

Penwortham
Broad Oak
Primary School

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Drug Education Policy

Policy



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Vision and Ethos

At Penwortham Broad Oak Primary School, we believe that every child has the right to an excellent education that inspires curiosity, builds confidence, and nurtures a lifelong love of learning. Rooted in our ethos of 'Believe and Achieve', we are committed to creating a safe, inclusive, and stimulating environment where all children are empowered to reach their full potential.

Drug Education Policy – Penwortham Broad Oak Primary School

1. Introduction

Drug Education is a responsibility we share with parents, families and the wider community.

We consider Drug Education to be very important, but do not include it as a separate subject within the curriculum. Much of it is delivered through our Science topics, but it is also touched on through English, Religious Education, Physical Education and PSHE teaching.

2. Why Teach Drug Education?

The teaching of Drug Education is essential.

The DFE 'Drug Education: Curriculum Guidance for Schools' booklet indicates that :-

"There is justified public concern about the incidence of drug misuse among the young. The average age of first misuse of drugs appears to be falling, and the range of drugs available is expanding. Drug misuse now affects many communities in the country and crosses gender, ethnic and social boundaries"

Drug Education provides children with information about what is good and what is harmful and gives them the skills to use this knowledge.

"Schools alone cannot 'solve' the problem of drug misuse in society but an effective programme of Drug Education in schools can be an important step in tackling it."

3. Definition

A drug is defined as a substance that can change the way a human body works, either physiologically or psychologically.

This policy will encompass all drugs :-

- Volatile substances e.g. petrol, aerosols, butane.
- Over the counter medicines e.g. paracetamol, cough medicines.
- Alcohol.
- Tobacco.
- Other legal drugs e.g. caffeine.
- Illegal drugs e.g. cannabis, heroin, ecstasy.

4. Aims and Objectives of Drug Education

We aim to enable pupils to make healthy informed choices.

To achieve our aim we have drawn up a list of primary objectives:

- To provide opportunities for pupils to acquire knowledge and understanding about the dangers of drug misuse.
- To minimise the number of young people who ever engage in drug misuse.
- To persuade those who are experimenting with or misusing drugs to stop.
- To enable any pupils who are misusing drugs or who have concerns about the misuse of drugs to seek help.
- To increase knowledge of social and personal issues relating to drugs in line with the National Curriculum.
- To enhance young people's decision-making skills more generally, using drug education as a vehicle.
- To develop sympathetic yet realistic attitudes to others experiencing drug problems and understand ways in which those people can be helped.

5. Methodology

We use a wide variety of teaching approaches to convey our Drug Education messages, including:

- Role play.
- Discussions and activities with a class, group or individual basis
- The use of relevant T.V. programmes, internet sites and other media.
- Whole school activities.
- Assemblies

6. Curriculum Content

Our children are taught explicitly about drug education through the PSHE scheme SCARF at different points during their time at school in Key Stage 1 and Key Stage 2.

Year 2: Science: When learning about "health", children are taught "how we grow and stay healthy". Within this area, children are taught about how "medicines can be useful when we are

ill” and that “medicines can be harmful if not used properly”. This information is delivered through the “fighting fit” topic.

Year 6: Science: When learning about “health”, children are taught how to “recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.” They learn ways in which “tobacco, alcohol and other drugs can be harmful” and it is made clear to them that “all medicines are drugs, but not all drugs are medicines”. “Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body”.

7. Content of Learning

We feel that there are three strands to teaching Drug Education effectively. These are:

- Knowledge and understanding.
- Skills
- Attitudes

Teaching these strands throughout the child's life at school will enable us to accomplish our main aim of enabling our pupils to make healthy informed choices.

8. EYFS / Key Stage 1

Knowledge and Understanding

We aim for children to:

- Know simple safety rules about medicines and other substances used in the home.
- Understand the roles of medicines (prescribed and ‘over-the-counter’) in promoting health and the reasons people use them.
- Have knowledge of the people who can help children when they have questions.
- Have basic information about how the body works and ways of looking after the body.
- Understand that all drugs can be harmful if not used properly

Skills

We aim for children to:

- Communicate feelings such as concerns about illness and taking medicines.
- Follow simple safety instructions.
- Know when and how to get help from adults.

Attitudes

We aim for children to:

- Value their body and recognise its uniqueness.

- Improve attitudes towards medicines, health professionals and hospitals.

9. Key Stage 2

Many of the ideas introduced in Key Stage 1 are re-visited in Key Stage 2. There is, however, a progressive development, with ideas being extended and new topics gradually introduced.

As certain concepts rely heavily upon the maturity of the children, we carefully match the curriculum to the age, development and the needs of the individual.

Knowledge and Understanding

We aim for children to:

- Know about issues relating to medicines, alcohol, tobacco, solvents and illegal drugs.
- Have more detailed information about the body, how it works and how to take care of it.
- Have knowledge of the different types of medicines (both prescribed and 'over-the-counter'), legal and illegal drugs including their form, their effects and their associated risks.
- Have an introduction to the law relating to the use of legal and illegal drugs.
- Have knowledge of the people who can help children when they have questions or concerns.
- Understand that all drugs can be harmful if not used properly
- Know the dangers from handling discarded syringes and needles.

Skills

We aim for children to:

- Follow safety procedures when using medicines.
- Cope with peer influence.
- Communicate with adults.
- Know when to give and get help.
- Identify risks.

Attitudes

We aim for children to:

- Value themselves and other people.
- Take responsibility for their safety and behaviour.
- Improve awareness towards attitudes and beliefs about different drugs and people who use or misuse them.
- Be aware of possible responses to media and advertising presentations of alcohol, tobacco and other legal drugs.

Methods and Organisation

Drug Education will be provided in the broader context of the teaching of Personal Health and Social Economic Education (PSHE) as part of a pupil's life skills and preparation for adulthood.

Children may work as individuals, in groups and as classes. Sometimes larger units such as year groups may be used, for example, as an audience to listen to a guest speaker, such as the police. Each class teacher will take the responsibility for the teaching of Drug Education.

10. Monitoring and Review

Monitoring of the implementation of the document will be undertaken by the PSHE leader. The suitability and effectiveness of the policy shall be reviewed as and when required. This will take into account any changing trends or new initiatives.

11. Equality of Opportunity

It is important that the children are given a broad and balanced view of the world we live in.

Drug Education is essential if we want our children to grow up with the knowledge and strategies required to recognise and reduce drug misuse within the community.

All children at Broad Oak from Reception upwards will receive some form of Drug Education. This will be presented in a clear and honest manner that informs without encouraging drug misuse.

When using primary or secondary materials, children should be encouraged to think about who it has been written by and question whether stereotype images are being portrayed.

12. Use of Visitors / Speakers

Where outside speakers are involved, their contribution should have been properly planned as part of an overall programme and should complement other teaching. The tone and substance of any input should match the age and maturity of the pupils involved. Teaching staff should always be fully aware of the content of any external input (see visitors to schools policy).

13. Dealing with Incidents

School will liaise with the local police force to ensure that there is an agreed policy for dealing with the range of incidents which might arise involving illegal drugs. Police will be informed when illegal drugs are found on a pupil or on school premises. The law permits school staff to take temporary possession of a substance suspected of being a controlled drug for the purposes of protecting a pupil from harm and from committing the offence of possession. They should hand the substance to the police who will be able to identify whether it is an illegal drug; school staff should not attempt to analyse or taste an unidentified substance.

It is open to a member of staff to search a pupil's bag where he or she has reasonable cause to believe it contains unlawful items, including illegal drugs. Where pupils are suspected of concealing illegal drugs on their person, every effort should first be made to secure the voluntary production of any unlawful substances, for example by asking them to turn out their pockets. If the pupil refuses, the police should be called in to deal with the situation. Intimate physical searches should never be made by a teacher.

In exceptional cases the police may interview pupils on school premises, with the head teacher's agreement and provided efforts have been made to inform the pupil's parents. The Police and Criminal Evidence Act 1984 and its Code of Practice set out procedures in respect of the detention, treatment and questioning of young people by police officers which should be observed when children are interviewed on school premises.

Where a teacher is told, or is aware, of possible criminal activity outside school premises, the police are to be informed in the interests of safeguarding the health and safety of young people in the area. This would include not only information about the supply of illegal drugs but also, for example, evidence that a local shopkeeper was selling alcohol or solvents to pupils in contravention of the law.

Please note that when syringes or other drug related paraphernalia are found on the premises the Site Supervisor should be notified immediately so that safe disposal can be arranged.

Recording drug related incidents

All incidents will be recorded on CPOMS, which will be passed onto one of our DSL's for investigation.

Boundaries

Drugs and drug related incidents on school premises will be dealt with using the procedures described in this document. The official school boundaries are considered to be the school grounds bounded by the perimeter fence. Obviously, if an incident takes place just outside our boundary that is likely to have consequences for school this would be dealt with using the procedures described above. If there was not an immediate problem for school the appropriate authorities would be informed in the usual way.

14. Confidentiality

The law provides considerable protection for those confiding information.

Therefore the need to protect children from harm must mean that adults do not promise absolute secrecy when it is not appropriate and this must be made clear to pupils at the time

Confidential information must never be used against a pupil.

There is no statutory duty to pass on confidential information. However, when a breach of confidence is justified, it is down to the moral and professional judgement of the teacher.

Two clear situations would include:

- Where there is a child protection issue.
- Where the life of the person is at risk.

With the exception of terrorism, there is no general duty in criminal law to disclose information that criminal offences have been committed. However, if you are aware an offence is being committed on the school premises you are responsible for and you do nothing to stop it, you have committed an offence.

15. Special Educational Needs

At Penwortham Broad Oak Primary School we are committed to ensuring that all policies reflect our inclusive ethos and support the needs of every learner. In line with the Special Educational Needs and Disabilities (SEND) Code of Practice, we strive to:

- Provide equal access to opportunities for all pupils, including those with SEND.
- Ensure that reasonable adjustments are made to remove barriers to learning and participation.
- Promote high expectations, independence, and achievement for all pupils, regardless of need or background.
- Work collaboratively with families, external agencies, and staff to identify and meet the needs of pupils with SEND.
- Embed a graduated approach to support, ensuring early identification, targeted intervention, and regular review.

This policy should be read in conjunction with our SEND Policy and Equality Policy, which outline our broader commitment to inclusion, accessibility, and the celebration of diversity.

