



North Tyneside Council

Christ Church C of E Primary School

Policy for Drugs, Alcohol and Tobacco.

This Policy was approved and adapted by the governing Body on:

Date:

Due for review:

Member of staff responsible for implementation and review:

Drugs, Alcohol and Tobacco Education Policy

Forward

Drug, Alcohol and Tobacco Education is an entitlement of all children and young people and should be delivered within the statutory requirements of the National Curriculum Science Order and as part of PSHE education. Good quality drug education can have a very positive impact on helping young people to make healthy life choices and is an important part of our work to achieve the six outcomes of the Every Child Matters agenda in North Tyneside. Good quality Drug, Alcohol and Tobacco Education also contributes to the Social, Moral, Spiritual and Cultural development of children and young people.

Drug, Alcohol and Tobacco Education (DAT Education) is most successful when delivered through direct teaching, cross-curricular links and supported by a whole school approach. Our scheme for PSHE education, supported by the National Strategy S.E.A.L. (Social and Emotional Aspects of Learning) materials, helps to develop the children's self esteem, their ability to make choices, to recognise consequences and to voice their feelings. Such skills provide the building blocks of quality DAT Education.

Aims and objectives

At *Christ Church C of E Primary School* we aim to provide a consistent and holistic programme of drug, alcohol and tobacco education, collaboratively supported through partnership working.

The objectives of our DAT Education programme are:

- to educate children and young people in the knowledge that all medicines are drugs but not all drugs are medicines;
- for children and young people to know that all substances, including medicines, can be harmful if not used properly;
- for children and young people to understand the physical, psychological, social and legal implications of drug misuse;
- to provide children and young people with the opportunity to develop the skills needed to live a healthy lifestyle;
- to provide children and young people with accurate and appropriate information about the harmful effects of socially acceptable drugs such as alcohol and tobacco;
- to help children and young people become more self-confident and to value themselves and their bodies;
- to provide a safe environment for children and young people to share their thoughts and ideas;
- to enable children and young people to explore their attitudes in a safe environment and to discuss their values in the context of the society in which they live.

Organisation and approach

At *Christ Church C of E Primary school* Drug, Alcohol and Tobacco education is approached through direct teaching, cross-curricular links and class discussion. It is regarded as a whole school issue because opportunities to teach about the importance of living a healthy lifestyle occur throughout the curriculum and during unplanned discussions with the young people. Sometimes class teachers will seek support from outside agencies in order to enhance the DAT curriculum.

To make DAT education effective it is important to establish existing knowledge, beliefs, experiences and what young people want to learn. Existing knowledge and understanding is identified through:

- draw and write activities
- circle work
- graffiti sheets
- questionnaires/surveys
- group discussions

Drugs, Alcohol and Tobacco Education is integrated into our personal, social, health and citizenship education (PSHCE) curriculum. Lessons that focus on drug, alcohol and tobacco education form part of a programme designed to promote healthy lifestyles, provide information and an opportunity to develop skills and explore beliefs, attitudes and values to enable young people to make informed choices. PSHCE lessons provide young people with the opportunity to debate, to consider the possible ways to deal with a situation and encourage them to recognise the consequences of their actions.

PSHCE can take many forms; drama for example is a useful way to distance children and young people from sensitive issues. The teaching styles that we use encourage children and young people to ask questions and to reflect. We give children and young people the opportunity to work in pairs, small groups or as a whole class and we encourage the children to listen to the views of others. Class teachers will answer questions about drugs, alcohol and tobacco sensitively and appropriately based on their knowledge of the young person. Any concerns are referred to the Head teacher in accordance with Child Protection / Safeguarding Procedures.

Content

Schools to select the relevant options:

Key Stage 1 – Drug Education in the National Curriculum		
PSHE: Non-statutory Framework (NC, 1999)	Science: Statutory Programme of study: (NC, 1999)	Questions to help pupils to explore drug education within the national curriculum
<p>Pupils should be taught:</p> <p>Developing a healthy, safer lifestyle</p> <ul style="list-style-type: none">• That all household products, including medicines can be harmful if not used properly.• Rules for and ways of, keeping safe...and about people who can help them to stay safe.• How to recognise and make simple choices that improve their health and wellbeing <p>Developing good relationships</p> <ul style="list-style-type: none">• To recognise how their behaviour affects other people• To listen to other people, and play and work cooperatively• To take and share responsibility for their own behaviour• To help make and keep rules	<p>Pupils should be taught:</p> <ul style="list-style-type: none">• About the role of drugs as medicines	<ul style="list-style-type: none">• What are the medicines?• What are the differences between medicines and other household products?• What happens if I take medicines when I don't need them?• Is it good to keep secrets?• Who can I tell if I have a secret or worry?• What are rules and what happens if I break them?• What is the difference between right and wrong?• How can I be a good friend?• How do I like to be treated by people I know including friends and family?

Key Stage 2 – Drug Education in the National Curriculum		
PSHE: Non-statutory Framework (NC, 1999)	Science: Statutory Programme of study: (NC, 1999)	Questions to help pupils to explore drug education within the national curriculum
<p>Pupils should be taught:</p> <p>Developing confidence and responsibility and making the most of their abilities</p> <ul style="list-style-type: none"> To recognise why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing laws To talk and write about their opinions and explain their views <p>Developing a healthy, safer lifestyle</p> <ul style="list-style-type: none"> 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 That bacteria and viruses can affect health and that following simple and safe routines can reduce their spread. To understand what makes a healthy lifestyle, including what affects mental health, and how to make informed choices <p>Developing good relationships and respecting the differences between people</p> <ul style="list-style-type: none"> That their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> About the effects on the body of tobacco, alcohol and other substances, and how these relate to their personal health 	<ul style="list-style-type: none"> Why am I allowed to take some drugs but not others? What drugs can I take and what drugs mustn't I take? What will happen to me if I take drugs that I shouldn't? What effect will they have on my health and wellbeing if I take them? What should I do if I am asked to do something that I know is wrong? Why do people have different views to me? What should I do if I don't agree with their views? Who can I talk to if I am unhappy or worried? What are the school rules about health and safety? What should I do in an emergency? Where can I get help?

The role of the Headteacher

It is the responsibility of the Headteacher to ensure that all staff and parents are informed about the Policy for Drugs, Alcohol and Tobacco Education, and that the policy is implemented effectively. The Headteacher also ensures that staff are given sufficient training so that they can teach effectively and handle any difficult issues with sensitivity.

The role of governors

The governing body has the responsibility of agreeing the Policy on Drugs, Alcohol and Tobacco Education. The governors will support the Headteacher in following these guidelines. Governors inform and consult with parents about the Policy for Drugs, Alcohol and Tobacco Education. Governors seek guidance and support from the Local Authority and health organisations to ensure that the school's policy is in line with the best advice available.

The role of parents

The school is aware of the important role of parents in children's Drugs, Alcohol and Tobacco Education. We must build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school DAT Education policy and practice;
- invite parents to view the materials used to teach DAT Education in our school;
- answer any questions parents may have about the DAT Education their child receives in school;
- take seriously any issue which parents raise with teachers or governors about this policy or the arrangements for DAT Education in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary.

Consultation with Pupils

Through the School Council, the views of the children and young people are sought related to DAT Education in the school. Children and young people give their opinion on the content of the programme and how useful it is. The type of lessons and teaching materials used can also be discussed.

External visitors

We encourage external visitors to work with us to provide advice and support to children, young people and staff, with regards to DAT Education. Public Health School Nurses, the young people's drug and alcohol service (N2L) and youth workers provide valuable support to our drugs, alcohol and tobacco education programme in school.

Teaching staff and support staff always maintain responsibility for the overall DAT education. They effectively plan and evaluate the involvement of external visitors who make a valuable contribution to the DAT programme. This can include in-class support, training and consultation.

Inclusion

All pupils are entitled to receive quality DAT Education and lessons are differentiated to ensure they meet the needs of all pupils. Activities are adapted to provide support for pupils with difficulties in cognition and learning or communication and interaction. This

includes greater emphasis on discussion, role modelling, role-play and mechanisms for recording pupils' thoughts that do not solely rely on written materials.

Assessment

The elements of DAT Education that form part of the Science curriculum at Key Stages 1 to 4 are assessed in accordance with the requirements of the National Curriculum. Other elements of DAT Education are assessed as part of overall PSHE provision. Regular assessment is devised to identify;

- what knowledge and understanding pupils have gained
- what skills they have developed and put into practice
- how their feelings, beliefs and attitudes have been influenced during the programme

Assessment will include teacher assessment, pupil self-assessment and peer group assessment.

Progress and achievement in DAT Education will be included in the PSHE education section of the school's annual report to parents and carers.

Monitoring and review

The curriculum committee of the governing body monitor the DAT Education policy. This committee report their findings and recommendations to the full governing body as necessary, if the policy appears to need modification. The curriculum committee takes into serious consideration any representation from parents about the DAT Education programme and comments are recorded.

When reviewing the DAT Education policy the curriculum committee consults with the pupils through the School Council.

Managing Drug Related Incidents.

In the event of any concerns related to pupils or parents and drugs or alcohol the school follow the procedures identified in the North Tyneside Drug, Alcohol and Tobacco Policy (April 2004).

Incidents are recorded using the documentation contained in the policy.