

Stutton CEVCP School

Drugs Education Policy

Date Approved	05/12/2017
Signed	Jo Hazlewood (Chair of Governors)
Date of next review	Autumn 2020



At Stutton School, we believe that Drugs Education begins before a child starts school. It is therefore vital that our policy reflects the ethos of the school which includes fostering open relationships with parents, listening to children and building strong community links. We recognise that Drugs Education must show continuity and progression and that life skills underpin all the work undertaken.

Non-smoking

Our school is smoke-free. Smoking is not tolerated anywhere in the school building, within the grounds, or indeed in sight of the school. This extends to staff, parents and site workers at all times of day. The non-smoking rule also applies to the general public who may hire the school hall. This is reflected in our 'Lettings' Policy.

1 Aims and objectives

1.1 We aim to help children develop the knowledge, skills and attitudes that enable them to make the sort of choices that lead to a healthy and fulfilling lifestyle. Our PSHE programme has the primary objective of helping children to become confident and responsible young people and our Drugs Education programme is an essential part of that. We teach children to understand and discuss the benefits of a healthy lifestyle and the dangers to health posed by inappropriate drug-taking. We aim to equip them with the social skills to make informed moral and social decisions in relation to drug misuse in society.

The objectives of our drugs education programme are:

- (a) to 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 likelihood that drug use will be common and acceptable to some peers
 - the moral, social, emotional and political issues linked to drugs

- (b) to develop pupils' personal and social **skills** to make informed decisions and keep themselves safe and healthy so that they:
 - learn to assess, avoid and/or manage RISK
 - communicate effectively, discuss realistically from an informed starting point and listen to others
 - resist pressure
 - know how to access information, help and advice
 - acquire strategies for problem solving and coping
 - develop self awareness and self-esteem
 - gain confidence to discuss issues openly and honestly with adults

- (c) to enable pupils to explore their own and others' **attitudes** towards drugs, drug use and drug takers, including challenging stereotypes and exploring media and social influences

- (d) to ensure that all children are taught about drugs in a consistent manner, following guidelines that have been agreed by parents, governors and staff

- (e) to ensure that children and parents know that access to advice and support will be given if needed

- (f) to provide positive role models

2 Organisation

- 2.1** We believe that drugs education must be planned as a discrete topic as well as taking opportunities to teach aspects of it throughout the curriculum. We recognise cross-curricular opportunities to include drugs education, notably in science. Teachers are aware of the need to respond to children's questions or worries at any time. Due regard is given to issues of confidentiality and child protection.
- 2.2** Drugs education is an important part of our school's personal, social and health education (PSHE) curriculum. We have recently started to use the Jigsaw Scheme of Work which is a comprehensive scheme of learning which integrates personal, social, health and economic education with emphasis on emotional literacy, mental health and SMSC, especially spiritual development. Jigsaw aims to help children know and value who they really are and how they relate to other people in this ever-changing world. The 'Healthy Me' unit focuses on drugs and alcohol education as well as healthy lifestyle choices.

We recognise the research that shows that pupils want:

- to be heard
 - to debate and discuss issues
 - to engage in a range of activities including drama and exploration of real life incidents
 - to feel the teacher/adult is well informed
 - to be presented with all the facts
 - to know all effects of drugs and reasons for using them
 - to know how to act in an emergency
- 2.3.** The class teachers take responsibility for the teaching of drugs, alcohol and smoking in school. From time to time they are supported by the outside agencies, for example from the Drugs Action Team.
- 2.4** The drug education programme is reviewed every two years by the headteacher and class teachers. The review takes into account the received views of pupils, parents and teachers who have taught the subject.

3 The role of the headteacher

- 3.1** It is the responsibility of the headteacher to ensure that staff and parents are informed about this drugs education policy, and that the policy is implemented effectively. It is also the headteacher's role to ensure that staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- 3.2** The headteacher will liaise with external agencies regarding the school's drugs education programme and ensure that all adults who work with children on these issues are aware of the school policy and work within this framework.

4 The role of governors

The governing body has the responsibility of setting down these general guidelines on drugs education. The governors will support the headteacher in following these guidelines. Governors will inform and consult with parents about the drugs education policy.

5 The role of parents

The school is well aware that the primary role in children's drugs education lies with parents. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we will:

- inform parents about the school drugs education policy and practice;
- invite parents to view the materials used to teach drugs education in our school;
- answer any questions parents may have about the drugs education their child receives in school;
- take seriously any issue which parents raise with teachers or governors about this policy or the arrangements for drugs education in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to drugs education so that the parents can support the key messages being given to children at school.

6 Monitoring and review

The curriculum committee of the governing body will monitor the drugs education policy every two years. This committee will report their findings and recommendations to the full governing body as necessary. The curriculum committee takes into serious consideration any representation from parents about the drugs education programme and comments will be recorded. Governors require the headteacher to keep a written record detailing the content and delivery of the drugs education programme taught in the school.