

# Ben Jonson Primary School



## Drug Education Policy

Date reviewed: July 2022

Date due for review: as necessary

## Policy details

<b>Date of policy:</b>	July 2022
<b>Date of next review:</b>	As necessary
<b>Consultation:</b>	This policy has been developed by a working group which has consulted the Tower Hamlets Healthy Lives Team.

## Introduction

### School's Vision Statement

Ben Jonson recognises that there will always be young people who choose to take risks. However, at no time will the school knowingly permit or tolerate possession, consumption, supply or offer to supply any unauthorised drugs on the school premises. If any breaches of this policy are committed, they will be fully investigated and dealt with ensuring that drug use or misuse is challenged using a range of sanctions and supportive responses that are explained elsewhere. This policy reflects Ben Jonson's whole school approach to health and our status as part of the Healthy Schools Programme.

## Aims

It is the aim of this policy to:

- Provide the protective framework within which staff can teach and young people can be taught/learn
- Ensure that all young people are given opportunities to develop skills, knowledge and understanding to make informed decisions about drug use and misuse in order to achieve their full potential
- Outline the roles and responsibilities of staff within the school
- Outline the responsibilities of pupils
- Outline the range of sanctions and supportive responses that would be used when responding to a drug related incident

## Core Team

The following people are known as the core team as they are responsible for ensuring that core principles are implemented in the development of the policy and provision.

### **Designated School Drug Coordinator (SDC): Charlie Gorman**

Role: Advise on and oversee the management of drug-related incidents.

### **Designated Drug Education Coordinator (DEC): tbc**

Role: Coordination of drug education across the school.

### **Designated Safeguarding Lead: Charlie Gorman**

Role: ensuring that pupils rights to confidentiality are observed and overseeing any case that may have social services involvement.

## Policy Implementation

This policy applies to all staff, pupils, parents/carers, governors and partner agencies working with school. It is the responsibility of all teaching and support staff to implement this policy. In order to achieve this, training will be provided through INSET days and/or staff meetings. This training will cover drug identification and problems associated with their use, managing and responding to drug incidents and drug education.

## Definition

A drug is:

“Any substance that alters the normal functioning of the body”

This could be emotionally, physically or mentally. These include those found in food or drink (caffeine), over the counter and prescription medicines, alcohol, tobacco, Khat, Betel pepper leaf, Areca palm nut, solvents, steroids and *illegal drugs* such as magic mushrooms, heroin, LSD, cannabis, cocaine and ecstasy.

## Unauthorised Drugs

All *illegal and unauthorised* drugs are not acceptable at Ben Jonson School, unless the Headteacher has approved written requests or given expressed permission. This includes out of school learning contexts, such as before and after school clubs, residential trips, school events. *Unauthorised* drugs include over the counter and prescription medicines, khat, paan, betel nut, tobacco, alcohol and solvents.

## Authorised Drugs

Any medication that is deemed necessary by a medical professional, will be permitted at school in all contexts. This includes self medication (supervised) and medicines administered by trained staff members (e.g. epipen training). See Medicines Policy for further details.

## Safety of the School Community

The main priority in managing drugs, is the health and safety of the school community. In order to achieve this, all staff will receive training on how to identify drug use and follow procedures to deal with drug related incidents. This will ensure that the welfare of young people is maintained.

## Local Priorities – Alcohol

Tower Hamlets, probably uniquely, has high amounts of alcohol related illness, alcohol related crime and disorder, whilst also having a large number of people who abstain from any alcohol consumption.

- 50% of Tower Hamlets residents report abstaining from alcoholic drinks in the past year-reflecting the large Muslim population in the borough
- In the white population around 40% , twice the national average, are drinking at a rate that is risky or hazardous to their health
- In 2008/9 alcohol related crime was higher than both London and national averages
- Fewer than half of young people in Tower Hamlets find their education on alcohol helpful All of our children and young people need to receive high quality alcohol education to ensure they are able to make informed decisions about if, when and how much alcohol to consume. Alcohol education needs to be embedded throughout the school curriculum, with teachers feeling confident to detect and refer appropriately pupils with alcohol issues.

This school recognises that alcohol misuse, in the form of ‘binge drinking’, remains prevalent among young people, including those young people from a Muslim background whose drinking is likely to be more covert and therefore increasingly hazardous. School’s also need to acknowledge that binge drinking among Muslim young people does occur and put measures in place to advise and support community members as to pathways into treatment and sources of support.

## Drugs Education at Ben Jonson aims:

- to enable pupils to make healthy, informed choices by increasing knowledge, challenging attitudes and developing and practising skills, particularly by developing self-esteem and the confidence to avoid the pressures surrounding the initial use of drugs,
- to provide accurate information about substances
- to increase understanding about the implications and possible consequences of use and misuse
- to encourage an understanding for those experiencing or likely to experience substance use
- to widen understanding about related health and social issues, eg sex and sexuality and crime.
- to seek to minimise the risks that users and potential users face should this arise in school
- to enable young people to identify sources of appropriate personal support both inside and outside the school
- to use outside agencies and visitors in ways which complement and enhance the programme of drug education

These aims are fulfilled through aspects of the pupils' experiences in the taught curriculum and the informal curriculum. We deliver in the taught curriculum mainly through PSHE, Science and English.

Fundamental to our school's values and practice is the principle of sharing the responsibility for education of young people with parents, by keeping them informed and involved at all times. We acknowledge that effective communication is essential to the successful implementation of this policy and parents will be kept as informed as possible.

## Content

The statutory provision of drug education will be taught as part of the science curriculum and will be:

- Key Stage 1: The role of drugs as medicines
- Key Stage 2: Alcohol, tobacco and other drugs can have harmful effects

The non-statutory National Curriculum for PSHE states that all pupils should be taught:

- Key Stage 1: that all household products, including medicines, can be harmful if not used properly
- Key Stage 2: which commonly available substances and drugs are legal and illegal, their effects and risks; to recognise the different risks in different situations and then decide how to behave responsibly; that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong

The Health Education content is now statutory within the PSHE content for Key Stage 2. We continue to use Jigsaw materials for this element of the curriculum and the content will be covered in a series of discrete lessons in Years 5 and 6. These lessons will focus on knowledge, skills, values and attitudes towards drug use and misuse.

## No Disclosure

The main purpose of DE is to explore pupil's attitudes and values and not their personal drug use. For this reason, during the first lesson ground rules should be developed with the class and agreed upon and should include a 'no disclosure' point. If any staff member is asked about their own drug use, they will draw the pupil's attention back to the class contract.

## Methodology

After initial assessments are completed, to assess what the pupils know/think they know, the following strategies may be used to explore DE:

- Exposition
- Role play – discussion and feedback
- Group work
- Structured games
- Visual aids
- Active learning techniques
- Appropriate use of outside speakers

Resources for the scheme of work can be obtained from the DE coordinator or found in the resource room under DE. For an A-Z of drugs, with detailed information, see [www.talktofrank.com](http://www.talktofrank.com).

## **Outside Speakers**

If outside speakers are used to complement the DE work in school, they will be properly briefed beforehand by the class teacher. The content of their session will be agreed and incorporated into the DE programme. It will not be used in isolation or as a replacement for the programme. A member of staff will participate in any deliveries from outside agencies and careful attention paid to follow up work. To ensure that outside speakers are aware of the ethos of the school and how to deal with an incident (if it occurs), the coordinator will brief the speaker prior to the sessions.

## **Staff Training**

Appropriate drug training on how to manage drug related incidents and identifying young people's drug use, will be given to all staff. This will also include how, when and why DE should take place. Members of the core team or identified staff members will be provided access to more specialised training in order to be confident and competent in their roles.

The core team will then report back to the rest of the staff to keep them up to date on any relevant changes to legislation etc.

## **Monitoring and Reviewing**

Whatever teaching strategies are used, the lessons will be properly planned and evaluated using formative and summative assessment, to ensure appropriate reflection of learning in terms of knowledge, skills and understanding. This can be done in a variety of formal and informal ways. Time will also be made to ensure that teachers reflect on the programme and report back to DE coordinator, to inform future drug education.

## **Drug Incidents**

If an instance involving substance misuse or supply on the premises should occur, then the school will follow the guidelines, as set out in the Local Authority's 'Substance Use Policy', which has been adopted by the school. The Governing Body will be involved in substance education and substance related incidents in the same manner as any other matter concerning the direction of the school.

The school will consider any substance incidents individually and recognises that a variety of responses are necessary to deal with incidents. The school will consider very carefully the implications of any action it may take. It seeks to balance the interests of the pupil involved, the other school members and the local community. Permanent exclusion is seen as a last resort as it may only transfer the problem and may well not be in the long-term interests of the young person.

If the occasion arises the head teacher will take responsibility for liaison with the media. As the issue of substance misuse is an emotive one, and may generate interest from the local and national media. The school will take appropriate advice and guidance from the Local Authority Legal Department to ensure that any reporting of incidents remains in the best interests of the young people, their families or carers and the school.

## Appendix 1 – Curriculum Content

Key Stage 1 (National Curriculum 2014)	
Science	PSHE / Citizenship Key Stage 1
Statutory	Non Statutory guidance
No statutory requirements in science	<p><b>PSHE:</b>  <b>Pupils should be taught:</b></p> <p><i>Developing a healthy, safer lifestyle</i></p> <ul style="list-style-type: none"> <li>• How to make simple choices that improve health and well being</li> <li>• Rules for, and ways of, keeping safe...and about people who can help them to stay safe</li> </ul>

Key Stage 2 (National Curriculum 2014)	
Science	PSHE / Citizenship Key Stage 1
Statutory	Non Statutory guidance
<p><u><b>YEAR 6 ONLY:</b></u></p> <p><u><b>Animals including humans:</b></u>            Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p>	<p><u><b>Non-statutory guidance for science in year 6:</b></u>            Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</p> <p><u><b>PSHE / Citizenship</b></u>  <i>Developing a healthy, safer lifestyle</i></p> <ul style="list-style-type: none"> <li>☐ which commonly available substances and drugs are legal and illegal, their effects and risks</li> <li>☐ To recognise the different risks in different situations and then decide how to behave responsibly</li> <li>☐ That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong</li> <li>☐ where to get help</li> </ul>