for delivering, discussing and reflecting on life skills.

Teaching is informed by the expectations of the National Curriculum particularly through science and PSHE and Citizenship. Further guidance is available from

- DFE Guidance on PSHE Education
- PSHE Association website, programme of study and guidance - <https://www.pshe-association.org.uk>
- Ofsted PSHE Report 2013

### **Cross-curricular links**

Drug education has many cross-curricular links, with science making a particular contribution. However, the development of life skills is a theme throughout the curriculum, within the programme for Personal, Social, Health and Citizenship Education (PSHCE), and enshrined in the values, which are embodied in the schools' ethos. There are links to other subjects, such as physical education, and aspects of school life, notably the spiritual, moral, social and cultural aspects of the curriculum.

### **Resources & advice**

For initial advice and support contact Alison Young (DCC Operational Lead for Health and Wellbeing) Tel: 03000 265834; Email: [alison.young@durhamlearning.net](mailto:alison.young@durhamlearning.net)

DFE Policy and Statutory guidance:

<http://www.education.gov.uk>

FRANK national drug awareness campaign includes information and advice for parents and young people and a support helpline:

[www.talktofrank.com](http://www.talktofrank.com) (0800 77 66 00)

DrugScope– [www.drugscope.org.uk](http://www.drugscope.org.uk) (useful national data)

### **Differentiation and Additional Educational Needs (AEN)**

Whilst some pupils may have a fairly broad knowledge and insight into the world of drugs, there are those who have little or no knowledge at all. Teachers need to be sensitive to this issue and that lessons are planned to take account of pupils' age, culture, experience and maturity.

### **Links to related school policies**

- PSHE and Citizenship
- Behaviour
- Inclusion
- Equal Opportunities
- SMSCD (Social, Moral, Spiritual, and Cultural Devt)
- Child Protection
- Health and Safety
- Medicines and pupils with medical needs.
- School smoking and alcohol policies.

### **Preventing Drug Misuse**

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.

### **Monitoring, Evaluating and Reviewing**

- Senior managers are involved in monitoring and evaluation.
- Pupils, staff, parents/carers and governors are consulted and the programme and policy are modified where appropriate.
- There is ongoing monitoring and evaluation of the programme, teaching methodologies and learning outcomes to ensure that needs are met.
- Drug education is reviewed in line with current LA and Government guidelines.