



Redmile Church of England Primary School

*“Teach children how they should live, and they will remember it all their lives.”
(Proverbs 22:6)*

Drugs, Alcohol and Tobacco Education (DATE) Policy

Introduction

At our school, we believe that good drug education is supported by a consistent, whole school approach and promoted by the provision of excellent PSHE. It is part of the entitlement for all our children, whatever their age, level of development or social, cultural or religious background. It is planned for and taught in the context of our comprehensive PSHE programme.

We see drug education as an important component in the wider area of risk education. We recognise that giving information about drugs alone will have a minimal impact on children’s abilities to keep themselves safe with drugs. We will therefore address issues of peer and media influence and will explore with children their different responses to risk and challenge, develop assertiveness, improve communication with peers and adults and enable them to reflect on the factors that influence their decisions.

Drug education is part of the wider agenda of promoting positive relationships and healthy lifestyles for children to which many individuals and organisations in our community contribute. Our work in drug education contributes to meeting local and national priorities as described in strategies such as: Safeguarding and Child Protection, Every Child Matters and National Drug Strategy.

In whatever capacity we work with children, we recognise our shared responsibilities regarding their health and wellbeing. We also recognise that this policy has a bearing on children’s whole lives, not just their time in school. Therefore this policy describes our strategies for keeping children safe in relation to drugs, both on and off the school premises.

Our work in drug education is set in the wider context of our school values and ethos:

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, having considered gender, ability and culture.
- We promote pupils’ self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- We prepare our pupils to engage confidently with the challenges of adult life.
- We provide high quality information and support to enable our pupils to make safe choices.
- Through an enriched curriculum, we provide young people with opportunities to develop the necessary skills to manage their lives effectively.

- We help our young people to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.
- We create a wider awareness of religious and moral values within a Christian framework and promote respect for other races, religions and ways of life.

1. Aims and Objectives

We Encourage Learning and Caring because Our school Matters to Everyone.
(Aims Statement)

Within the DATE Policy, we teach children about the dangers to health posed by drug taking and we aim to equip them with social skills that enable them to make informed moral and social decision in relation to drugs in society.

All adults will work towards achieving these aims for drug education in our school. We seek to enable our children to:

- Understand that drugs are any substance which affects how a person thinks, feels or behaves
- Understand that that all drugs have potential benefits and harms
- Understand how to keep safe around drugs and household substances
- Recognise risky situations associated with drugs and substances and know appropriate ways to respond
- Consider attitudes to drugs and people who use them
- Assess accuracy and reliability of information about drugs
- Consider their perceptions of drug use amongst young people and compare this with actual levels of use
- Develop their decision-making skills in risky situations (including assertiveness in social situations and peer pressure)
- Distinguish between different drugs and consider their use, misuse, benefit and harm
- Consider how friends and the media might influence decision making
- Value and care for their own bodies.

Definition of 'Drugs'

This policy uses the definition that a drug is:

'A substance people take to change the way they feel, think or behave'.
(World Health Organisations)

The term 'Drugs' includes:

- All illegal drugs
- All legal drugs including alcohol, tobacco, caffeine and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

2. Delivery of DATE Curriculum

We understand the importance of ensuring that all children in school gain similar information and experiences through drug education. We will therefore follow the progressive, spiral curriculum for drug education illustrated in this document. (Appendix 1)

The objectives of the curriculum for drug education will mainly be delivered in designated PSHE lessons/Circle Time/ focused health topics.

Some aspects of drug education will be delivered in other subjects, such as Science/ RE.

Some objectives of drug education will also be met in enrichment activities. For example Visits from the Life Education Centre, our work as a Healthy School, social skills groups, curriculum enrichment days, residential trips provision and the Drugs and Alcohol Resistance Education (DARE) Programme.

3. Responsibilities

We regard it as the shared responsibility of all adults working within the school to model responsible drug-related attitudes and behaviour and to respond appropriately to a pupil's request for information or guidance. Teaching and support staff will have the same responsibility for contribution to the delivery of the taught drug education curriculum as they have for other components of the curriculum.

The PSHE Co-ordinator is responsible for reviewing and evaluating drugs, alcohol and tobacco education at our school. The PSHE Co-ordinator will report to the Executive Head Teacher.

Staff will be assisted in their planning and delivery of the curriculum by the PSHE Co-ordinator who will, with support, develop long and medium term planning, provide lesson plans and activities for colleagues, collate assessments, access support from out of school where necessary and plan INSET to meet staff needs.

Governors have the responsibility to update their own knowledge and awareness, so that they can contribute to monitoring and evaluation of policy and practice. The PSHE Co-ordinator/Staff governor/Head teacher will support with this.

4. Teaching Methodologies

4.1 Ground rules

Drug education is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Teachers and children together will ensure there are ground rules in place which ensure that every child feels safe and is able to learn in a supportive and caring environment. These will cover, in particular, the asking and answering of personal questions and strategies for checking or accessing information. Children are encouraged to use the phrase, "Somebody I know..." if they wish to discuss experiences, without disclosing the identity of the person.

4.2 Answering Questions

We acknowledge that sensitive and potentially difficult issues will arise in drug education, as children will naturally share information and ask

questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for drug education. As a first principle, we will answer questions relating to the taught, planned curriculum for that age group (or younger) to the whole class in a sensitive and age appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it, they will seek guidance from the PSHE leader. Questions may be referred to parents/carers. We may use a 'Question box', where questions may be asked anonymously.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection, in line with school policy (executive head-teacher, deputy head-teacher or head of school).

Staff may also refer to external sources of information such as www.talktofrank.com to check information about drugs.

4.3 Distancing Techniques

In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play, videos/DVD, theatre in education to enable young people to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

Staff should be clear about the boundaries of their legal and professional roles and responsibilities. They should be familiar with the procedures set out in the DfE document: 'Keeping Children Safe in Education' as stated in regular Safeguarding Training. Teachers cannot and should not offer or guarantee absolute confidentiality.

In certain circumstances, a child may wish to confide in a trusted member of staff. They should be made aware before any disclosure that information may have to be passed on to the Designated Safeguarding Lead (J Hopkins, H Geeson, A Longden or N Copeland). If there is a concern about the child's safety, then teachers and the DSL should follow the guidelines in the Safeguarding Policies adopted by the school.

5. Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to drug, alcohol and tobacco education. We will carefully consider gender, culture, learning needs and background when planning and delivering it.

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our children and, in acknowledging and exploring different views and beliefs, seek to promote respect and understanding.

In order to ensure the drug education curriculum meets the needs of all:

- We will encourage respect and discourage abuse and exploitation.
- We will not ask young people to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs, we will review our drug education programme to ensure that provision is made for those with additional needs. When working with children with additional needs we will consider:

- Their level of vulnerability
- Their use of medication
- Their need to develop self-esteem and positive body image
- The need to involve all staff and carers in policy development, planning and training
- Sources of support for pupils.

6. Drug Misuse in Our Community

Many pupils will have parents, carers or family members who use, misuse or abuse drugs, including medicine, alcohol and nicotine. Some will experience problematic alcohol use or illegal drug misuse by family members. We will take care to ensure that our DATE programme takes into account possible misuse of drugs by family members. We will work to ensure that the content of our programme does not stigmatise children or heighten their anxieties about their family members' welfare. It will be a high priority to determine and address the additional needs of children who experience the effects of drug misuse and abuse in their homes.

7. Resources

All staff will primarily use the Cambridgeshire Primary Personal Development Programme when planning and delivering Drugs, Alcohol and Tobacco Education.

7.1. Visitors and Agencies

We may also make use of the expertise of visitors/visits from the community and experts from outside agencies (e.g. Coram Life Education, Leicester Warning Zone, school nurse) but this will be seen as an enrichment of our programme and not a substitute for our core provision based upon the strong relationships between teachers and pupils. Such visitors will be made aware, in advance, of our policy and will be expected to work within it. They will work in collaboration with appropriate staff to ensure continuity and that the needs of the children are met.

8. Staff Training

We understand that, in order to feel confident in teaching DATE, staff need opportunities to develop knowledge, skills and attitudes and to share good practice. We recognise that all adults have different personal beliefs about and attitudes to drugs and drug education. We will discuss relevant issues and, where

appropriate, arrange training to enable staff members to feel confident in delivering the drug education curriculum. Those with special responsibility for the development of drug education will be supported in developing the necessary knowledge and skills, where appropriate.

9. Working with Parents/Carers and our School Community

Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up; therefore we seek to work in partnership with parents and carers when planning and delivering drug education.

We will encourage this partnership by:

- Informing parents and carers by letter of forthcoming DATE topics
- Inviting parents to learn more about resources and activities used
- Gathering parents' views on the policy and taking these into account when it is being reviewed
- Providing supportive information about parents' roles and how they can develop protective factors with their children
- Inviting parents to discuss their views and concerns on an informal basis.

10. Drug-Related Incidents

The use, possession or supply of illegal drugs will not be tolerated on our school site, neither will the unauthorised use of legal drugs, such as alcohol, tobacco and new psychoactive substances.

Drug-related incidents include:

- Disclosure by a child of their own unauthorised or illegal drug use or alleged use by another person
- Unauthorised or illegal drugs being possessed or used on the school premises
- Physical evidence of unauthorised or illegal drug use being found on or around the school premises
- Supply or intended supply of unauthorised or illegal drugs on the school premises
- Community concerns about unauthorised or illegal drug use by an adult working with children
- Community concerns about unauthorised or illegal drug use by children
- Children disclose they are adversely affected by the drug use or misuse of others
- The intimidation of a child by peers or others in relation to drug use.

All staff will be aware of the basic procedures for dealing with a drug-related incident. The Executive Head Teacher will take responsibility for any required action.

10.1. Parents/Carers Under the Influence of Drugs on School Premises

When dealing with parents under the influence, staff should attempt to maintain a calm atmosphere. On occasion, a teacher may have concerns about discharging a pupil to the parent / carer. In such instances, school may contact alternative carers to collect the child from school.

The focus for staff will always be the maintenance of the child's welfare, as opposed to the moderation of the parent's / carer's behaviour.

Where the behaviour of the parent/ carer under the influence of drugs repeatedly places a child at risk staff should consider whether to invoke child protection procedures.

10.2. Pupils in Possession of an Unauthorised Drug

- Remove drug
- Temporarily store the drug securely
- Record the details with a witness present
- Inform the head teacher.

The likelihood of a child being the instigator of a drug-related incident in school is extremely low. However, where an incident involves a child at our school, we will seek to involve parent/carers, if appropriate, and gain advice and support from specialist services and Children's Services. Exclusion may be a final option, if other sanctions have not been successful.

10.3. Confiscation and Disposal of Unauthorised Drugs

Alcohol and tobacco

Parents / carers should normally be informed and given the opportunity to collect alcohol or tobacco unless this would jeopardise the safety of the child.

Volatile substances

Given the danger level, schools may arrange for their safe disposal. Small amounts may be placed in a bin for which pupils do not have access, for example a bin within a locked cupboard.

Medicines

The Medication Policy details the safe storage and disposal of medication.

Drugs or paraphernalia

Needles or syringes found on school premises should be placed in a sturdy, secure container using gloves. Soft drink cans or plastic bottles should not be used. Used needles or syringes should not be disposed of in domestic waste.

10.4. Disclosures

Staff will always endeavour to reassure any child that seeks help for a particular problem or situation recognising that it may well have taken significant courage on the child's part to disclose any information and that the child may be experiencing conflicting emotions.

The school will remember the pastoral responsibility of the education service as a whole.

A designated teacher is responsible for all child protection issues; at Redmile CE Primary School this is the Head teacher, Mrs Julie Hopkins and in her absence, this will be the deputy head-teacher, Miss Geeson, or the head of school, Mrs Longden.

11. Control of Specific Substances

11.1. Medicines

Prescribed medicines will be stored and handled in line with the Medication Policy.

Staff training will be undertaken as appropriate for the use of Epipens for identified children.

11.2. Tobacco

This school has a **no-smoking policy** enforced on the whole site.

11.3. Alcohol

Alcohol is not consumed on school premises during school opening hours. The school offers guidance on suitable drinking products for the children with reference to any beverage that may contain stimulants like caffeine and are deemed inappropriate for young children.

11.4. Solvents

The school ensures that potentially harmful substances are stored safely and pupils are supervised carefully in the event of them having to be used in the course of their work. The use of correction fluid and aerosol sprays by children is prohibited. Caretaker's materials are well labelled and locked in a secure cupboard.

11.5. Illegal Substances

The possession, use or supply of illegal and other unauthorised drugs within school boundaries is clearly unacceptable and will be dealt with in line with adopted school policies.

11.6. The law

The law permits school staff to take temporary possession of substances suspected of being illegal drugs for the purposes of preventing an offence from being committed or continued - provided that all reasonable steps are taken to destroy the substance or deliver it to a person lawfully entitled to take custody of it.

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. The police officer attending will seek to obtain the reasonable grounds required for searching from information given by school staff.

12. Roles and Responsibilities

12.1. The Head Teacher

- It is the responsibility of the Head teacher to ensure that staff and parents are informed about the Drugs, Alcohol and Tobacco Education Policy and that the policy is implemented effectively.
- It is the Head teacher's responsibility to ensure that all staff are given appropriate training.
- The Head teacher will liaise with external agencies regarding the school DATE programme.
- The Head teacher will monitor the policy and report to Governors.

12.2. The Governors

- The Governing Body has the responsibility of drawing up the guidelines for DATE education policies.
- The Governors will support the Head teacher in enforcing the policy.
- Governors will inform and consult with parents in adopting the policy.
- Governors will liaise with LA and Health organisations to ensure that the school policy is in line with best advice available.

12.3. Parents

- The school will build a positive and supporting relationship with parents to the benefit of the children.
- Parents will be informed of the DATE Policy and teaching programme.
- Any issue raised will be taken seriously by the school.

Appendix 1: Curriculum for Drugs, Alcohol and Tobacco Education

	Healthy and Safer Lifestyles 2 - Keeping Safe (inc Drug Education)	Other areas of Personal Development
EYFS	<p>Do I understand simple safety rules for when I am at home, at school and when I am out and about?</p> <p>Can I say 'No!' if I feel unsure about something and it does not feel safe or good?</p> <p>Can I ask for help and tell people who care for me if I am worried or upset?</p> <p>Who are the people who help to keep me safe?</p> <p>What goes on to and into my body and who puts it there?</p> <p>Why do people use medicines?</p> <p>What are the safety rules relating to medicines and who helps me with these?</p>	<p>What things can I do when I feel good and healthy?</p> <p>What can't I do when I am feeling ill or not so healthy?</p> <p>What do I think I have to keep safe from?</p> <p>How do I know if something is safe or unsafe?</p>
Y1/2	<p>What happens when things enter the body?</p> <p>What are medicines and why do some people use them?</p> <p>What do I understand about the roles of doctors, nurses and hospitals?</p> <p>What can I do if I feel poorly?</p> <p>What are the potentially risky substances at home and at school?</p> <p>How can I keep safe from harm if I come across risky substances?</p> <p>What is it like to be persuaded?</p>	<p>How can I get the attention of an adult if I need to?</p> <p>Who are the people who help keep me safe?</p> <p>How can I be responsible for my own personal safety?</p> <p>Do I understand how amazing my body is?</p> <p>What does it feel like to be healthy?</p> <p>How can I stay healthy?</p> <p>What is an emergency and who helps?</p> <p>How can I help in an emergency?</p>
Y3/4	<p>What medical and legal drugs do I know about, and what are their effects?</p> <p>Who uses and misuses legal drugs?</p> <p>Why do some people need medicine and who gives it?</p> <p>What are the safety rules for storing medicine and other risky substances?</p> <p>What should I do if I find something risky, like a syringe?</p> <p>What do I understand about how friends and the media influence me?</p>	<p>How can I be responsible for my own personal safety?</p> <p>Who is responsible for my lifestyles choices and how are they influenced?</p> <p>How can I have a healthy lifestyle?</p> <p>What can my body do and how is it special?</p> <p>What risks are there to my safety, my friendships and my feelings?</p> <p>What action is it okay for me to take in an emergency?</p> <p>Who would I ask for help if things went wrong?</p>
Y5/6	<p>What do I know about medicines, alcohol, nicotine, solvents and illegal drugs and how they affect people who use them and others?</p>	<p>When might it be good to take a risk?</p>

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	<p>How does drug use affect the way a body or brain works?</p> <p>How do medicines help people with a range of illnesses?</p> <p>What does misusing a drug mean?</p> <p>What are some of the laws about drugs?</p> <p>What risks should I look for around substances?</p> <p>How do my friends influence my behaviour and decision making?</p> <p>How and why do companies advertise drugs?</p> <p>When and how should I check information I am given?</p>	<p>What are the different consequences of taking physical, emotional and social risks?</p> <p>How risky are different situations?</p> <p>When am I responsible for my own safety?</p> <p>How can I keep myself and others safe?</p> <p>How can I get the attention of an adult if I need to?</p> <p>Where can people go for help?</p> <p>How can I help people who need support?</p> <p>Can I carry out basic first aid?</p> <p>What does being healthy mean and what are the benefits?</p> <p>Who or what influences me when I am making lifestyle choices?</p> <p>How am I responsible for a healthy lifestyle?</p>
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