



Farsley Westroyd Primary School Drug Education Policy

1. Vision At Farsley Westroyd Primary School, we believe that Drug Education is a critical component of our commitment to Personal, Social, Health, and Economic (PSHE) education. Our aim is to provide a safe environment where pupils are equipped with the knowledge, skills, and confidence to make informed decisions about drugs, alcohol, tobacco, and e-cigarettes. We understand that our approach must be age-appropriate, inclusive, and reflective of the needs of our school community.

2. Aims of the Policy The purpose of this policy is to provide a clear, consistent framework for delivering Drug Education at Farsley Westroyd Primary School. We aim to:

- Support and complement the PSHE and safeguarding policies.
- Provide pupils with accurate and appropriate information about drugs, including alcohol, tobacco, and e-cigarettes.
- Help pupils develop the skills needed to make safe and informed choices.
- Foster an environment where pupils feel confident discussing drug-related issues and know where to seek help.
- Prevent the onset of drug use by developing resilience, promoting healthy choices, and encouraging positive peer relationships.

3. Definition of Drugs Drugs are defined as substances that change how the body or mind functions. This includes:

- **All illegal drugs:** Those controlled by the Misuse of Drugs Act 1971, which now includes Novel Psychoactive Drugs (NPS, previously known as legal highs).
- **All legal drugs:** Including alcohol, tobacco, e-cigarettes, volatile substances such as solvents, and alkyl nitrites (poppers).
- **All over-the-counter and prescription medicines:** Including those that are misused. It is recognized that there is no such thing as a safe drug, and any drug use has associated risks and benefits.

The term 'drug education' is an explicit, planned component of PSHE education. It should enable pupils 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

(Drugs, Guidance for Schools, DfES 2004). It needs to be relevant to them, their community, and a world where drugs are commonplace.

Mentor-Adepis defines the aims of education on drugs as: “The main aim of school-based alcohol and drug education should not simply be to increase knowledge and understanding of the issue, but also to delay the onset of substance use by providing all pupils with appropriate information and skills development” (School-based alcohol and drug education and prevention, what works? Mentor-ADEPIS). As with all other risks, it is impossible to eliminate those risks completely. Therefore, it is essential, through good educational provision, to build pupils’ resilience to the risks they may be exposed to so that they have the confidence and skills to face and deal with these risks. Research has shown that effective education on drugs can have an impact on the most common drugs used by young people: alcohol, tobacco, and cannabis, and can delay the onset of substance use. The later a young person tries a substance, the less likely they will become a problematic substance misuser.

4. Reference to Legislation and Schools' Responsibilities This policy is informed by relevant legislation and statutory guidance, including:

- **Misuse of Drugs Act 1971:** This act controls the availability of drugs and classifies drugs into categories (A, B, C) based on harm.
- **Keeping Children Safe in Education (2021):** This statutory guidance outlines schools' safeguarding duties, including the need to educate pupils on the risks associated with drugs, alcohol, and tobacco.
- **Education Act 2002:** Schools are required to provide a balanced and broadly-based curriculum that promotes the spiritual, moral, cultural, mental, and physical development of pupils.
- **Equality Act 2010:** This act requires schools to ensure that Drug Education is inclusive and accessible to all pupils, irrespective of their background or characteristics.

It is the responsibility of the school to comply with these statutory requirements, ensuring that Drug Education contributes to safeguarding and prepares pupils for the opportunities and challenges of modern society. The Governing Body, Head Teacher, and PSHE Lead play a crucial role in ensuring compliance with these responsibilities.

5. Teaching and Learning Drug Education at Farsley Westroyd is embedded within the PSHE curriculum and delivered using a spiral approach, ensuring continuity and progression. The curriculum is designed to meet the following objectives:

- Develop an understanding of the risks associated with drugs, including legal substances like alcohol and tobacco, as well as illegal drugs.
- Foster resilience, self-esteem, and decision-making skills.
- Help pupils understand the social and legal consequences of drug use.

Curriculum Structure: The Drug Education curriculum is delivered through designated PSHE lessons, supported by resources from the "Kapow" scheme of work, MindMate Champions, and other relevant materials. Lessons may also include contributions from external agencies, such as local health services, police representatives, and drug and alcohol prevention teams, where appropriate.

Approaches to Learning:

- **Whole Class Teaching:** Drug Education is taught in a whole-class setting with differentiated resources to meet the needs of all pupils, including those with special educational needs and disabilities (SEND).
- **Interactive Learning:** Lessons incorporate interactive approaches, such as group discussions, role-playing scenarios, and practical activities, to help pupils develop their understanding and skills.
- **Ground Rules:** To create a safe learning environment, ground rules are established to ensure discussions are respectful and supportive. Teachers are mindful to not share personal opinions or experiences, and questions that may require more sensitive handling are managed in one-to-one settings where appropriate.

Answering Questions Potentially sensitive or controversial issues will arise as pupils will naturally share information and ask questions. Children of the same age may also be developmentally at different stages, leading to differing types of questions or behaviors. When spontaneous discussions arise, this should be guided in a way that reflects the stated school aims and curriculum content for Drug Education, referring back to the PSHE ground rules if needed. Staff training should include sessions on how to deal with difficult questions. Agreed phrases, where appropriate, could be used in response to difficult questions. For example, "I can only answer questions on the content of this lesson," or "That is something that may be covered later," or "I can't answer that question, but you could ask your parent(s)/carer(s)." Ground rules are essential when discussing sensitive subject matters. Staff should establish clear parameters about what is appropriate and inappropriate in a whole-class setting by, for example:

- Staff will set the tone by speaking in a matter-of-fact way.
- Pupils will be encouraged to write down questions, anonymously if desired, and post them in a question box or ask-it basket.
- Staff will then have time to prepare answers to all questions before the next session and may choose not to respond in a whole-class setting to any questions that are inappropriate or require one-to-one follow-up.
- If a verbal question is too personal, staff should remind the pupils of the ground rules.
- Staff will not provide more information than is appropriate to the age/developmental level of the pupil.
- If a question is too explicit, is inappropriate for the whole class, or raises concerns, staff will acknowledge it and attend to it later on an individual basis, referring to safeguarding procedures if required. If staff are concerned that a pupil is at risk, the designated teacher will be informed, and the usual child protection procedures will be followed.

Confidentiality Drug Education could be a sensitive issue. To protect privacy and engender respect for all, staff will be expected to develop and use ground rules with pupils at the onset of work. This will include information on confidentiality, and information will be given on where pupils can get help on personal concerns both inside and outside school. Pupils should be informed about the remit of confidentiality and that staff cannot offer or guarantee pupils unconditional confidentiality. Distancing techniques are recommended to be used throughout

lessons and all staff should use question boxes (or similar techniques) to allow pupils the opportunity to ask further questions anonymously.

Techniques used in school to minimize the chance of pupils making a disclosure in a Drug Education lesson may include:

- Depersonalising discussions.
- Use of puppets.
- Using role play to 'act out' scenarios.
- Appropriate DVDs, video clips, and TV extracts.
- Case studies with invented characters.
- Visits to/from outside agencies.

This policy ensures that all staff understand the boundaries of confidentiality and the steps to take when safeguarding concerns arise, in accordance with the confidentiality and child protection policy.

6. Roles and Responsibilities

- **Head Teacher:** The Head Teacher has overall responsibility for the implementation of this policy, ensuring that the curriculum meets statutory requirements, and liaising with parents and external agencies. The head teacher's responsibilities in respect of drugs are to:
 - Support the Governors in complying with the drug education aspects of the Keeping Children Safe in Education, September 2021 documentation.
 - Provide a safe place of work for all staff and pupils and take responsibility for this policy, its implementation, and for liaison with the governing body, parents/carers, and appropriate outside agencies.
 - Keep the governing body fully informed of provision, issues, and progress around drug and substance issues.
 - Liaise with the PSHE subject lead to ensure the effective delivery of the Drug Education within the curriculum is being monitored.
 - Act upon any concerns which may arise from pupils' drug misuse behaviours.
- **PSHE Lead:** The PSHE Lead is responsible for all aspects of the Drug Education curriculum. Their roles and responsibilities include:
 - Ensure the implementation and quality of a whole school long-term and medium-term scheme of work for PSHE that incorporates effective education on drugs.
 - Ensure the curriculum meets the statutory requirements of the Relationships, Relationships and Sex Education, and Health Education curriculum that became statutory for all schools in September 2020 and includes education on drugs, alcohol, and tobacco/e-cigarettes (vaping).

- Ensure that all staff are confident in the skills to teach and discuss issues related to drugs.
 - Consider the needs of all pupils, and to achieve this, recognize that the school might need to address some specific issues.
 - Consult with pupils to inform provision around education on drugs, including using the My Health, My School Survey.
 - Access appropriate regular training.
 - Regularly monitor the curriculum organization, planning, and resources across the school.
 - Ensure procedures are in place for assessment, monitoring, and evaluation of the education.
 - Ensure staff training needs around drugs and Drug Education are assessed as part of a training plan for staff and made known to the PSHE subject lead. Staff should have access to continuing professional development opportunities to ensure they can deliver effective Drug Education, and it should be outlined how this learning will be cascaded to others.
- **Governors:** The Governing Body is responsible for the approval of the Drug Education Policy, ensuring it is disseminated to the wider school community, and for reviewing the effectiveness of the policy. This includes ensuring the statutory requirements of Keeping Children Safe in Education (2021) and other safeguarding responsibilities are being met. The governing body, in co-operation with the head teacher, is also expected to involve pupils, health, and other professionals to ensure the Drug Education curriculum is being effectively taught and addresses the needs of pupils, local issues, and trends. The governing body will continue their involvement through regular evaluation of provision and policy. The policy should also clearly reference any access pupils have to on-site drug-related health provision which may be provided by the school nurse, drug and alcohol service, and tobacco-specific health team. The governing body and proprietors have the responsibility through the statutory guidance Keeping Children Safe in Education, 'to ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through Personal, Social, Health and Economic education (PSHE), and/or for maintained schools through the new guidance. The governing body has the responsibility to ensure the school is meeting requirements under the equality legislation (The Equality Act 2010), so they need to ensure the curriculum reflects the diversity of modern Britain. A more detailed guidance for governors is available through contacting schoolwellbeing@leeds.gov.uk.
 - **Staff:** All staff are responsible for delivering the curriculum according to the agreed plan and supporting pupils in their learning. All new staff should be made aware of the policy and procedures. The policy will be discussed during whole staff meetings to ensure that all staff are fully informed, and a formal process will be in place to guarantee that everyone understands their roles and responsibilities regarding Drug Education.
 - **Parents/Carers:** A school should aim to work in active partnership with families, value their views, and keep them informed of the PSHE, including Drug Education curriculum

and provision. Good communication and opportunities for parents/carers to understand and ask questions about the school's approach help increase confidence in the curriculum. The school's Drug Education Policy will be made available to all parents/carers and published on the school website. When planning the curriculum, schools should be mindful of the requirement under the Human Rights Act 1998 to respect the right of parents/carers to ensure education and teaching in conformity with their own religious and philosophical convictions, and all schools should be mindful of their duties under the Equality Act 2010. Parents/carers should be able to view examples of the resources that the school plans to use as part of the taught curriculum.

7. Inclusion, Equality, and Diversity We are committed to ensuring that all pupils, regardless of their faith, culture, or background, have equal access to Drug Education. Effective teaching of Drug Education requires sensitivity to the range of different values and beliefs within a multi-faith and multicultural society. When planning teaching, the religious background of all pupils will be taken into account to ensure that topics are handled appropriately, in line with the Equality Act 2010, which protects religion or belief as a characteristic.

At Farsley Westroyd, Drug Education will be delivered in a way that reflects the law and ensures that young people understand both legal and faith perspectives. Furthermore, we will work in partnership with parents/carers and the wider community, to develop a values framework for Drug Education that fosters understanding and effective communication, thereby reducing misunderstandings. The content will also be tailored to suit different ages and abilities, with differentiated resources used to support pupils with SEND.

8. Safeguarding Drug Education may lead to the disclosure of sensitive information. All staff are trained in safeguarding procedures and are required to follow the school's safeguarding policy when they have concerns about a pupil's safety or wellbeing. Pupils are informed that staff cannot promise confidentiality, and any disclosure raising a safeguarding concern will be referred to the designated safeguarding lead.

9. Working with Parents/Carers We believe that Drug Education is most effective when there is a close partnership between home and school. Parents/carers will be informed about the topics covered in Drug Education. The policy is available on the school website, and parents/carers are encouraged to contact the school with any questions or concerns.

10. Monitoring, Assessment, and Evaluation Drug Education will be assessed alongside the broader PSHE curriculum and in accordance with the school's policy for Assessment, Monitoring, Evaluating, and Reviewing of Curriculum Subjects. Assessment of the Drug Education curriculum will:

- **Be Planned from the Start:** Assessment will be an integral part of teaching and learning, planned from the beginning to ensure that all pupils make progress in achieving the expected educational outcomes for Health Education.
- **Pupil Feedback:** Regular opportunities will be provided for pupils to give and receive feedback on their progress and achievements, helping them identify what they should do next.
- **Evidence of Progress:** Pupils will be enabled to identify and gather evidence of their progress in developing knowledge, skills, understanding, and attitudes.

- **Annual Pupil Survey:** An annual pupil survey, such as the My Health, My School Survey, will be completed to support the monitoring and evaluation of the Drug Education curriculum, identifying any emerging issues for pupils.
- **Lesson Observations:** Observing lessons to ensure consistency and quality of delivery.
- **Staff Reflection and Review:** Regular meetings will be held to review resources, teaching methods, and any issues arising during delivery.
- **Reviewing Resources and Training:** Resources will be reviewed and renewed as appropriate, and staff training will be updated in line with current guidance and identified staff needs.

11. Management of Drug-Related Incidents Farsley Westroyd Primary School takes the management of drug-related incidents very seriously to ensure the safety and well-being of all pupils and staff. A drug-related incident is any situation involving the misuse, possession, or supply of drugs on school premises or during school-related activities. The procedures for managing drug-related incidents are as follows:

- **Identification and Initial Response:** If a pupil is suspected of being involved in a drug-related incident, the staff member will ensure the immediate safety of the pupil and others. They will inform the Head Teacher or designated safeguarding leader as soon as possible.
- **Confiscation:** Any illegal substances or items related to drug use found on school premises will be confiscated and securely stored until they can be handed over to the police. Staff will follow the school's policy on confiscation and search procedures.
- **Parental Involvement:** Parents/carers will be informed at the earliest opportunity, unless it is not deemed to be in the best interests of the pupil's safety. The school will work closely with parents/carers to support the pupil.
- **Support for Pupils:** Pupils involved in drug-related incidents will be provided with appropriate support, which may include referrals to external support services, counseling, or educational interventions aimed at addressing drug use. The school aims to use incidents as a learning opportunity to educate and support the pupil rather than focusing solely on punitive measures.
- **Disciplinary Action:** While the school's primary focus is on support, disciplinary action may be taken depending on the nature and severity of the incident. This may include fixed-term exclusion in line with the school's behaviour policy.
- **Record Keeping:** All drug-related incidents will be recorded in detail and securely stored. Records will include the nature of the incident, actions taken, and any outcomes or support provided to the pupil.
- **Liaison with External Agencies:** The school will liaise with relevant external agencies, including the police, social services, and specialist drug services, where appropriate, to ensure the safety and well-being of all pupils involved.

12. Policy Review This policy will be reviewed every two years by the Head Teacher and the PSHE Lead, in consultation with staff, parents/carers, and governors. Interim reviews may take place if significant changes are required.

13. Access to the Policy This policy is available on the school website and as a physical copy from the school office upon request. It will also be shared with external providers involved in delivering aspects of the curriculum to ensure coherence and alignment with the school's approach.

14. Conclusion Drug Education at Farsley Westroyd Primary School aims to empower pupils with the knowledge and skills to make informed choices, understand the risks associated with drug use, and develop resilience. By working in partnership with families and the wider community, we strive to provide a supportive environment where pupils can thrive.

15. Policy Review

Reviewed: October 2024

Next Review date: September 2026

