

DRUGS POLICY



December 2013

Policy to be reviewed annually

**Recommended by the Curriculum and Community Committee on 3rd
December 2013**

Rationale

Smoking, drinking and drug use among young people in England in 2011 – Survey of 11-15 year olds carried out in 2011.

In recent years there has been a decline in drug use by young people. There has been a decline in drug use by 11 to 15 year old pupils since 2001. In 2011, 17% of pupils had ever taken drugs, compared with 29% in 2001. The decline in the prevalence of drug use parallels the fall in the proportions of pupils who have ever been offered drugs, from 42% in 2001 to 29% in 2011.

A quarter (25%) of pupils had tried smoking at least once. This represents a sustained decline in the proportion of pupils who have tried smoking and is lower than at any time since the survey began in 1982, when more than half of pupils (53%) had tried smoking.

Regular smoking was also associated with drinking alcohol, drug use, truancy and exclusion from school. Pupils who reported smoking at least one cigarette a week were defined as regular smokers. In 2011, 5% of pupils reported smoking regularly. This is at a similar level to 2010, and has halved since 2001.

Key findings for 2011

- The estimates of prevalence from this survey suggest that, in England, in 2011, 140,000 young people aged 11 to 15 were regular smokers, 360,000 had drunk alcohol in the last week and 180,000 had taken drugs in the last month.
- Over half (54%) of pupils aged between 11 and 15 said that they had smoked a cigarette, drunk alcohol or taken drugs on at least one occasion, and one in five (19%) had done at least one of these recently.
- More pupils reported that they had ever drunk alcohol (45%) than had smoked cigarettes (25%) or taken drugs (17%). This is in line with previous years' findings.
- Most pupils who had smoked in the last week had also drunk alcohol in the last week or taken drugs in the last month or both. Similarly, most pupils who had taken drugs in the last month had also smoked or drunk alcohol in the last week. But less than half of those who had drunk alcohol in the last week had also smoked in the last week or taken drugs in the last month.
- Age was associated with smoking, drinking and drug use; older pupils were more likely to have done each of these. There were also associations between smoking, drinking and drug use and sex, ethnicity, truancy and exclusion from school, but not in a consistent way.
- **Pupils were most likely to think that it was OK for someone their age to drink alcohol, with 58% of pupils saying it was OK to drink alcohol to see what it was like.** Smoking was less acceptable and drug taking was least acceptable, with relatively small proportions thinking it was OK for someone of their age to try cannabis (9%), glue (7%) or cocaine (2%).

- Parents, teachers and TV were the most commonly cited sources when pupils were asked where they had got useful information about smoking, drinking alcohol and drug use. In line with previous years, drinking alcohol was seen by pupils to be the most acceptable behaviour, with 58% of pupils saying that it was OK to try drinking to see what it's like and 32% saying it was OK to drink alcohol once a week. Cigarette smoking was seen as less acceptable, with 35% of pupils saying it was OK to try smoking to see what it's like and 15% saying it was OK to try smoking once a week. Drug taking was least acceptable, with much smaller proportions thinking it was OK for someone to try cannabis (9%), sniff glue (7%) or try cocaine (2%).

Birmingham Health Profile 2012 (www.apho.org.uk/resources)

Rates of smoking related deaths and hospital stays for alcohol related harm are worse than the England average

Levels of alcohol-specific hospital stays among those under 18 are better than the England average.

Strategies re Drugs Education

Birmingham Drug and Alcohol Action team –

Children and Young People's Substance Misuse Strategy 2009 - 2012

Outcomes – Universal

The two key outcomes for universal work on substance and alcohol use and misuse are:

1. Children and young people will understand the issues of drug and alcohol use and misuse, and will have access to appropriate information to aid their and their parents' understanding.
2. Children and young people will have the knowledge, confidence and skills, to be able to make informed and positive choices on their use/non use of drugs and alcohol, and be empowered to resist the pressures, including bullying, associated with this.

Healthy Lives, Healthy People: Our strategy for public health in England November 2010

There is a relatively large population of problem drug users and rising levels of harm from alcohol. Smoking alone claims over 80,000 lives every year.

Our causes of premature death are dominated by 'diseases of lifestyle', where smoking, unhealthy diet, excess alcohol consumption and sedentary lifestyles are contributory factors. The numbers of people smoking, taking illicit drugs and drinking harmful levels of alcohol have all declined in recent years, but many of us still lead harmful lifestyles.

Teenagers and young people are among the biggest lifestyle risk-takers.

Around 1 in 3 young adults drink to the point of drunkenness, the highest rates among any age group. Accidents due to alcohol (including drink-driving accidents) are the leading cause of death among 16–24 year-olds.

As young people move through their teenage years and make the transition into adulthood, our aim is to strengthen their ability to take control of their lives, within

clear boundaries, and help reduce their susceptibility to harmful influences, in areas such as sexual health, teenage pregnancy, drugs and alcohol.

Good schools will be active promoters of health in childhood and adolescence, because healthy children with high self-esteem learn and behave better at school. Within the current non-statutory personal, social and health education (PSHE) framework, schools will provide age-appropriate teaching on relationships and sexual health, substance misuse, diet, physical activity and some mental health issues.

The *government's alcohol strategy*, 10 published in March 2012, aims to reshape society's approach to alcohol and to reduce excessive drinking. Particular aims for young people include reductions in the number of 11 to 15 year olds drinking alcohol, and their level of consumption.

Specific actions include enforcing the existing Challenge 2111 and Challenge 2512 identification campaigns and ensuring that alcohol advertising is not targeted at children and young people. Other proposals set out strategies to increase education about alcohol for young people across government agencies, from parents and schools, as well as plans to raise alcohol taxes and set a minimum unit price.

This information sets the reasoning and rationale as to why the need for Drugs Education to be delivered in Wheelers Lane Primary School.

Drugs in this context, also refers to legal drugs, such as medicines both prescribed and over the counter, alcohol and tobacco as well as illegal drugs and solvents.

Aims

Drug education should start in Primary schools, giving messages through topics and issues being included, which are appropriate to the age and maturity of pupils.
(DFES/0092/2004)

It is the aim of Wheelers Lane Primary School to provide all pupils with the opportunity to develop knowledge and skills and attitudes to make informed and responsible choices now and in later life about the use and misuse of drugs and appreciate the benefits of leading a healthy lifestyle and making informed healthy choices including drug, alcohol and tobacco education, relating this to own and others' actions. They need empowerment to resist pressures, including bullying associated with this.

Drug, alcohol and tobacco education includes learning about:

Over the counter or prescription medicines

Legal substances such as poppers (amyl nitrate), caffeine, alcohol and tobacco

Volatile substances eg glues, gases, aerosol propellants

Illegal substances cannabis, ecstasy, amphetamines, cocaine

United Nations definition of drugs: a substance that changes the way people feel, think or behave

Appropriate to their age and needs.

The teaching of drug education will enable the children to make informed decisions and keep themselves safe and healthy, including:-

- increasing their knowledge about alcohol, tobacco and other drugs and clarify misconceptions
- short and long-term effects and risks of drugs
- impact of drugs on individuals , families and communities
- rules and laws relating to drugs
- improve their self-esteem
- maintain and develop relationships
- develop self-confidence, self awareness and self-esteem
- develop assertiveness in appropriate situations
- to assess, avoid and manage risk
- develop personal initiative and be able to take responsibility
- recognise personal skills and qualities in themselves and others
- develop the motivation to succeed
- enable pupils to make healthy informed choices and be responsible for their actions
- give pupils the knowledge of how and when to find information / get help from adults
- resisting pressures
- devising problem-solving and coping strategies
- provide clear guidance for staff, parents and governors

Drug Education and the National Curriculum

English

Speaking and Listening

Key Stage 1

- Group discussion and interaction – to join in as members of a group
- Drama activities

Key stage 2

- to talk effectively as members of a group
- to participate in a wide range of drama activities and to evaluate their own and others' contributions

Science SC2 Life Processes and Living Things

Key stage 1

- role of drugs as medicines

Key stage 2

- about the effects on the human body of tobacco, alcohol and other drugs, and have these relate to their personal health

P.S.H.E. and Citizenship

Key stage 1

- that all household products , including medicines can be harmful if not used properly (3f)

- rules for and ways of keeping safe and about people who can help them to stay safe. (3g)
- to recognise, name and deal with their feelings in a positive way
- take part in discussions 2a
- to agree and follow rules for their group and understand how rules help them. (2d)
- recognise how their behaviour affects others (4a)
- to listen to other people, and play and work cooperatively (4b)
- that family and friends should care for each other. (4d)

Key stage 2

- Which commonly available substances and drugs are legal and illegal, their effects and risks (3d)
- To recognise the different risks in different situations (3e)
- 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 (3f)
- School rules about health and safety, basic emergency aid procedures and where to get help (3g)
- To talk and write about their opinions, explain their views, on issues that affect themselves and society (1a)
- To face new challenges positively (1c)
- To research, discuss and debate topical issues, problems and events (2a)
- Why and how rules are enforced, why different rules are needed (2b)
- To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences. (2e)
- To recognise different risks in different situations and then decide how to behave responsibly (3e)

Breadth of Opportunities – Knowledge, skills and understanding

Key stage 1

- Take responsibility (5a)
- Feel positive about themselves (5b)
- Make real choices and decisions (5d)
- Ask for help (5h)
- Take part in discussions (5c)

Key stage 2

- Take responsibility (5a)
- To feel positive about themselves (5b)
- Make real choices and decisions (5d)
- Find information and advice (5h)
- Consider social and moral issues they come across in life. (5g)

Content

Key Stage 1

In Year 1 DRUGS AS MEDICINES

- Awareness of what goes into/onto our bodies and where substances go
- Healthy lifestyles
- Clear rules about medicine taking

- Understanding the dangers of medicines, pills, injections, household items -
What is safe and unsafe to touch, taste
- Keeping Safe – and who can help me stay safe.
- Knowing when adult guidance is needed.

In Year 2 - DRUGS AS MEDICINES

- Understanding a set of safety medicine rules.
- What is a drug? Sort items into drugs/not drugs
- Functions of medicines.
- Know all medicines are drugs but not all drugs are medicines.
- Understand more about items that are safe/unsafe to put into their body including aspirin, bleach and cough medicine.
- Early understanding about injections as vaccinations.
- Develop greater understanding about own health. Feeling well/unwell
- What to do in an emergency / keeping safe

In Year 3 SMOKING

- Know about a range of legal drugs encountered in everyday life –including aspirin, medicines, tea, coffee, tobacco, alcohol
- Smoking – What is a drug, effects of smoking, cost of smoking, why most people choose not to smoke.
- Recognise and challenge stereotypes – smoker/non-smoker
- Substances sorting
- Considering the value of keeping healthy
- Media influences/ understanding making decisions and the affect they have
- Know who can help us/ Ask questions and talk confidently

In Year 4 – CHOICES AND RISK-TAKING

- Making choices/what influences us
- Appreciate importance of taking responsibility
- Persuasion and Risk taking – positive and negative peer pressure/persuasion -
Risk continuum identifying risk and level of risk involved
- Resisting peer influence – Power of persuasion – Deciding and recognising when to say NO! Strategies for resisting peer pressure.
- Know who can help me.

In Year 5- ALCOHOL

- Alcohol – consequences and effects and associated risks, attitudes and beliefs, knowing actions have consequences for themselves and others.
- Know about a range of drugs encountered, including alcohol.
- Alcohol effects and associated risks – re individuals, family, friends , community
- Alcohol and the Law / media , alcohol units
- Healthy lifestyles
- Reducing harmful effects of alcohol
- Dealing with peer pressure.
- Exploring how alcohol is portrayed in the media
- Know where to go for help and advice.

In Year 6- DRUGS

- Life Education is used when funding is available. This is a mobile unit that is parked in the school playground for a day and the Life Education Staff teach each year 6 class in the mobile unit. In the unit they are able to show videos, computerised images of the body and create an excellent atmosphere for the children to learn and ask questions in relation to the topic taught e.g. drugs. Parents are also given the opportunity to visit the mobile unit on the morning of the visit to find out about what their children will be learning about.
- Drug Awareness – range of legal/illegal substances and effects and associated risks.
- Stereotypes – exploring attitudes and beliefs about people who may use/misuse drugs, recognise / challenge stereotypes
- Recognise the need to ask for support sometimes and know who to ask and how.
- Responsibility and independence – making informed choices, exploring attitudes and beliefs, peer pressure, Risk Taking

Build on and recap on yr3-5 topics smoking, alcohol, risk taking and choices

Teaching Methods

Needs analysis

Existing knowledge and understanding can be identified through:

- base lining, using mind maps at the start of the topic and end, the draw and write technique, questionnaires and discussion/quizzes relating to drugs and the law.
- Ground Rules will be established including no personal questions/answers
- Confidentiality will be addressed and children will be told that they cannot be guaranteed confidentiality if a disclosure is made. Use of create a character will help to depersonalise situations.
- Use of the question bag during sessions will ensure all children have the opportunity to raise and ask questions. Childline details will be displayed around the school and made reference to during sessions as part of who can help us.

Resources

Taken from several different schemes to fit in with needs of our pupils and includes:

Ideas and Activities for Drug Education in Primary Schools.

PSHE modelling programme years 3-6

We don't want to smoke..!

We've seen people drinking

Drugs and their dangers at Key stage 1

The Good Health Project

World of Drugs

Drug, alcohol and tobacco education

Please refer to planning for each year group for further details.

The Role of the Teaching Staff

Drug education is taught within Personal, Social and Health Education (PSHE) lessons in Spring 2 term. Guidance and support can be obtained from the Drug Education Co-ordinator.

Staff teaching drug education should regularly update themselves with the current drug scene; and with facts about drug use, new teaching materials and teaching methods. (Talk to Frank website is recommended to update **staff** knowledge re Drugs)

The Role of the Drug Education Co-ordinator

This post is held by the PSHE Co-ordinator. She/he has the general responsibility for handling the implementation of the school policy and for ensuring that planning and resources are updated and reviewed annually.

Monitoring and Evaluation

Through informal observations of lessons

Annotated lesson plans

Looking at samples of pupils' work

Evaluations and feedback from pupils and staff

Comparing baseline assessments to end of topic assessments

Monitoring curriculum plans

Questionnaires

Assessment

Elements of drug education, that form part of science curriculum is assessed in accordance with national curriculum.

Assessment will identify what they know and understand and its relevance to them. What skills they have put into practice.

How their feelings and attitudes have been influenced.

Reviewing and reflecting on their own progress and understanding how they can improve their learning.

Assessment of learning as to what they know, understand and can do.

Staff complete record keeping and assessment sheet for class.

Can include:

Pupils self assessment – through evaluations of feelings, comparing answers to factual quizzes at start of session and at the end, reflecting on what they have learnt, setting own targets, monitoring own progress, using diaries and draw and write technique.

Group assessment – how well they worked as a group, problems faced

Peer assessment – Identifying what they have learnt from each other, constructive feedback on presentations/discussions, oral feedback, graffiti sheets, digi-blu camera to record.

Teacher assessment through observation, listening, written work, drawings, role play drama discussions, noting how pupils contribute to life of school ie policy making/ decision making.

Definitions and Terminology

Drugs refers to all drugs including medicines, volatile substances, alcohol, tobacco and illegal drugs

DISSEMINATION OF THE POLICY

A summary of this policy will appear in the school prospectus. Parents will be supplied with a full copy on request.

The policy will be presented to all staff and governors.

Reviewing

The drug-education policy will be updated annually or where legislation dictates. This will be conducted by the drug-education co-ordinator in consultation with the HES adviser.

This policy was written by Karen Harte Drug Education Co ordinator and supported by HES.

Date for Review: when new legislation/ new curriculum dictate

References

1. BCC Drug Education and the Management of Drug-Related Incidents
- 2, The Good Health Guide to Drugs (Brown and Bennett)
3. The National Curriculum - Key Stages 1 and 2
4. QCA Guidance , drug, alcohol and tobacco education (2003)
5. Drugs: Guidance for schools DFES/0092/2004
6. Smoking, drinking and drug use among young people in England in 2011
7. *NHS South Birmingham Annual Public Heath Report 2012*
8. Healthy Lives, Healthy People: Our strategy for public health in England November 2010
9. Birmingham Health Profile 2012 (www.apho.org.uk/resources)
10. Birmingham Drug and Alcohol Action team -Children and Young People's Substance Misuse Strategy 2009 - 2012

Learning Objectives Key stage 1	Learning outcomes for Key stage 1
<p>Rules are important for keeping safe different rules for different places To identify people who can help keep them safe To know actions have consequences To discuss and negotiate an agreement with others</p> <p>To know the roles of medicines and how they are taken To know medicines affect the body How medicines can be harmful if not used properly Who can give us medicines To identify feelings of being well and unwell/ injured Rules that apply to medicines Ways to stay safe around medicines</p> <p>Know some household substances can be harmful if not used properly To recognise some basic warning symbols on packaging To know the importance of following rules and instructions for keeping safe Know what to do if someone is hurt</p>	<p>follow simple rules explain how rules keep us safe anticipate consequences of actions describe feelings participate in discussions devise simple questions to ask for help know how to ask for help from adults and how to say no to pressure.</p> <p>Understand medicines have different uses and describe how medicines are taken. Know medicines can be harmful if not taken correctly Know which adults can give them medicines Express feelings and discuss ideas Understand simple rules about safe use of medicines and suggest why we need such rules. Show they care about keeping themselves and others safe</p> <p>Identify some household substances that can be harmful Follow simple rules for keeping safe Understand symbols showing something that is dangerous Know what to do if someone gets hurt</p>
Learning Objectives for Key stage 2	Learning Outcomes for Key stage 2

<p>To learn about different sorts of risk taking activities To know choices can be made in any situation involving risk and forecast potential consequences of risk taking To know risk taking can have both positive and negative outcomes To know some reasons why people take risks</p>	<p>Identify different types of risks people take Understand risks may have both positive and negative consequences Can weigh up reasons for and against taking certain risks, based on possible outcomes Talk about experiences and identify how they felt and what learnt as a result</p>
<p>To identify the differences between short-term and long term consequences of taking a risk To develop skills for weighing up choices involved in and the reasons for and against taking risks Ways to resist unhelpful pressure to take risks with their health</p>	<p>Consider outcomes of risk taking Present ways to resist unhelpful pressures or influences Reflect on their own behaviour and make real choices Set goals and discuss with others Take part in discussion and evaluate</p>
<p>Know reasons why some people take risks Know about unhelpful influences on us Pressure comes in different forms Importance of recognizing unhelpful pressures put on by different people Know who to talk to about taking risks and making choices</p>	<p>Identify reasons why people take risks Understand they can feel pressures into taking unwanted risks Have steps to deal with pressure Understand pressure can have positive and negative outcomes Reflect on their own experiences and way behaviour might influence them/others Practice responding to different situations</p>
<p>Know about long and short term risks of smoking Reasons why people smoke Their own values and attitudes towards smoking Know risky situations involve making choices</p>	<p>Use knowledge and understanding about smoking to identify negative effects of smoking Listen to discussion and weigh up arguments Offer opinions and give reasons</p>
<p>Know ways to deal with unhelpful pressure to smoke They have the right to feel safe and secure at all times To value each other and respect differences of opinion It is helpful to talk about risks and choices with people we trust Know how to access sources of help, support and advice</p>	<p>Identify ways to respond top different types of pressure to smoke Understand they have a choice about whether to smoke or not Practice resisting pressure Give opinions with reasons Begin to understand and use behaviour modification in different situations Know where to go to for help</p>

<p>Know the term drugs covers a range of legal and illegal substances Know the effects and risks of using drugs both legal and illegal How to use a variety of sources and information Present information to others</p>	<p>Describe what is meant by term drugs including legal and illegal and can name examples of them Work cooperatively Find answers to simple questions about drugs</p>
<p>Know about the effects and risks of drinking alcohol Know about children and young people and the law relating to alcohol How alcohol can affect people differently Alcohol is measured in units Participate in discussions</p>	<p>Identify basic information about a drug and understand effects and the risks of using it Communicate information</p> <p>Describe how alcohol can affect and damage body and health Know the law with respect to alcohol and young people Understand alcohol can change the way people think, feel and behave Explain why alcohol affects people differently</p>
<p>Know reasons why people do or do not drink alcohol Reflect on impact of own behaviour on others</p>	<p>Know alcohol is measured in units and that there are recommended limits for men and women Take part in discussions and contribute</p>
<p>Know about laws on drugs, alcohol and tobacco and reasons for having these laws</p>	<p>Describe some reasons why some people choose to drink alcohol and others do not Understand how people's choices about drinking alcohol can have an impact on others Reflect on own attitudes to drinking Demonstrate and practice resistance skills</p>
<p>Consider other people's opinions and relevant factors when making decisions</p>	<p>Contribute to discussions Take part in discussions Understand laws re drugs and drug use and have some reasons why we have these laws Identify situations where drug use can have bad consequences Begin to recognise legal substances can be harmful to health</p>