

STEPPING STONES

Short Stay School



Drug, Alcohol and Tobacco Policy

This policy directly links with the following related policies -

- Science
- Personal, Social, Health and Economic Education
- Health Education
- Behaviour and Discipline
- Drug and Alcohol Related Incidents.

Date: Updated 10/09/17

Anne Shepherd (PSHCE Subject Leader 2017)

1.0 Introduction

For the purposes of this policy the term "drugs" refers to all drugs, including medicines, volatile substances, alcohol and tobacco.

Drug, alcohol and tobacco education includes learning about:

- Over-the-counter or prescription medicines, including anabolic steroids
- Legal substances such as poppers (amyl nitrate), caffeine, alcohol and tobacco
- Volatile substances, e.g. glues, gases, aerosol propellants
- Illegally produced, owned or supplied substances such as those covered by the Drugs Act 2005, e.g. cannabis, ecstasy, amphetamines, cocaine (including crack cocaine).

Pupils gain knowledge of these through planned learning opportunities appropriate to their age and needs.

The Importance of Drug Education

We do not want to leave drug issues in the hands of the soap operas many children watch. The view that "some things are best not talked about" or that we would be "opening a can of worms" is the opposite to research findings:

"There is no evidence to show that raising the subject of drugs will lead to children experimenting with them." (NOP Drugs survey commissioned by the Health Education Authority; quoted in Leadership Focus Magazine, Spring 2000.)

"Broaching the subject of drugs at an early age ensures children have accurate information before myths propagated by friends take hold." (Loc. Cit.)

"If an opportunity arises to try drugs or drink alcohol, children will be more likely to come to their parents to talk about it." (Loc. Cit.)

Both parents'/carers and teachers need to explore drug education questions actively with the children if we want them to grow up safely and not be at risk. The local police have told us that drugs are readily available in this catchment area. It is widely acknowledged that every High School harbours a drugs problem: the only thing that varies is how actively they tackle it.

Nor should we feel complacent because the pupils we receive are of primary age: more children directly encounter drugs at primary age than in previous generations. Many young children experiment with smoking and statistics show that primary-age alcohol abuse is on the increase.

2.0 Aims and Objectives

It is up to schools to decide what drug, alcohol and tobacco education is provided beyond that provided by the programmes of study for science. However, schools have a statutory duty to provide a balanced and broadly-based curriculum, that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils for the opportunities, responsibilities and experiences of adult life

(Education Act 1996, section 351)

We ensure that our overall drug, alcohol and tobacco education provision contributes positively to these whole-curriculum aims. Also that pupils have opportunities to develop the knowledge, skills, understanding and attitudes they need to make decisions about drugs, alcohol and tobacco.

All those working with pupils need to understand the policies and whole-school approach relating to drugs, alcohol and tobacco, which should aim to support pupils' welfare.

3.0 Content

Every class has a timetabled session of PSHCE and Citizenship once a week. Stepping Stones follows the Lancashire PSCE Scheme of work which incorporates our Drug, Alcohol and Tobacco Education. A weekly circle time also takes place. All sessions offer opportunities for pupils to share and develop ideas. These lessons follow a planned programme, personalized to the needs of pupils within the school. Through this scheme of work and across the breadth of the curriculum we cover the guidance for drug education. (See PSHCE scheme and Science scheme for full details).

Stepping Stones School approach to Drug Education consists of:

- The taught National Curriculum Science Programme of Study.
- Drug Education modules within each Key Stage delivered within a planned PSHCE programme.
- Pastoral support for pupils who experience difficulties.
- Provision of appropriate information through leaflets, Life Education bus, talks and books in our library
- Real life contexts and data in relation to the society they are living in, making what they are learning real,
- At Key Stage 1, pupils learn about being safe with medicines and household substances and the basic skills for making healthy choices and following safety rules.
- At Key Stage 2 pupils learn about the effects and risks of alcohol, tobacco, substances and illegal drugs and basic skills to manage risky situations. They learn how to make informed choices about their health, how to resist pressure to do wrong and to take more responsibility for their actions. There are further

Updated 2017 – Anne Shepherd

opportunities available to teach drug education in the statutory citizenship within school.

Inclusion

Pupils with learning difficulties may need more help in understanding what sorts of behaviour are acceptable, and in developing the confidence and skills to resist drugs (alcohol and drug misuse may be one of a number of symptoms of emotional or behavioural difficulties).

Teachers must take account of potential barriers to learning arising from pupils' personal circumstances, e.g. where pupils have parents/carers who misuse drugs or alcohol, or are themselves experiencing problems with misuse.

Teachers need to be able to recognise when pupils' needs cannot be met entirely in school, and when they need to contact specialist sources of help, e.g.:

- Social services
- Youth workers
- Connexions advisers
- Drug and alcohol services

Pastoral support will be provided for any pupil who is at risk.

Drug, alcohol and tobacco education raises sensitive and controversial issues, as well as the potential for disclosure of private or illegal activity and issues of child protection. It is essential that a safe and secure learning environment is created, in which professional boundaries are clear, mutual respect is maintained and sensitive issues can be discussed.

4.0 The Management of Drug Related Issues

Medicines

We ensure that pupils know the school rules that all medicines need to be managed at school by teachers and other school staff, and can only be brought on to school premises with teachers and parents knowledge and approval. Medicines will always be in the care of teachers and locked away in the school office. Administration of medicine is given by trained staff and has to be signed by two members of staff.

Legal Drugs

Pupils are not permitted to be in possession of or use alcohol, tobacco, matches, lighters or volatile substances either in school, travelling to and from school or on school trips. Any found will be confiscated, and returned to parents, who will normally be informed as a matter.

Tobacco

Smoking is not allowed on the school premises both within the school building and school playgrounds. The no-smoking policy applies to all visitors to the school, for example, parents, suppliers, supply or temporary staff and contractors.

Alcohol

Smoking is not allowed on the school premises both within the school building and school playgrounds

Illegal Drugs

If any pupil is found in possession of an illegal drug, it will be confiscated and stored in a locked cupboard in the office whilst arrangements are made with the local police for its collection. Parents/Carers will normally be informed. Careful investigation will be undertaken and records made and kept.

5.0 Role of parents

Parents/Carers are informed by letter of forthcoming events/teaching on the topics of illegal substances. Parents/Carers are actively encouraged to contact the School to discuss any material presented.

The School will actively co-operate with other agencies such as the school nurse and the community police to deliver its commitment to drug education and in dealing with incidents of substance abuse.

Parents/Carers are actively encouraged to view Drug, Alcohol and Tobacco Education as an essential tool to keeping each pupil safe and are encouraged to support the development of this key knowledge at home.

6.0 Assessment

Teachers will assess the pupil's progress in Drugs Education by:

- Making informal judgements as they observe pupils during the sessions and at other times around the school.
- Pupil self-assessment and the opportunity for reflection.
- Discussion and peer group reflection.
- Having knowledge of experiences pupils may have already had in relation to this.

7.0 Monitoring and review

This policy is monitored on a day-to-day basis by the headteacher, who reports to the SLT about the effectiveness of the policy on request.

The PSHCE subject leader will review the policy annually, in consultation with the Head teacher and the Governing Body to assess its implementation and effectiveness.

SLT give serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments.

Updated 2017 – Anne Shepherd

Updated: 10/09/17
To be reviewed: September 2018