



The Federation of the Church Schools of  
Shalfleet and Freshwater & Yarmouth

*Together for a Brighter Future*

# DRUGS

## A STATEMENT OF POLICY

<b>Approved by</b>	<b>CW</b>
<b>Portfolio</b>	<b>Safeguarding</b>
<b>Approved on</b>	<b>Summer 25</b>
<b>Review date</b>	<b>Summer 26</b>
<b>Review Cycle</b>	<b>1 Year</b>
<b>Policy Type</b>	<b>Non- Statutory</b>
<b>Ratified/FGM Date</b>	

Signed \_\_\_\_\_ Date \_\_\_\_\_

## **Rationale**

“A drug is a substance that alters the way the mind or the body works, this may be physically, mentally or emotionally.” At the Federation of the Church Schools of Shalfleet and Freshwater & Yarmouth, we acknowledge the importance of drug education in primary schools and are committed to delivering drug education in an effective and efficient way.

## **Aims**

The aims of the school are to ensure that all young people are given the skills, knowledge and understanding to make healthy, informed decisions about substance use and misuse.

## **Objectives**

Through our drugs education programme the children will:

- Develop positive attitudes and behaviour towards good health
- Know that all medicines are drugs but not all drugs are medicines
- Know that there are over the counter prescription, legal and illegal substances and have some understanding of their effect
- Know how to make simple choices and exercise some basic techniques for resisting pressure from friends and others
- Know the importance and beneficial part which drugs have played in society

## **Broad Guidelines**

- Procedures: These are detailed later in the document
- Regulations: The drug education programme will comply with all the current information published on this issue
- Practice: The drug education programme will be integrated into the PSHE programme of study
- Lists: There is a list of resources and contacts at the back of the policy to allow for further reading
- Advice: Advice can be sought from the PHSE Co-ordinator or Headteacher

## **Implementation of the Drugs Programme**

### ❖ **Statutory Provision**

The statutory provision of drug education will be taught in the science curriculum. For key stage two, these are:

- Alcohol, tobacco and other drugs can have harmful effects

To be effective drug education will be taught throughout the curriculum although the main vehicle will be the PSHE curriculum. Using the PSHE curriculum, we seek to assist young people in their personal and emotional development and allow time for reflection with opportunities for exploration of attitudes and values.

The way drug education is carried out can be by using a range of strategies, such as:

- Discussion
- Role Play
- Group Work
- Structured Games
- Visual aids

## **PHSE Co-ordinator**

The PHSE Co-ordinator will assist in dealing with drug related incidents as well as co-ordinating drug education across the school. The co-ordinator will also ensure training materials and leaflets used are in line with the ethos of the school. The role of the co-ordinator will also be to disseminate the drug policy, publicising it to all parties affected by it.

## **Outside Speakers**

If outside speakers are used to complement the work in school, they will be properly briefed beforehand and the content of their sessions will be agreed with the teacher co-facilitating the lesson. The speaker will be incorporated into a programme of drug education and not used in isolation from any programme. A member of staff will also participate in deliveries from outside agencies and careful attention paid to follow up work

## **Procedures involved in the Drug Programme**

### **Medicines**

The school will need to be kept informed in writing of any medicines that a pupil may need during the school day or on the school premises (see Administration of Medicines policy).

### **School Trips**

The pupils are the responsibility of the school whilst they are attending an event or on a residential. Any young person involved in a drug related incident whilst attending such an event will be dealt with according to school policy. Any medicines taken on the trips must be labelled clearly with the child's name and the frequency at which the medicines should be taken.

### **Confidentiality**

Young people wishing to disclose drug use by themselves or others will be informed that staff cannot treat the information confidentially but they will deal with it sensitively.

### **Management of parents / carers under the influence on school premises**

If a member of staff notices or is informed about any adult under the influence of drugs / alcohol, they are to inform the HT.

### **Disclosure**

The main purpose of drug education is to explore young people's attitude and values and not their personal drug use. For this reason, this point must be addressed within the first lesson so that neither staff nor pupils will discuss their own drug use. Everyone should have the opportunity to share their opinions and have them valued. At the start of any drug education pupils and staff will agree that a disclosure from staff or pupils within school drug education should be avoided at all times. If any staff member is asked to disclose their own drug use they will draw pupil's attention back to this agreement.

## Accidental Ingestion or Exposure

This section covers incidents where a pupil has consumed or come into contact with a substance without intending to misuse it. In primary schools, this is the most common type of incident (e.g., mistaking a relative's medication for sweets).

- **Immediate Medical Priority:** The first priority is always the health of the child. If accidental ingestion is suspected, staff must treat it as a medical emergency.
- **Assessment of Risk:** Staff should attempt to identify the substance and the amount taken without delay, but must not "taste test" or perform any dangerous analysis.
- **Safeguarding Focus:** Accidental ingestion is often a safeguarding concern rather than a disciplinary one. The school will:
  - Contact parents/carers immediately.
  - Consider if the incident suggests a lack of supervision or "safe storage" issues at home (referencing the *Keeping Children Safe in Education* guidelines).
  - Liaise with Children's Services, the school nurse or local health authority to provide follow-up education on "safe vs. unsafe" substances.

## Deliberate Taking or Possession

This section covers instances where a pupil knowingly brings a substance into school or consumes it with the intent to alter their feelings or behavior.

- **Understanding "Intent":** For primary-age children, "deliberate" taking is often driven by curiosity or peer influence rather than addiction. The school's response will be "measured and proportionate."
- **Investigative Procedure:**
  - The Headteacher or Designated Safeguarding Lead (DSL) will be informed immediately.
  - Contact parents/carers immediately.
  - The substance will be confiscated (using a witness) and stored in a secure, lockable location (like the school safe) until it can be handed to the police or destroyed.
- **Disciplinary vs. Pastoral Response:** While the school does not condone the use of drugs, a primary school's response focuses on **rehabilitation and education**.
  - **Sanctions:** May include loss of privileges or internal suspension, depending on the severity and whether they "supplied" to others.
  - **Support:** The pupil will be referred to Children's Services, the school will access local youth drug support services to understand the underlying "why" behind the behaviour.

## Comparison of Response Strategies

Feature	Accidental Ingestion	Deliberate Taking
Primary Goal	Medical safety and stabilisation.	Safety + Behavioural intervention.
Initial Action	Call 999/First Aid immediately.	Call 999/First Aid immediately. Secure the substance and notify DSL.
Parental Role	Immediate notification and support.	Immediate notification and support. Interview to discuss intent/consequences.
Record Keeping	Medical incident report/update CPOMS	Safeguarding (CPOMS) & disciplinary record.
Outcome	Home safety review / Education.	Sanctions / Targeted PSHE support.

## Drug-Related Incidents

There are six situations that would constitute a drug-related incident outlined below:

- ❖ **Emergencies**           Where a pupil has lost consciousness or gone into a coma
- ❖ **Intoxication**           Being 'High'. When it is difficult to communicate with the person
- ❖ **Observation**           Where a young person is discovered using, holding, supplying or offering to supply a substance not permitted on the school premises
- ❖ **Disclosure**           Where a pupil discloses to a member of staff that s/he has been using drugs or that they are concerned about someone else's drug use
- ❖ **Suspicion**           Staff should be wary about acting on the basis of rumour or suspicion but should complete a record of concern
- ❖ **Discovery**           This may be the discovery of a restricted drug or paraphernalia that is used in conjunction with its use

## Records/Action

All drug related incidents will be recorded on the school concern programme - CPOMS. These will be kept securely and only shared with key people with the consent of the Head teacher. The Head teacher will deal with incidents that occur on school premises. This may involve contacting Children's Services or other appropriate agencies as advised.

## Sanctions

Action/sanctions will be appropriately applied to any drug-related incident in school. Any response will be taken after considering all the facts about a young person, their emotions and circumstances in which the drug related incidents have come about.

## Inclusion and Race equality

The Federation of the Church Schools of Shalfleet and Freshwater & Yarmouth encourages the development of children's ability to value themselves and others, express their opinions clearly and listen to and accept the views of others. Particular attention is given to ensure the children learn about drug education in an atmosphere where each and every pupil is made to feel valued and safe. This is irrespective of gender, race, religion, culture or ability.

## Management of the Drugs Programme

### Assessment, Recording and Reporting

Throughout the drug education programme, teachers will monitor, record and assess the progress being made by the children. The criteria to which this assessment will take place is:

- ❖ The knowledge and understanding that is acquired
- ❖ The skills that have been learnt or developed
- ❖ The attitudes and values explored

### Monitoring and Evaluation

To ensure that the most effective and efficient programme has been developed, staff and children will regularly review the drug programme being delivered at the Federation. The PSHE Co-ordinator will carry out an evaluation of the drugs programme regularly (at least once a year) and review it where necessary.

## **Important Policy Links**

- [Health and Safety Policy](#)
- [Supporting Pupils with Medical Conditions Policy](#)
- [Behaviour Policy](#)

## Scheme of Work for Drug, Alcohol & Tobacco Education

### Scheme of Work for Drug, Alcohol & Tobacco Education Reception Overview

Year	Lesson Heading	Lesson Content	Learning outcomes
Reception	<b>What Do I Do To Keep Myself Healthy?</b>	<ul style="list-style-type: none"> <li>▪ Recognising how healthy eating, exercise and hygiene all keep us healthy</li> <li>▪ Identifying that medicine can keep us healthy and is used correctly</li> </ul>	<p>Children:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate awareness of their own role in keeping healthy and simple choices that they make.</li> <li>▪ Know that medicine can keep them healthy if used correctly</li> </ul>
Reception	<b>What Goes Into My Body? What Goes Onto My Body?</b>	<ul style="list-style-type: none"> <li>▪ Recognising that any food or substance that goes into or onto the body will affect it – medicine, injections, creams, sniffed or inhaled products</li> <li>▪ Identify substances that can help or that can harm if not used correctly, i.e. household substances and medicines</li> </ul>	<p>Children:</p> <ul style="list-style-type: none"> <li>▪ Knows simpler rules for the correct use of everyday substances</li> <li>▪ Identify that different substances enter the body in different ways and can be dangerous if not used correctly</li> </ul>
Reception	<b>Who Can Help To Keep Me Healthy and Safe?</b>	<ul style="list-style-type: none"> <li>▪ Identifying adults who can help to keep us safe and healthy</li> <li>▪ Basic rules about medicine and needle safety</li> </ul>	<p>Children:</p> <ul style="list-style-type: none"> <li>▪ Are able to identify adults who can help them keep healthy and safe</li> <li>▪ Know about the safe keeping of everyday substances and basic rules for recognising substances or objects that are not safe to touch</li> </ul>

**Scheme of Work for Drug, Alcohol & Tobacco  
Education Year 1 & 2 Overview**

Year	Lesson Heading	Content	Learning Objective
1	<b>How Do Medicines Get Into The Body?</b>	<ul style="list-style-type: none"> <li>▪ Assessment activity</li> <li>▪ Name the different part of the human body and explore how different medicines are taken – medicines, pills, injections, creams, inhaled and sniffed products</li> </ul>	Children: <ul style="list-style-type: none"> <li>▪ Are able to draw a human body and identify the mouth, nose and skin.</li> <li>▪ Can talk about the basic functions of the heart and lungs</li> <li>▪ Recognise that substances that we put onto or into our bodies affect them</li> </ul>
1	<b>How Do We Use Medicines To Keep Us Healthy?</b>	<ul style="list-style-type: none"> <li>▪ Feeling ill and feeling better</li> <li>▪ Expressing feelings, staying safe and asking for help</li> </ul>	Children: <ul style="list-style-type: none"> <li>▪ Identify a time when they were ill and some of the feelings they had when they were ill</li> <li>▪ Recognise their own role in the 'getting better' process and role of medicine</li> </ul>
1	<b>How Can Medicines And Other Substances Harm Me?</b>	<ul style="list-style-type: none"> <li>▪ Asking for help and emergency procedures</li> <li>▪ Revisiting basic rules about medicine and needle safety</li> </ul>	Children: <ul style="list-style-type: none"> <li>▪ Are able to identify adults who can help them keep safe and healthy</li> <li>▪ Recognise situations that might be dangerous and when they must talk to a safe adult</li> </ul>
2	<b>How Do Medicines And Alcohol Affect The Body?</b>	<ul style="list-style-type: none"> <li>▪ Assessment of children's knowledge and understanding of how medicines and alcohol affect the whole body</li> </ul>	Children: <ul style="list-style-type: none"> <li>▪ Are able to identify the basic functions of the heart, lungs, stomach and brain and draw/describe a basic circulatory system</li> <li>▪ Are able to explain/demonstrate understanding of what happens to substances when they enter the body</li> </ul>
2	<b>How Can Medicines And Alcohol Harm Me?</b>	<ul style="list-style-type: none"> <li>▪ Why do people use medicines and how do they make it safer?</li> <li>▪ Why do adults drink alcohol and how do they make it safer?</li> <li>▪ Basic information about labels and instructions</li> </ul>	Children: <ul style="list-style-type: none"> <li>▪ Recognise that all medicines are drugs but not all drugs are medicines</li> <li>▪ That alcohol is a drug that can be dangerous</li> <li>▪ That medicines and alcohol have labels on to tell adults how much it is safe to take</li> </ul>
2	<b>Making safe choices</b>	<ul style="list-style-type: none"> <li>▪ linking actions to consequences</li> <li>▪ what do I say if someone tries to persuade me?</li> <li>▪ who can I talk to if I am worried, scared or sad ?</li> </ul>	Children: <ul style="list-style-type: none"> <li>▪ recognise their feelings, can name emotions and deal with feelings in a positive way</li> <li>▪ learn and practice when and how to say 'No, I'll Ask, It's OK'</li> <li>▪ identify safe adults that they can talk to</li> </ul>

**Scheme of Work for Drug, Alcohol & Tobacco  
Education Year 3 & 4 Overview**

Year	Lesson Heading	Content	Learning Objective
3	<b>How Do People Keep Healthy?</b>	<ul style="list-style-type: none"> <li>▪ How do I think healthy people look/feel/live?</li> <li>▪ What do not-so-healthy people do some of the time/all of the time/never</li> <li>▪ How do they look/feel/live?</li> </ul>	Children: <ul style="list-style-type: none"> <li>▪ Identify what makes a healthy lifestyle, and how emotional and mental health are linked to a healthy lifestyle</li> <li>▪ Identify choices and decisions that they can make that affect their health and well-being</li> </ul>
3	<b>How Does Smoking Affect The Body?</b>	<ul style="list-style-type: none"> <li>▪ How do dangerous substances enter my body?</li> <li>▪ What substances enter my body accidentally (dust/fumes/splinters etc)?</li> <li>▪ What can I decide about (cigarette smoke/inhalants/tablets)?</li> </ul>	Children: <ul style="list-style-type: none"> <li>▪ Identify how substances enter the body</li> <li>▪ Understand that they can choose to use or not use social drugs</li> </ul>
3	<b>How Can I Make Healthy Choices?</b>	<ul style="list-style-type: none"> <li>▪ Revisit body parts and explore affects of smoking on heart and breathing</li> <li>▪ The benefits of being smoke-free, linked to exercise and physical health</li> <li>▪ Resisting peer pressure</li> </ul>	Children: <ul style="list-style-type: none"> <li>▪ Are able to name and label the heart, lungs and circulatory system, and identify how inhaling smoke affects them</li> <li>▪ Know that it is helpful to talk about making good choices with people they trust and some techniques to address unhelpful pressure</li> </ul>
4	<b>Legal Drugs In Society</b>	<ul style="list-style-type: none"> <li>▪ Why do some people think that cigarettes, alcohol and other drugs make them look and feel grown-up?</li> <li>▪ Attitudes, self-awareness and consequential thinking skills</li> <li>▪ Laws and age restrictions how do they keep us safe?</li> </ul>	Children: <ul style="list-style-type: none"> <li>▪ Recognise influences on making choices about smoking, alcohol and drugs</li> <li>▪ Identify how they can make choices and what information and skills they need to make these choices</li> <li>▪ Know that alcohol is a legal drug but that there are laws to keep children and young people safer</li> </ul>
4	<b>The Safe Use Of Legal Substances And Medicines</b>	<ul style="list-style-type: none"> <li>▪ How does alcohol affect the body – revisit body parts</li> <li>▪ Why do people drink alcohol and how do they make it safer?</li> <li>▪ Basic information about instructions/labels</li> </ul>	Children: <ul style="list-style-type: none"> <li>▪ Understand the basic renal system ie. what happens to my body when I drink a substance</li> <li>▪ Know how alcohol affects the body – that the body takes longer to process alcoholic drinks because it affects the brain and it can affect health</li> <li>▪ Know that alcohol is a very strong drug and that adults can drink responsibly but that it is not safe for children to drink alcohol</li> </ul>

Year	Lesson Heading	Content	Learning Objective
4	<b>Friendships, Relationships And Influences</b>	<ul style="list-style-type: none"> <li>Make decisions, making and keeping friends, recognising feelings and how they affect our decisions</li> </ul>	Children: <ul style="list-style-type: none"> <li>Recognise how other people and friends can try to persuade</li> <li>Identify how it feels to be persuaded or pressurised and practice some skills to resist persuasion or pressure</li> </ul>

**Scheme of Work for Drug, Alcohol & Tobacco  
Education Year 5: Overview**

Year	Lesson Heading	Content	Learning Objective
5	<b>Why Do People Use Drugs And Solvents?</b>	<ul style="list-style-type: none"> <li>What influences children to experiment with/use drugs and solvents</li> <li>How do solvents affect the body?</li> <li>What are the risks?</li> </ul>	Children: <ul style="list-style-type: none"> <li>Identify reasons why children and young people might take risks or try new things – excitement, curiosity, dares, peer pressure etc.</li> <li>Know what solvents are and the effects and risks of inhaling solvents</li> </ul>
5	<b>Resisting Peer Pressure</b>	<ul style="list-style-type: none"> <li>What can we do if people try to persuade us to try drugs of any kind?</li> <li>What if they are our friends?</li> <li>What do we say to them?</li> </ul>	Children: <ul style="list-style-type: none"> <li>Identify assertive behaviours</li> <li>Practice skills to resist persuasion or pressure</li> </ul>
5	<b>What To Do In A Emergency</b>	<ul style="list-style-type: none"> <li>Emergency first aid procedures</li> </ul>	Children: <ul style="list-style-type: none"> <li>Know school rules about health and safety and where to go for help within school, family and local community</li> <li>Know basic emergency aid – the recovery position and how to contact emergency services</li> </ul>

**Scheme of Work for Drug, Alcohol & Tobacco  
Education Year 6: Overview**

Year	Lesson Heading	Content	Learning Objective
6	<b>Facts About Illegal Drugs</b>	Cannabis focused: <ul style="list-style-type: none"> <li>▪ What do we know about illegal drugs?</li> <li>▪ How can legal, illegal drugs and medicines affect the body?</li> </ul>	Children: <ul style="list-style-type: none"> <li>▪ Understand which drugs are illegal</li> <li>▪ Know that illegal drugs have many different names/slang names</li> <li>▪ Learn some of the effects of illegal drugs on the body, in particular cannabis</li> </ul>
6	<b>Influences On behaviour And Stereotyping</b>	Alcohol, tobacco and solvents focused: <ul style="list-style-type: none"> <li>▪ How self image affects our lives and how peers and media can influence how we see ourselves</li> </ul>	Children: <ul style="list-style-type: none"> <li>▪ Identify some of the stereotypes around gender, age, ethnicity and culture</li> <li>▪ Recognise influences on making choices about smoking, alcohol, drugs and solvents both positive and negative</li> </ul>
6	<b>Resisting Peer Pressure And Accessing Sources Of Support</b>	<ul style="list-style-type: none"> <li>▪ Assertiveness skills for resisting peer pressure</li> <li>▪ Assertiveness as a life skill for gaining support</li> <li>▪ Sources of support</li> </ul>	Children: <ul style="list-style-type: none"> <li>▪ Identify how they can make choices and what information and skills they need to make these choices</li> <li>▪ Identify and practice assertive behaviours and other skills to resist persuasion or pressure</li> <li>▪ Identify sources of support that they will have when beginning in secondary school</li> </ul>