

Badshot Lea Village Infant School

Drug and Alcohol Education Policy Statement

Introduction

This policy statement for Drug and Alcohol Education (D&AE) pays due regard to the Early Years Foundation Stage Curriculum and the National Curriculum. It is planned and delivered in line with the PSHE and Science schemes of work. It is developed in line with guidance from the National Healthy School Programme (NHSP) and the Department for Education (DfE). It is set within the context of our PSHE and Citizenship, Science, Anti-Bullying, Sex and Relationship Education, Safeguarding (Child Protection), Health and Safety, Medicines in School and Community Cohesion Policy Statements. The theme of Every Child Matters (be healthy / stay safe / enjoy and achieve / make a positive contribution / achieve economic well being) is at the heart of everything we do at Badshot Lea Village Infant School.

Defining DAE

"Drug education is the planned provision of information and skills relevant to living in a world where drugs are common place. We define a drug as a substance people take to change the way they feel, think or behave. This term encompasses all prescribed and over-the-counter medicines, all legal drugs such as alcohol, tobacco, volatile substances, and all illegal drugs covered by the Misuse of Drugs Act (1971)."

The Drug Education Forum Guidance, 2010

Rationale

Schools are a part of the community and need to react to community issues such as drug use and misuse. Drug misuse is not confined to any one part of the country or any one socio-economic group. The reality is that no school can be immune from the effects of legal and illegal drugs upon its pupils and their families. It is important that every year group in both primary and secondary phases of education has access to drug education in which basic concepts and ideas and opportunities for skill development are repeated at different levels of understanding, maturity and relevance to the pupils.

Aims

- To keep our pupils safe from harm.
- To promote positive attitudes towards personal health.
- To develop self-discipline and self-respect.
- To build pupils' self esteem.
- To develop decision-making skills, which may delay or prevent the onset of experimentation.
- To help pupils to understand how they can influence their peers.
- To develop knowledge and understanding of themselves and others as individuals.

Objectives

We are committed to achieving the above aims by teaching the objectives in the spiral curriculum in Appendix A.

Planning, Continuity and Progression:

D&AE is not planned or delivered in isolation, but firmly embedded in many curriculum areas, mainly PSHE and Science. It is normally delivered by each class teacher, and Mrs Weir through assemblies. We obtain resources through the SEAL materials, library books and other teaching publications. Supplementary teaching includes visits from local emergency services, and our annual participation in CAMHS week. Teaching is delivered in each of the year groups, and teachers use the Early Years Foundation Stage Profile and other formal and informal assessments to ensure appropriate progression.

Assessment, Record Keeping and Reporting

Assessment will be an effective, integral part of the teaching and learning process in order to improve the quality of education we offer, provide information on pupil progress and raise standards. Formative assessments are undertaken, however no summative assessments are made in D&AE at this time. Due to the nature of the subject, we feel it too subjective and inappropriate to give grades or levels. There are currently no Government or LA guidelines for levelling pupils in D&AE. However, class teachers evaluate their lessons to inform their future planning, ensuring all learning objectives are covered and learning outcomes are achieved.

General DAE Issues including Confidentiality

The entire school area is a smoke, alcohol (please refer to the third paragraph in this section) and illegal drug free zone. Any person in breach of this policy will be asked to leave the premises and the police may be informed. The school will follow up the incident and ensure the safety of the pupil is paramount to any decisions made.

All pupils who take prescribed drugs (for example: inhalers / epi-pens) will have a written, agreed and signed Care Plan which is maintained by the administrative staff under the leadership of our SENCo. The school office keep mainstream pupil's medical drugs, which are witnessed and signed for when administered. These drugs are kept at a safe height and locked away when the office is not manned. For pupils attending our Special Needs Support Centre (SNSC) any prescribed drugs are kept safely in the SNSC base and witnessed and signed for when administered. It is the parental responsibility to update us with medication changes and stock. When leaving the premises, medical requirements are a fundamental part of our risk assessments, and relevant pupils are put with adults who understand their condition, and have a copy of their medical issue to hand. Please refer to our 'Medicines in School' Policy Statement for full details.

No hazardous substance should be kept within the reach of any pupil. Arrangements for the secure and safe storage of chemicals are set out in the school Health and Safety Policy. Where staff need to use medicinal drugs on the school premises, it is their responsibility to ensure it is securely stored. Staff are unable to consume their own alcohol on the premises when under the supervision of pupils. However, when parents are responsible for their own children, staff are allowed to consume their own alcohol, or purchase alcohol under the licence of 'The Friends'.

Both formal and informal D&AE arising from pupils' questions will be answered according to the age and maturity of the pupils concerned. Questions do not have to be answered directly, and can be addressed individually later. We believe that individual teachers must use their skill and discretion in this area, and refer to the Child Protection Liaison Officer if they are concerned. As a general rule, the member of staff concerned will maintain a pupil's confidentiality. However, if they believe that the child is at risk or in danger, they will inform the class teacher and named

Child Protection Liaison Officer and the Home School Link Worker if appropriate. The Child Protection Liaison Officer will take action as laid down in the Safeguarding (Child Protection) Policy Statement. All staff are familiar with this policy and know the identity of the member of staff with responsibility for Child Protection issues. The pupil concerned will be informed that confidentiality is being breached and the reasons why.

We believe that D&AE should meet the needs of all our pupils, regardless of their level of knowledge, skills and attitudes. Staff should honestly and sensitively answer appropriate questions and offer support if necessary.

Any form of bullying arising from D&AE will be dealt with strongly yet sensitively, and in line with our Anti-Bullying Policy Statement.

Special Educational Needs

We aim to provide inclusive opportunities for all pupils. Where special educational needs are identified, teachers will endeavour to provide such pupils with appropriately challenging work at each key stage, in line with the requirements of the Early Years Foundation Stage Curriculum and the National Curriculum. We believe that D&AE should meet the needs of all our pupils.

Partnership with Parents and Carers

We view parental involvement as a significant contribution to learning. The development of this policy has been in consultation with staff, Governors, parents and carers. We will endeavour to provide relevant opportunities for parents and carers to learn more about and understand the relevance of D&AE at both EYFS and KS1 level at Badshot Lea.

Monitoring, Evaluation and Responsibilities

Mrs A Strachan (Curriculum Leader for PSHE), will monitor this area of learning, alongside members of the Healthy School Group. Members of the Children and Learning Committee will support the review process as appropriate. We aim to evaluate D&AE through staff meetings, professional training and keeping up-to-date with courses and Government and Healthy School Award guidelines.

Compiled by: Anne Strachan

Date: Autumn 2010

To be reviewed: Autumn 2013 (or earlier if necessary)

Agreed by the Governing body:

Signed:

Date:

On behalf of the Governing Body

APPENDIX A i - DRUG AND ALCOHOL POLICY - EYFS PLAN
EARLY YEARS FOUNDATION STAGE

Early Years (3-5 years)

| Knowledge and Understanding | Skills | Attitudes and Values | Possible Learning Experiences |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Know the basic ways in which the body needs to be looked after.... (food, water, rest, exercise, cleaning) • Know that some equipment/resources can be harmful if used inappropriately or without supervision • Know that electrical equipment, matches, hot water, medicines, cleaning products can be dangerous and should not be touched • Know that there are people who help us look after our bodies (dentist, health visitor, nurse, doctor) • Know key people we can trust to help us | <ul style="list-style-type: none"> • Identify feelings and emotions with appropriate vocabulary • Consider personal safety, recognise potential dangers, ground rules for keeping safe • Follow simple safety instructions about equipment • Be able to take turns in conversation and listen to others • Co-operate and share with others in activities and play • Be able to decide what to do when things go wrong and when to seek help • Begin to develop decision making skills: anticipating consequences • Begin to develop positive relationships, based on trust, with peers and practitioners • Make choices and begin to develop independence and self-reliance | <ul style="list-style-type: none"> • Value one's body and recognise its uniqueness • Begin to take some responsibility for own safety • Value own environment and the equipment around us • Value own contribution and that of others • Awareness that our own behaviour affects other people • Awareness of actions and consequences | <ul style="list-style-type: none"> • Exploration through discussion, photographs, painting/drawing, sharing of special toys, favourite foods • Using scissors, staplers, glue safely • Explore safety in the home/school (matches/plugs/cookers/fires): have a home safety corner with safety objects - small world play with adult interaction • Conversation and carefully framed open-ended questions (<i>How can we...? What would happen if...?</i>) • Role play/puppet play - range of scenarios: explore various courses of action and consequences • Explore health, safety and emotional issues through children's fiction • Set up a doctor's surgery - small world area (work alongside children/interact appropriately to support learning and development) • Meet a community doctor/nurse/police constable with artefacts • Access a stimulating and attractively planned environment |

APPENDIX A ii - DRUG AND ALCOHOL POLICY - KS1 PLAN
KEY STAGE 1

Years 1 - 2 (5 - 7 years)

| Knowledge and Understanding | Skills | Attitudes and Values | Possible Learning Experiences |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Pupils should be taught:</p> <ul style="list-style-type: none"> To agree and follow rules for their group and classroom, and understand how rules help them. That all medicines are drugs but not all drugs are medicines. That all substances can be harmful if not used properly. Simple safety rules about medicines, tablets, solvents and household substances. That some people need medicines to lead a normal life. Who can be trusted and when to say no. At a basic level how the body works and ways of looking after the body. That cigarettes and alcohol have drugs in them and can be harmful to health and affect behaviour. That there are people who are involved with medicines (doctors, nurses, chemists, shopkeepers). That there are people who can help people when they have questions or concerns. | <ul style="list-style-type: none"> Be able to take and share responsibility (for their own behaviour; by helping to make classroom rules and following them; by looking after pets). Be able to share opinions on things that matter to them and explain their views (about illness and taking medicines). Be able to recognise choices they can make, and recognise the difference between right and wrong. Be able to make simple choices that improve their health and well-being. Be able to decide what to do when things go wrong and when to seek help. Begin to develop decision-making skills thinking critically, anticipating consequences. Co-operate with others in work and play. Consider personal safety, recognise potential dangers and practise ways of keeping safe. Recognise, discuss and deal with feelings and emotions in a positive way with appropriate vocabulary. Develop strategies for coping with difficult situations including threatening behaviour, conflict, making mistakes and broken relationships. Begin to develop skills of negotiation and communication. Be able to say "no", "I'll ask". Follow simple safety instructions about different types of medicines. | <ul style="list-style-type: none"> Begin to take responsibility for own safety. Valuing and feeling positive about one's body and recognising its uniqueness. Valuing own contribution and that of others. Awareness that their behaviour affects others. | <ul style="list-style-type: none"> Explore safety in the home and in the whole school environment. Identify people who can help with a problem. Meet school nurse to talk about medicines found in the home. Role play - what to do if pupils find medicine or syringe in the park. Set up one corner as a pharmacy. Make real choices (eating choices). Role play - pupils have to say "no". Role play - asking for help. Discussion of consequences of actions. Explore health, safety and emotional issues through children's fiction. Consider social and moral dilemmas from everyday life (attitudes towards smoking and alcohol). Participate in co-operative games during playtime. QCA Drug, Alcohol & Tobacco Education Unit A. |