



Drugs Policy

Written by:	Michaela Beetlestone (Co-headteacher)
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Statutory / Non-Statutory:	Non-Statutory
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Being

Everyone in our community has the capability and competence to develop and flourish. We create engaging opportunities for each individual to learn, make sense of the world, and realise their unique potential.

Belonging

Each school in the Trust is a place of belonging, where everyone feels valued, accepted, included and supported. Our schools are safe, respectful learning communities, where diversity is welcome and celebrated.

Becoming

We are ambitious for everyone in our community. We use responsive and innovative approaches to learning and development, to build confidence, and nurture the essential qualities of creativity, independence and resilience.

1. Introduction

We recognise the increasing drug use in society. The acquisition of knowledge, understanding and skills which enable young people to consider the effects of drugs on themselves and others is therefore of vital importance.

The term 'drug', throughout this document, includes medicines as well as tobacco, alcohol, illegal drugs, solvents and glues. We recognise the importance of exploring the beneficial use of drugs as medicines as well as the harmful effects of drug misuse.

2. Aims and Objectives

This school believes that the essential aim of drug education should be to give pupils the facts (appropriate to their age and level of understanding), to emphasise the benefits of a healthy lifestyle and to give children and young people the knowledge and skills to make informed and responsible choices now and in later life.

We have prioritised the following objectives:

- To promote pupils' self-esteem and confidence.
- To give accurate information about drugs.
- To consider and/or challenge attitudes pupils may have regarding drug use and misuse.
- To provide opportunities for pupils to be equipped with, and practise the skills they need to avoid the misuse of drugs.
- To help pupils to distinguish different drugs, consider their use misuse, benefits and harm.
- To minimise the harm from drugs to pupils.

3. Staffing and Staff Development

All staff, including support staff, should have access to professional development and support that relates to the drug education curriculum and its style of delivery.

4. Curriculum Organisation and Planning

Drug education will be delivered in this school through a combination of planned curriculum opportunities and whole school approaches. This will take the form of:

- **Discrete curriculum time**
by identifying drug education within the planned curriculum for all pupils
- **Through and in other curriculum areas**
by identifying and planning for opportunities within other curriculum areas especially within Science, PSHE and P4C

Teaching about safety and relationships as part of the PSHE education contributes to how schools approach the safeguarding of pupils. It helps them to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action.

At Key Stage 1, children learn about being safe with medicines and household substances, making healthy, informed choices and following safety rules.

At Key Stage 2, children learn about the effects of alcohol and tobacco, volatile substances and illegal drugs.

5. Curriculum Delivery

Teaching about drugs is generally best provided as part of an integrated programme of PSHE across the key stages. This programme is relevant to the needs and experiences of all pupils, is flexible, and develops, as pupils grow older. The programme is developed within a positive climate in which pupils and adults feel able to talk openly and honestly. In both key stages, we follow the 1Decision Scheme of work. We incorporate the PSHE Association lesson plans on 'Drug and Alcohol Education' into the 'Keeping/Staying Health' unit of this scheme.

In order to effectively cover all aspects of drug education, a wide range of teaching and learning styles will need to be employed. The school aims to deliver this area of the curriculum through a variety of approaches including circle time, working in pairs and groups as well as whole class, brainstorming, use of drama and role play, use of stories, involvement of other organisations and visitors.

6. Resources

Resources that support this area of the curriculum will be up-to date, relevant to pupils and presented in ways that are consistent with the fundamental aims of PSHE.

In addition to existing resources, the school aims to review and update drug education resources regularly in accordance with budget allocation.

7. Partnerships

The school values its work in partnership with parents and carers and with the wider school community and sees this as an essential element of developing this policy and the school's drug education programme. We also aim to support parents in their efforts to inform their children. We do this through newsletters and the school website.

8. Equality of Opportunity

The school has a commitment to Equal Opportunities and this will be built into all aspects of drug education. We recognise that some pupils with learning difficulties may need more help than others in understanding what sorts of behaviour are/are not acceptable. Where pupils are taking prescribed medication they will be helped to distinguish between appropriate and inappropriate drugs.

9. Monitoring, Evaluation and Review

Provision for drug education, including the personal development of pupils, will be monitored, evaluated and reviewed by Senior Leaders, the PSHE Leader and the class teachers. This will be done by checking that whole school drug education objectives are met, standards of teaching and learning expected are achieved, there are adequate resources and schemes of work are being taught appropriately.

10. Managing Drug Related Incidents

We recognise that drug related incidents in primary schools are rare but recognise the need for clear procedures should an incident occur. In all cases the Headteacher should be informed immediately. If there is any question of a medical emergency, the school will immediately call for medical assistance.

11. Pupil Discipline and Support

The Headteacher will be responsible for deciding how to discipline a pupil following any drug-related incidents and all factors influencing the incident will be taken into account. Our Behaviour Policy has clear consequences for breaking school rules and a variety of consequences are possible. Exclusion may be appropriate in rare and serious cases.

All incidents will be recorded by SLT.

12. Confiscating an illegal drug and its disposal

School staff will not attempt to analyse or taste an unidentified drug, but will take temporary possession of any drug suspected of being a controlled drug for the purpose of protecting our pupils from harm or committing the offence of possession.

If we suspect that a pupil is concealing illegal drugs, we will encourage the pupil to voluntarily surrender the drug. Under no circumstances will any teacher undertake an intimate physical search. If the pupil refuses, the Headteacher may decide to contact parents and/or the police. We will always inform parents if the police are called to an incident. As our primary concern is the welfare of all our pupils, alternative action may be taken. For example, if we feel that parents are directly involved in the situation causing concern or that they may seriously over-react and cause harm to the child, we may have to inform other appropriate agencies.

If the drug cannot be identified, it will be treated as illegal and will be removed and either secured until it can be taken to a pharmacist for disposal or handed to the police as soon as possible. We will always ensure that a witness is present when disposing of any drug. We will then decide how to proceed with due regard to Child Protection policy issues. We will keep a written record of the action taken when responding to incidents of this nature, irrespective of the seriousness of the case.

The Site Manager will look for signs of drug misuse in their regular check of the school site and will make arrangements for the safe and secure disposal of dangerous matter in accordance with the above guidelines.

13. Smoking

This school is bound by the Hampshire County Council Smoking Policy and smoking is not permitted anywhere on the school site, including the grounds. Any disregard for school restrictions on smoking will be treated as any other breach of school discipline.

Topic Delivery Overview – Year by Year Breakdown

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Keeping/Staying Safe	Keeping/Staying Safe	Keeping/Staying Safe	Keeping/Staying Safe	Keeping/Staying Safe	Keeping/Staying Safe
	Road Safety	Tying Shoes Laces	Staying Safe Leaning Out of Windows	Cycle Safe	Peer Pressure	Water Safety
	Keeping/Staying Healthy	Keeping/Staying Healthy	Keeping/Staying Healthy	Keeping/Staying Healthy	Keeping/Staying Healthy	Keeping/Staying Healthy
	Washing Hands	Healthy Eating Brushing Teeth	Medicine	Healthy Living	Smoking	Alcohol Drug Use & the Law
Autumn 2	Relationships	Relationships	Relationships	Growing & Changing	Growing & Changing	Growing & Changing
	Friendship	Bullying Body Language	Touch	Appropriate Touch	Puberty	Conception
Spring 1	Being Responsible	Being Responsible	Being Responsible	Being Responsible	Being Responsible	Being Responsible
	Water Spillage	Practice Makes Perfect Helping Someone in Need	Stealing	Coming Home on Time	Looking Out for Others	Stealing
Spring 2	Feelings & Emotions	Feelings & Emotions	Feelings & Emotions	Feelings & Emotions	Feelings & Emotions	Feelings & Emotions
	Jealousy	Worry Anger	Grief	Jealousy	Anger	Worry
Summer 1	Computer Safety	Computer Safety	Computer Safety	Computer Safety	Computer Safety	Computer Safety
	Online Bullying	Image Sharing	Making Friends Online Computer Safety	Online Bullying	Image Sharing	Making Friends Online
		Money Matters	Money Matters	Money Matters	Money Matters	Money Matters
	Money Matters	Assessment	Chores at Home	Enterprise	In-App Purchases	
Summer 2	Hazard Watch	Hazard Watch	Hazard Watch	A World Without Judgement	A World Without Judgement	A World Without Judgement
	Is it safe to eat or drink?	Is it safe to eat or drink?	Is it safe to play with?	Breaking Down Barriers	Inclusion & Acceptance	British Values