

# Drug Education Policy

**Policy Adopted:**

**18<sup>th</sup> May 2023**

**Review Date:**

**May 2026**

*Our Vision: Learning together with Kind Hearts and Determined Minds.*

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Borough Green Primary School is committed to the principle of respecting diversity and fostering equality in everything it does. All policies will be developed and implemented throughout the school based on that principle. This policy forms part of the School's Equality Information Objectives.

Drug and drug education in the context of this document are inclusive terms including tobacco, alcohol, illegal drugs, medicines, new psychoactive substances and other substances such as solvents.

A teacher of drug education does not need to be an authority on drugs, as it is the life skills approach that is crucial to this area of learning.

Successful drug education should start early; the key to which is developing pupils' emotional intelligence, resilience and life skills. These same skills are crucial to successful Relationships and Sex Education and anti-bullying approaches. This policy applies to all pupils, parents/carers, volunteers and staff members attending the school or whilst on school business including off-site visits and trips.

## **1. School Description and Context**

- 1.1 Borough Green Primary School is a one and a half form entry primary school in Borough Green, on the outskirts of Sevenoaks. Within school, behaviour is good and all children accept each other. We value all children whatever their race, creed, ability or disability as all can bring a new dimension of understanding.
- 1.2 In line with government guidelines, our school is a smoke free environment including e-cigarettes, which includes all buildings and school grounds/playing fields etc. Parent/carers, visitors and staff members are asked not to smoke on school premises or in the presence of pupils. This applies to off-site visits. In the interest of hygiene/cleanliness, we also ask that people refrain from smoking outside the school gates.

## **2. Principles (in keeping with the aims of the school)**

- 2.1 Borough Green Primary School is committed to the Health and Safety of all its members and believes that we have a duty to support and safeguard the well-being of all its pupils and staff. The school is committed to the principles of the National Healthy Schools Programme.
- 2.2 Effective drug education is an essential contributor to ensuring that all children and young people are able to reach their full potential and that the school works towards its vision for all its pupils 'Learning Together with Kind Hearts and Determined Minds.'
- 2.3 The school values the importance of its pastoral role in the welfare of its pupils, and through the general ethos of the school, we seek to encourage and develop young people's learning and ensure support appropriate to their needs is accessible.
- 2.4 Education about drugs is not concerned merely with substance, but with people in their social and community settings. Therefore, drugs education will involve the development of attitudes, values and the development of skills, as much as the acquisition of appropriate knowledge. Where possible the pupils and parents will be

asked about their views so that the school can identify what we need to do and the parents can support the school's learning at home.

- 2.5 Drug issues and concerns extend across socio-economic and ethnic boundaries, and pupils of all ages and abilities will encounter both the positive and negative effects of drugs, whether used legally or illegally. Many pupils have some knowledge about illegal drugs through the media, "street talk", and personal experience. The school welcomes and encourages parent/carer and community involvement in the development of school policy and curriculum delivery.

### **3. Aims of Drug Education:**

- 3.1 To provide a safe, healthy environment in which pupils and staff can learn and develop.
- 3.2 To ensure all members of the school community know and understand the rules of the school, the expectations about their behaviour, and the policy regarding drug incidents and concerns about individuals.
- 3.3 To promote clarity about the management of drug related incidents in the school.
- 3.4 To encourage and enable pupils to appreciate the benefits of a healthy lifestyle now, and in the future.
- 3.5 To enable pupils to make reasoned, informed choices.
- 3.6 To minimise pupils' experimentation with illegal or harm causing substances.
- 3.7 To address and take account of local community needs, including the differences and diversity within the school community.
- 3.8 To support and engage parents/carers and pupils in their own personal learning and responsibilities.
- 3.9 To monitor, evaluate and review learning outcomes for pupils.
- 3.10 To work with KCC and outside agencies, including the voluntary sector, to secure and support a balanced delivery of a drugs education programme, e.g. School Drug Education Advisors, Theatre ADAD, other schools, the Healthy Schools Programme, Health Promotion, Health Care professionals, Kent Police and Youth Service.

### **4. Objectives for Drug Education:**

- 4.1 To provide opportunities for pupils to acquire knowledge and identify the distinction between authorised and unauthorised drugs.
- 4.2 To develop and equip pupils with the knowledge, attitudes and skills necessary to build their resilience and avoid peer group pressure or unwanted drug offers from others.
- 4.3 To build pupils' decision-making skills and increased self-esteem.
- 4.4 To engage parents/carers in the school community and learning process.
- 4.5 To enable pupils and staff to access support if they have concerns about their own or others' drug use.

## 5. Principles of Teaching and Learning

- 5.1 Updated statutory guidance will come into effect from September 2020. The revised curriculum subjects will be:
- relationships education (primary)
  - relationships and sex education (RSE) (secondary)
  - health education (state-funded primary and secondary)
- 5.2 Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.
- 5.3 PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.
- 5.4 At Borough Green Primary School the PSHE education programme aims to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.
- 5.5 Drug education is taught through science and Personal, Social Health and Economic Education (PSHE). At Foundation Stage the teaching is about not taking medicine without an adult present and not putting anything else into their mouths or bodies if they do not know what they are.
- 5.6 As children move through KS1 and KS2, contributions are made through timetabled PSHE lessons that provide opportunities for useful instruction and discussion.

## 6. Knowledge and Understanding

- 6.1 Pupils are taught within the guidance of the National Curriculum (science programme of study, and the guidance for PSHE and Citizenship). This includes:

<b>Key Stage</b>	<b>Learning Objective</b>	<b>Learning Outcome</b>
<b>EYFS</b>	<i>To know that all medicines are drugs and can be dangerous</i>	<i>I only take medicine when an adult I trust says it is OK.</i>
<b>1</b>	<i>To know the dangers from household substances, if they are not used as instructed</i>	<i>I can identify different household substances and know that if they are not used properly, they can be dangerous</i>
<b>2</b>	<i>To know that there are different names given to drugs</i>	<i>I know the scientific names for drugs and that they also have other, common names</i>

## **7. Attitudes, Values and Skills:**

7.1 We aim to teach all of our children that they are responsible for their own bodies and give them the confidence to say no.

7.2 Pupils are taught:

- to value and trust in their own learning through positive reflections and development of assertiveness and coping skills.
- confidence building and communication skills.
- about themselves and their achievements, seeing their mistakes, making positive changes and setting personal goals.
- to recognise risky behaviour and risk taking within different situations and be able to respond appropriately.
- that pressure to behave inappropriately or to take risks can come from a variety of sources, including people they know, TV and the media.
- how to seek/ask for help and use basic techniques for resisting peer or unwanted pressure in order to minimise harm to themselves or others.
- that their actions affect themselves and others
- to respect and care about other people's feelings, trying to see things from their point of view.
- that communication and problem solving skills are central to bringing about a positive change in attitudes and actions.

7.3 In teaching drug education, teachers use a range of teaching strategies, including role-play, discussion group work, draw and write, debate and circle time. The use of circle time is a key strategy for developing life skills.

## **8. Resources:**

8.1 To ensure effective drug education it is essential that:

- Teaching resources are up to date, differentiated and culturally and age appropriate.
- The school allocates adequate funding to drug education provision.
- Adequate staff resources, development and training are provided to address identified needs.
- There is a protocol for use of visitors contributing to the school programme (See Appendix A)

## **9. Cross-curricular Links**

9.1 Drug education has many cross-curricular links, with science making a particular contribution. However, the development of life skills and Emotional Intelligence are themes throughout the curriculum, within the programme for Personal, Social, Health and Economic Education (PSHE), and enshrined in the values, which are

embodied in the schools' ethos. There are links to other subjects, such as geography and physical education, and aspects of school life.

## **10. Adaptive Teaching and Additional Educational Needs (AEN)**

- 10.1 Whilst some pupils may have a fairly broad knowledge and insight into the world of drugs, there are those who have little or no knowledge at all. Teachers need to be sensitive to this issue and that lessons are planned to take account of pupil's age, culture, experience and maturity.
- 10.2 The needs of pupils with SEND will be taken into account by the teacher who may need to provide different resources, different activities or specific support to some pupils.

## **11. Staff Development**

- 11.1 Borough Green has an on-going programme for professional development. Support and Continuing Professional Development (CPD) opportunities, for all school staff will be made available through training strategies provided by Advisory Service Kent, Kent's School Drugs Education Advisors and CPDOnline.

## **12. Links to Related School Policies:**

This policy is linked to other school policies including:

- Teaching and Learning Policy
- Relationships and Sex Education Policy
- Behaviour and Discipline Policy
- Special Educational Needs and Disability Policy
- Safeguarding Policy
- Health and Safety Policy
- Use of visitors in the classroom (see appendix A)

## **13. Monitoring, Evaluating and Reviewing:**

- There is a named subject leader (Mrs Lisa Austen).
- Senior leaders are involved in monitoring and evaluation.
- Pupils, staff, parents/carers and Governors are consulted and the programme and policy are modified where appropriate.
- There is ongoing monitoring and evaluation of the programme, teaching methodologies and learning outcomes to ensure that needs are met.
- Drug education is reviewed in line with current KCC and Government guidelines.

## **APPENDIX A**

### **Checklist for Use of Visitors in Delivery of Drug Education**

Drugs Education is a shared responsibility and schools need not be alone in providing effective and relevant drugs education for young people.

Visitors and staff from a range of statutory and voluntary agencies can support and enhance drug education programmes in schools when part of a PSHE programme. However, they should not be used to abdicate the responsibility of the school and be relied upon solely to deliver drugs education. The use of visitors needs to be part of a planned, coherent and integrated approach. The checklist below will assist in developing a partnership approach to drugs education delivery and support for young people.

#### **Before involving a visitor, it is useful to consider the following:**

- Consistency with school's ethos, values, drug policy and approach to drugs education.
- The most appropriate source of information/support – why do you want the agency's involvement?
- What is the visitor expected to do?
- What will the teacher's contribution to the session be?
- Is it clear to the visitor that the teacher will remain in the classroom?
- What preparation will be necessary, i.e. classroom layout, size of groups, content of session, A/V equipment etc.
- Does the visitor need to be checked with the Disclosure and Barring Service (DBS)?
- Have confidentiality issues been clarified, avoiding inappropriate disclosures?
- How will the session be followed up?
- How will the input be evaluated?
- Is parental consent required?

This is not a comprehensive list. The KCC School Drugs Education Advisors and the Kent Healthy Schools programme will be able to provide support and guidance in selecting school visitors.

#### **Resources**

National Healthy Schools Standard – Drug Education (including alcohol and tobacco)

[www.healthyschools.org.uk/](http://www.healthyschools.org.uk/)

DfES guidance: "Drugs – Guidance for Schools"

<https://www.gov.uk/government/publications/drugs-advice-for-schools>