

# Atwood Primary School

## PSHE Policy including Drug Education/Incidents (including alcohol, tobacco and volatile substances)



**Written: November 2011**

**Approved: November 2011**

**Review Date: November 2014**

**(or to meet new legislation and practices)**

Healthy School status **Achieved December 2007, reviewed February 2011**

This policy has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development including our Behaviour Policy, Equal Opportunities Policy and Race Equality Policy.

## **Policy Statement**

At Atwood Primary School we aim to establish a caring and challenging school community where all pupils feel valued and develop a love of learning. Personal, social and health education (PSHE) and Citizenship are key elements in enabling members of our community to achieve this aim. They are planned programmes of learning opportunities and experiences that help young people grow and develop as individuals and as members of families and communities. PSHE and Citizenship equip them with knowledge and practical skills to live healthy, safe, fulfilled and responsible lives. Both subjects also enable young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

Atwood Primary School's PSHE and Citizenship programmes are appropriate to pupils' abilities and backgrounds. We provide opportunities to address real life and topical issues and show pupils that they can make a difference to their own and others' lives.

The aims of PSHE and Citizenship are to enable pupils to:-

- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues
- Understand what makes for good relationships with others
- Have respect for others regardless of race, gender, religion, sexual orientation and mental or physical disability
- Be independent and responsible members of the school community
- Be positive and active members of a democratic society
- Develop self confidence and self esteem and make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and the wider community

We teach PSHE and Citizenship to all our pupils, regardless of their ability. Learning opportunities are matched to the individual needs of children with Learning difficulties or other Special Education needs. Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss. Children have access to additional support in class, as the need arises.

### *Why should it be taught?*

The National Curriculum (QCA/DfEE 1999) has two broad aims that provide an essential context within which we have developed our PSHE and Citizenship programme. They are:

Aim 1: The school curriculum should aim to provide opportunities for all pupils to learn and achieve.

Aim 2: The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities and responsibilities of life.

## **Organisation, planning, delivery and assessment**

Our PSHE and Citizenship programme includes learning opportunities across the curriculum. PSHE and Citizenship provision is taught through a combination of:

### 1) *Teaching through and in other subjects/curriculum areas*

In order to ensure that PSHE and Citizenship are relevant to the learning and needs of our pupils, we teach them regularly in a cross-curricular manner. For example;

- *English*: emotional literacy; discussion and debate; enquiry and communication; stories that illustrate aspects of personal and social development; how the media present information;
- *maths*: aspects of financial capability; counting and sharing; data handling; group work
- *science*: drugs (including medicines); sex; health; safety and the environment; ethical issues;
- *design and technology*: health and safety; healthy eating; realising that people have needs as they generate design ideas; use of technology; sustainable development;
- *ICT*: communicating with others via e-mail; finding information on the internet and checking its relevance;
- *history*: use of sources; reasons for and results of historical events, situations and changes; diversity within societies studied; significant people, events, ideas and experiences of people from the past;
- *geography*: topical issues concerning environment, sustainable development, land use; study of children' own locality and places in different parts of the world, including less economically developed countries;
- *art and design*: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures;
- *music*: making the most of abilities in playing or singing; issues of cultural diversity, their value and their expression;
- *PE*: teaching and learning about health and safety; development of personal and social skills through team and individual activities, games and sports; gender issues;
- *RE*: religious and moral beliefs, values and practices that underpin and influence personal and social issues, and relationships.

### 2) *Discreet curriculum time*

Some elements of PSHE and Citizenship are taught through discreet curriculum time; in order to cover the non-statutory frameworks within the National Curriculum. Teachers make use of the 'Social and Emotional Aspects of Learning' (SEAL) programme, Dot-Com resources and teacher – planned lessons in order to provide developmental programmes that both consolidate and further extend existing knowledge, skills and understanding. The PSHE lessons taught in Key Stage 1 build on the knowledge, skills and understanding identified in the Early Learning Goals, especially that related to personal, social and emotional development.

### *3) PSHE and Citizenship activities and school events*

Occasional off-timetable experiences and activities provide a useful opportunity when a particular aspect of PSHE or Citizenship can be studied intensively. At our school, these include:

- residential experiences
- health days
- mini-enterprise schemes
- fund raising schemes
- citizenship days

These form part of our planned and ongoing PSHE and Citizenship curriculums.

### *4) Involving pupils in the life of the school and wider community*

Active involvement in the life of the school and wider community helps young people recognise and manage risk and take increasing responsibility for themselves and their choices. At Atwood Primary School we have a supportive school ethos where there are effective relationships between all members of the school community and where pupils play an active part in decision making.

Our school involves pupils in the life of our school in many ways. These include:

- school council
- Buddies
- charity fund raising
- gardening activities and community partnerships
- sports partnerships
- drama activities and partnerships

## **PSHE and Citizenship Resources**

At Atwood Primary School we have a wide range of resources for PSHE and Citizenship. They incorporate a variety of learning styles and include videos, CD-ROMs, posters, leaflets, games etc. All resources are kept in the PSHE and Citizenship cupboard in the Infant Hall.

Resources present positive images and reflect the values that the school wishes to promote. They:

- provide breadth and balance
- are factually accurate and up-to-date
- are free from stereotyping and bias in terms of gender, race, religion, class, sexual orientation, ability and disability

Any published schemes of work that we use have been evaluated before being purchased to ensure that opportunities are provided for children to actively participate in learning. Teachers are encouraged to develop their own lesson plans and schemes of work in order to teach PSHE lessons which are relevant and specific to the needs of our pupils.

An important part of PSHE and Citizenship is challenging misconceptions and there will be opportunities to purchase resources that present negative messages and images. These can be used to challenge stereotyping, misinformation and myths etc especially those perpetrated through the media.

All new resources must be approved before use by the PSHE Co-ordinator

## **Assessment**

Teachers assess the pupil's work by making informal judgements as they observe them during lessons. They make use of Assessment for Learning strategies (AfL) by asking pupils to reflect upon their own learning and progress in relation to the lesson's success criteria and by the achievement of the learning objective as demonstrated by the pupil's written work.

PSHE and Citizenship comments are not included in pupil's annual reports.

## **Specific issues**

### **Confidentiality**

This is applicable for all staff in our school. Confidentiality for young people cannot and must not be guaranteed by school staff.

The boundaries of confidentiality should be made clear to children and young people. If a pupil discloses information which is sensitive, not generally known, and which the pupil asks not to be passed on, the request should be honoured unless this is unavoidable for teachers to fulfil their professional responsibilities in relation to:

- Child protection (It is the responsibility of every member of staff to know and abide by the school's child protection procedures. If any member of staff has a concern about the safety of a pupil these must be recorded and passed on to the school's Child Protection Co-ordinator. To do nothing is not an option!)
- Co-operating with a police investigation
- Referral to external services

### **Answering difficult questions**

At Atwood Primary school teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE/Citizenship. To this end ground rules are agreed with a class to provide a common values framework within which to teach. There are also be clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

### **Suggested Ground Rules**

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.

- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.

### **Dealing with Sensitive Questions**

- Teachers establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teacher set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way, which does not encourage giggling and silliness.
- Pupils are encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher will remind the pupil of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about abuse, the teacher will acknowledge it and agree to attend to it later on an individual basis.
- Teachers will not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher is concerned that a pupil is at risk of abuse the Head teacher will be informed and the usual child protection procedures followed.
- Where appropriate, the school nurse or another professional will be invited in to provide follow-up and deal with some of the questions.

### **Appendix relating to Drugs Education/Incidents (including Alcohol, Tobacco and volatile substances)**

Atwood Primary School recognises the need to prepare and equip young people for life in a drug using society. We recognise the need to be ready and able to deal with the broad range of drug related situations and incidents which may occur in the lives of our pupils and others involved in the life of the school. It is vital that we send a clear message to the whole school community that the possession, use, or supply of illegal or unauthorised drugs is unacceptable. However, if an incident involving drugs should occur, the first concern is always for the health and safety of the school community and meeting the pastoral needs of pupils. Therefore administering first aid and summoning help in the case of medical emergencies will always take priority before dealing with any issues.

## **To whom the policy applies**

This policy applies to staff, pupils, parents and carers, governors and partner agencies working within the school.

For this purpose the school premises are identified as the area inside the perimeter fencing. Any incident that occurs off school premises while on school business, including school visits, should also be handled with reference to the school's drug policy and using the Croydon Serious Incident Procedure.

## **Definition of Drugs**

The definition of drugs used in this policy is the definition given by the DfES in its Drugs guidance. This refers to all drugs:

- ❑ Legal drugs including alcohol, tobacco and poppers
- ❑ Over the counter and prescription medicines
- ❑ Illegal drugs (those controlled by the Misuse of Drugs Act 1971) including ecstasy, cannabis, crack/cocaine, heroin and LSD
- ❑ Other drugs such as anabolic steroids, volatile substances (solvents), Ketamine and Khat.

## **Definitions of other key words**

Drug use describes any drug taking. Any drug use can potentially lead to harm, including through intoxication, breach of the law or school rules, or future health problems

Drug misuse is drug taking which leads to social, psychological, physical or legal problems through intoxication, regular excessive consumption and/or dependence.

## **Why a policy is needed**

We believe that drugs play a part in the lives of every one of us and recognise that drug use and misuse can have a serious effect on health, well being and academic achievement. We have a crucial role to play in drug prevention and education. Primary age children need to be protected from the harm that drugs can cause and it is our responsibility to give them the knowledge and skills to be able to be healthy and keep safe.

We take a positive and proactive approach to the issue of drugs and this policy aims to:

- ❑ Give a clear view on the use of drugs in school
- ❑ Provide information so that everyone is clear about the procedures should an incident occur and the approach taken by the school.
- ❑ Give information about what is taught, how it is taught
- ❑ Give guidance to teachers, support staff and visitors about drug education.
- ❑ Give guidance on the administration of medicines.

We have taken account of key national and local guidance including:

- ❑ Drugs: Guidance for schools DfES 2004
- ❑ Non-statutory framework for PSHE and Citizenship
- ❑ Guidance on developing a drugs policy.

## **Drug Education**

### **Aims of Drug, Alcohol and Tobacco Education**

The aim of drug education is to provide pupils with opportunities to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions.

### **Objectives of Drug, Alcohol and Tobacco Education**

To increase pupils' knowledge and understanding and clarify misconceptions about:

- ❑ The short-term 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.

To develop pupils' social and emotional skills so they can make informed choices 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.

To enable pupils' to explore their own and other people's attitudes towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences.

## **Organisation, planning and delivery**

The Healthy Schools (HS) Co-ordinator and PSHE Co-ordinator will oversee and co-ordinate drug issues.

The HS Co-ordinator and the PSHE Co-ordinator are responsible for the development, monitoring and review of the drug education curriculum, supporting and training staff, liaising with external agencies to support the curriculum and developing, monitoring and reviewing the drugs policy.

The Head Teacher is responsible for managing drug-related incidents and for liaising with external agencies to support pupils vulnerable to drug misuse.

Drug Education focuses on knowledge and understanding, skills and attitudes. It is taught through Science, PSHE and other relevant subjects where it can be taught in a cross-curricular manner. The class teacher generally teaches Drug Education. There is progression from the Foundation Stage to Year 6 with topics and issues being included which are appropriate to the age and maturity of pupils.

Key Stage 1 focuses on medicines and how to be safe, being ill and getting better, being safe with household substances and risks.

Key Stage 2 focuses on effects and risks of smoking and alcohol, resisting pressure to do wrong and making safe decisions.

The content reflects

- the statutory elements of the Science National curriculum
- aspects of the non-statutory framework for PSHE and Citizenship.

A wide range of active teaching methods are used that enable pupils to learn skills, discuss their views, explore their own and other people's attitudes and values as well as learn knowledge, practise skills to cope with drug-related situations and engage actively in their own learning. Such activities include role-play, discussions, debates, case studies, quizzes, research and games. All classes establish clear ground rules to ensure that pupils discuss opinions with respect and listen to one another as well as ensuring that pupils and teachers do not disclose personal information.

## **Management of Drugs in school**

### **School's view about the use of drugs**

This school does not permit the possession, use or supply of any illegal or legal drug (unless authorised legal drug), which takes place within the school boundaries. This covers; on or near the school premises, within the school day and during term time, on school visits (supervised or not), school journeys or at social events.

These rules apply equally to staff, pupils, parents, governors and those working and visiting the school.

### **Management of authorised drugs**

We believe that there are circumstances, when some legal drugs are authorised for use in school. These are prescribed medicines, hazardous chemicals (and solvents) and alcohol.

#### **i) Prescribed medicines**

Staff do not administer medicines to pupils except in a medical emergency e.g. use of EpiPen for anaphylactic shock.

The Head Teacher will make the decision in regard to individual pupils where administration of a medicine is necessary for a period of time.

Those pupils who need inhalers are responsible for their administration and have easy access to them. Younger pupils may be assisted where necessary.

Staff are aware of any serious medical conditions which affect pupils in their class.

#### **ii) Non-prescribed medicines**

Staff do not give any non-prescribed medicines to pupils and they are not allowed to be brought to school.

#### **iii) Hazardous chemicals and volatile substances (solvents)**

Arrangements for the safe and secure storage of chemicals e.g. for cleaning, are set out in the Health and Safety Policy.

#### **iv) Alcohol**

There are occasions when alcohol is authorised at school during parents' events and staff social events. Staff accompanying pupils on field trips or school journeys are not permitted to drink alcohol when responsible for pupils.

### **Smoking Policy**

This is a no smoking school and smoking is not allowed anywhere within the school boundaries. This applies to school events such as the Summer Fair and anyone found smoking within the school boundary will be asked to leave.

## **Management of Drug Related Incidents**

### **Definition of a drug related incident**

In this school, a drug related incident includes any incidents involving any drug that is unauthorised and therefore not permitted within the school boundaries.

Drug related incidents in a primary school rarely involve illegal substances but can involve: pupils smoking cigarettes in school, a parent/carer collecting their child whilst drunk, pupils selling cigarettes to other pupils, misusing another pupil's asthma inhaler, disclosing concern about a family member who has a drug problem, giving medicines to another pupil, a teacher with information about the illegal sale of cigarettes at the local newsagents, the site manager finding used syringes in the playground, a member of the public phoning the school to say they have seen pupils smoking in Croydon.

### **Drug related incidents in school**

Each incident will be considered on its own merits and the following priorities will be considered:

1. The immediate health and safety of all members of the school community
2. Supportive responses to any individuals or groups within the school who need them, as highlighted by the incident.
3. Consider transgressions of school rules and assess the need for punitive responses.
4. Review drugs policy if current protocols were found to be inadequate.

### **Intoxicated Parents/Carers**

Quoting Dfes:

"When dealing with parents/carers under the influence of drugs on school premises, staff should attempt to maintain a calm atmosphere. On occasion, a teacher may have concerns about discharging a pupil into the care of a parent/carer. In such instances, schools might wish to discuss with the parent/carer if alternative arrangements could be made, for example asking another parent/carer to accompany the child home. 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 a parent/carer under the influence of drugs repeatedly

places a child at risk or the parent/carer becomes abusive or violent, staff should consider whether to invoke child protection procedures and/or the involvement of the police". (*Safer Neighbourhood Team 020 8649 0213/07920 233887*).

### **Intoxicated Pupils**

In the unlikely event of a pupil being intoxicated by drugs, alcohol or volatile substances on the school premises the welfare of the pupil is our principle concern. This means that administering first aid and summoning the emergency services will be the first priority should there be need to do so. In cases of unconsciousness an ambulance should always be called and the pupil moved into the recovery position. Parents should also be notified immediately.

Intoxication or possession of drugs in school is seen as indicative of possible serious issues requiring specialist intervention or child protection proceedings, and the school will always investigate this and respond accordingly. Staff will seek advice in cases where there is uncertainty. The pupil's welfare will always be the overriding priority.

### **Procedures for managing incidents**

#### *Reporting a drug related incident*

All drug related incidents are reported to the Head Teacher.

Although there is no legal obligation to report an incident involving drugs to the police, we will inform Police immediately any incident involving a suspected illegal drug. Incidents involving legal drugs remain school matters, although we will contact trading standards or the Police about the sale of tobacco, alcohol and solvents to under age pupils from local shops.

#### *Recording the drug-related incident*

All drug-related incidents are recorded using a drugs incident form. The form is given to the Head Teacher and kept confidential in the school office.

In all drug related incidents the Head teacher in consultation with key staff, will decide on the responses, including the use of sanctions and/or counselling and support.

It is very rare for primary-age pupils to misuse drugs in school, however we believe it is important to be prepared should an incident occur.

### **Discovery of drugs or paraphernalia including needles**

For syringes/needles which constitute a hazard to health and safety when found on school grounds: the item must not be touched or moved; all children should be removed completely from the vicinity and the syringe/needle should be cordoned off as well as you are able (e.g. placing a bucket over the item). A member of staff should guard the item to prevent anybody coming into contact with it. Staff should not under any circumstances attempt to dispose of the item themselves. It will then be arranged for the caretaker to remove the item and place it in a 'sharps' box. If such drug paraphernalia is repeatedly found on school grounds the police should be informed so that they may attempt to discourage drugs-users from trespassing on school grounds when the school is closed.

**Discovery/observation** when a person is discovered using, supplying or holding a substance that is not permitted on school premises and which is described in this policy. The substance will be confiscated and the pupil and substance taken to the Head Teacher. Parents/carers will be informed and called to school.

If the substance is legal (but unauthorised in school) it will be handed to the parent/carer.

If the substance is illegal (or suspected to be illegal) it will be stored securely and the Police called immediately to dispose of the substance. Parents/carers will be informed and called to school. The pupil(s) involved will be internally excluded whilst investigations are carried out.

If a member of staff suspects that a pupil is carrying drugs on them or in their personal property, they cannot carry out personal searches but will ask pupils to voluntarily produce the substance, in the presence of two members of staff. In circumstances where a pupil refuses to do this the school will consider involving the police, parents/carers will be informed if this happens.

### **Involving the police**

The police will always need to be involved in any incidents involving illegal drugs . They will take responsibility for disposal of such substances.

#### *Responding to media enquiries*

When an incident has taken place the Head Teacher will deal with any enquiries and advice will be sought from the School Drug Adviser (020 8274 6398.)

### **Involvement of pupils and carers**

The school welcomes parents/carers who wish to share with us their concerns about drugs. We will give up to date information about drugs and where they can get further information, help and advice.

Parents/carers will be informed immediately if their child has been involved in a drug-related incident. However there maybe some exceptional situations where involving the parents may put the pupil at risk of abuse and in these exceptional cases, the school will exercise some caution. The decision will be taken by the Head Teacher in liaison with the designated child protection officer with the child's welfare a priority.

### **Definitions and terminology**

**DRUG:** This document uses the term to refer to any psychotropic substance that has potential to affect how a person thinks, feel or behaves. This includes all legal drugs such as tobacco and alcohol, all illegal drugs, volatile substances and over-the-counter prescription medicines.

#### **ILLEGAL DRUGS:**

- Class A: crack, cocaine, ecstasy, heroin, LSD< amphetamines if prepared for injection, magic mushrooms when prepared in all forms

- Class B: amphetamines
- Class C: cannabis, GHB, steroids, Valium, Temazepam, Diazepam.

**AUTHORISED DRUGS:** Principally medicines and any other drugs sanctioned for legitimate use (such as alcohol stored securely for a raffle, safe storage and use of hazardous chemicals). In all other circumstances drugs are unauthorised whether legal or not.

**DRUG USE:** The consumption of any drug. All drug use, including use of medicine has the potential to cause harm.

**DRUG MISUSE:** Drug taking through which harm may occur, whether through intoxication, breach of school rules or the law, or the possibility of future health problems.

**DRUG ABUSE:** Drug taking which harms health or functioning. It may be part of a wider spectrum of problematic or harmful behaviour.

### **Links to other policies**

This policy should be read in conjunction with the PSHE policy and the following related policies: Health and Safety, Behaviour, Child Protection and Equal Opportunities.