



Leverstock Green CE (VC) Primary School

Striving for excellence; caring for the individual.

DRUGS EDUCATION POLICY

Leverstock Green CofE (VC) Primary School

Policy Review

This policy was agreed by the governing body on 28th January 2026

It is due for review in January 2029

Signature

Date 28.1.26

Head Teacher

Signature

Date 28.1.26

Chair of Governors



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DRUGS EDUCATION POLICY

As with all subjects taught in this school, we take account of each child's needs and their personal strengths. We foster an environment where children feel supported in their learning but are also be willing to take risks. In maths, where there is often a right answer, children are encouraged to share their thinking and suggest alternative methods. Mistakes are welcome and can lead to interesting class or group discussions. In keeping with our Christian ethos, our Christian values of Love Respect and Forgiveness underpins our planning and deliverance of lessons and all children encouraged to develop academically and socially to the best of their ability.

In writing this policy we have taken into account the national and local guidance documents especially the DFE and Association of Chief Police Officers Drug Advice for Schools (September 2012), the government's Drug Strategy 2017 and guidance from the LEA.

Values and aims

Leverstock Green defines the term 'drug' as any substance which affects the way in which the body functions physically, emotionally or mentally and includes alcohol tobacco, illegal drugs, medicines, new psychoactive substances (legal highs) and volatile substances such as solvents.

Set in the broader context of a programme for Personal, Social & Health Education and Science, our drugs education reflects the whole school aims to provide a caring community in which young people can learn to respect themselves and others and take responsibility for their own actions. We are committed to the health and safety of all members of the school community and will take action to safeguard their well being.

Fundamental to our school's values and practice is the principle of sharing the responsibility for the education with all staff, parents and carers. We strive for effective communication and co-operation. The PSHE leader is responsible for overseeing the implementation of the policy supported by the PSHE link governor.

This policy will apply on the school premises and beyond, wherever pupils are within the care of school staff. This includes school trips and educational visits. The school will also have an interest in the health and well being of the pupils beyond these school boundaries and we would encourage parents and others in the community to adopt the same principles.

Whilst we acknowledge that the numbers of young people who use and misuse substances are rising, it is important to recognise that many young people are choosing not to do so. We will support their differing needs.

Rationale:

We believe that the purpose of drugs education should be to give pupils knowledge, skills and attitudes to appreciate the benefits of a healthy life-style and to relate these to their own actions, both now and in the future.



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We aim to:

- enable young people to make healthy, informed choices through helping them to increase their knowledge, challenging and exploring attitudes and developing and practising skills
- help young people to develop further a sense of self-worth and self esteem
- increase understanding about the implications and possible consequences of drug use and misuse
- help young people to distinguish between different substances, consider their use, misuse, benefit and harm
- listen to young people's thoughts, feelings and concerns and to ensure that drugs education responds to their needs
- counter any inaccurate messages and myths which young people may receive about drugs with accurate information
- encourage an understanding for those experiencing, or likely to experience, drug use (including those dependent on medicinal drugs)
- widen understanding about related health, social and legal issues
- enable pupils to identify where help and support can be found

We intend to achieve our aims through:

- a co-ordinated, integrated and consistent approach to the curriculum and to possible drug related incidents
- an appropriate teaching programme which responds to pupils' needs
- clearly defined learning outcomes for lessons and other input
- reinforcement of key messages at different ages and stages and in different situations
- content and teaching approaches which match the needs and maturities of all pupils, including those with special educational needs and English as an additional language
- involvement of the whole community including staff, governors, parents/carers, pupils and visitors
- training and support for staff in the planning and implementation of drugs education
- regular revision of policy and practice
- recognising that adults are role models for pupils so staff make a commitment to keep the environment smoke-free, not use alcohol on the premises during the working day, work in partnership with parents and carers and find ways to avoid the need for over-the-counter drugs, such as using a quiet room or the spiritual garden to relieve a headache

Special Educational Needs

In planning drugs education for pupils with SEN, our teachers consider a range of responses. For example:

- additional support given by staff; 1:1 where necessary
- activities may be differentiated or adapted
- programme aspects may need to be emphasised or expanded
- knowledge and skills revisited in different contexts
- strategies used to increase access to drugs education, such as theatre projects, ICT, school visits and specialist equipment



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Teaching – curriculum, materials and approaches

Drugs Education opportunities include:

- planned elements of National Curriculum subjects, including Science and RE
- PSHE and Citizenship lessons
- pastoral time
- worship opportunities
- occasional planned visits from school nurse, police officer or other appropriate people
- the use of story, English lessons, Circle Time and other learning opportunities
- informal curricular and extra-curricular activities

A wide range of teaching approaches are used and we particularly encourage active and accelerated learning methods which involve children's full participation. Ground rules will be negotiated when appropriate and the sensitivity of the work will be recognised, safeguarding the interests of pupils, families and staff.

The work will be regularly monitored and evaluated by all staff and pupils.

Confidentiality

Some pupils may choose to mention instances of drug use in class or to individual members of the school community. While staff will want to be supportive, they will follow Child Protection guidelines and clearly state that they may not be able to guarantee confidentiality.

Year 6 Residential trip

Every year, the Year 6 children spend 5 days away from school for outdoor and adventurous activities. Parents and children attend a meeting and detailed written information is distributed and explained regarding medicines and potential hazards. Parents complete and sign a form (OV7a - attached) giving the teacher permission to take decisions regarding emergency medical treatment. All necessary OV forms regarding health and safety are completed or reviewed before the visit in line with County Council regulations.

All prescribed and over-the-counter medicines to be taken are handed to the teacher in charge on the morning of departure. These are only accepted if they are in a clearly labelled envelope or bag with the child's name and instructions for dosage and frequency. This can include travel sickness pills for the journey to and from the centre, headache tablets or Calpol to be given if the need arises, inhalers or medication for specific conditions. Calpol should be taken to the residential trip by the teacher for those children sent without emergency medication. Throughout the stay, medicines are kept locked in the teacher's room. If the occasion arises where medicines are kept in children's baggage and taken or given to other children, the Head will be informed immediately and parents contacted. At the start of every activity session, inhalers are given out to children.

Aerosol sprays are not permitted as they affect the smoke detection system. Medicines are given to children to put in their bags just before arrival back at school.

Providers have qualified staff to administer first aid on site.

Throughout the duration of this residential trip, one member of staff acting in loco parentis, will agree to abstain from drinking alcohol.



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Working with visitors

We subscribe to the code of practice recommended by the Department for Education and by the Hertfordshire Drug Education Forum.

Visitors can make a valuable contribution to drugs education provision but do not constitute a comprehensive programme. The rationale for inviting a visitor into school must be clear; it must enhance the overall educational experience and must educate rather than sensationalise. It must fit with the stated aims and objectives of our PSHE, Science and drugs education policies. School staff must always be present and the educational outcomes evaluated.

Further details of visitor involvement can be obtained from www.hertsdef.org

Liaison between schools, with parents and the wider community

We will work with other schools in the area to develop consistent practices to support young people. This includes paying attention to the needs of young people as they transfer from primary to secondary school. We recognise that this and other aspects of community liaison are an important area to which we can contribute with the support of colleagues throughout CSF, the Police, local authority and other agencies.

Roles and responsibilities

This policy relates to all members of the school community. All staff have a responsibility for drugs education and must be fully aware of this policy and its implications for themselves and for others in the community. Whenever adults interact with children, they recognise that they may be influencing attitudes and behaviour.

All staff should consider themselves as role models whose behaviour the children are likely to notice and often follow. Staff also have a responsibility to know how they should respond to any possible drug related incidents. They receive training and support in delivering these responsibilities.

Teaching and support staff have a responsibility to contribute to the taught curriculum for drugs education. They listen to the pupils and determine their specific needs. These needs are met in specific drugs education teaching as well as through a wider programme of personal and social skills development.

The Headteacher and Senior Leadership Team have the ultimate responsibility for ensuring that policy and practice in this area are fulfilled, including appropriate curriculum content and response to drug related incidents.

The PSHE Leader is responsible for overseeing both curriculum implementation and other elements of school life contributing to drugs education. This will include monitoring and evaluating the drugs education policy and practice throughout the school, co-ordinating a response if drugs are found onsite and managing a medical emergency alongside the Headteacher. They will work with other subject leaders to identify where other learning experiences contribute to drugs education.



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The Governor with responsibility for drugs education and drug related issues will from time to time receive training in drug issues and understands the issues involved and how they relate to wider issues of behaviour and school ethos. They contribute to developing and reviewing drugs education policy and practice.

Response to possible drug related incidents

Our definition of a drug includes medicines (both prescription and OTC), alcohol, tobacco and solvents; it is therefore important that all aspects of any incident are considered. The needs and circumstances of the pupil are paramount.

We will consider each situation individually and recognise that a variety of actions in response may be necessary to drug related incidents as recommended by CSF and national guidance.

If the situation leads to a medical emergency the school emergency first aid procedures will be followed immediately.

In the absence of a medical emergency, the Headteacher and PSHE Leader will be informed and an appropriate response considered referring to the DfE guidelines. The implications of any action we take will be carefully considered. The focus of any response will be the pupil and not the substance and we will seek to balance the interests of the individual, other members of the school community and the wider community.

Responses will be cross-referenced with related school policies such as:

- Behaviour
- Health and Safety
- Confidentiality
- PSHE
- Child Protection
- School Visits
- Inclusion/Exclusion

Unless there are exceptional circumstances, we will inform parents/carers at the earliest opportunity so that we can work together to support the pupil and resolve any difficulties.

Advice

We have a range of professional colleagues who can give advice, support and information in drug or alcohol related situations.

These include:

- school's Attendance Improvement Officer
- CSF Drug Education Consultant
- County PSHE Adviser
- Hertfordshire Healthy Schools Co-ordinator
- school nurse
- Connexions Personal Adviser
- local police Youth Crime Reduction Officer / Police Community Support Officer



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- representatives of the local Youth Offending Team (whose roles include supporting young people at risk of offending)
- local Drug and Alcohol agencies and counselling services
- Drugs – talktofrank.com
- Smoking – nhs.uk/smokefree
- Alcohol - drinkaware.co.uk
- Chairperson of The Drug Education Forum (DEF)

These colleagues can provide guidance and information and may be able to help with a needs assessment to support us in developing an appropriate response. Contact details can be found on the DEF website.

Pupils will always be told when information is being passed on in accordance with the school's confidentiality policy.

Our aim is to enable all pupils to fulfil their potential. We will work with the pupil, their parents/carers and colleagues from other agencies to remove barriers to achievement and resolve any difficulties that exist. Drug related situations will be considered alongside other circumstances in the young person's life and not in isolation. Permanent exclusion, whilst it remains an option, will be used as the very last resort.

Should a substance suspected of being illicit be found on the school premises, it will be handed to the Headteacher and in the presence of another member of staff, placed in a sealed container and both signed and dated. It will then be safely stored until it can be collected by a police officer who will also be involved in advising the school on the most appropriate response to the situation. All such incidents will be recorded.

Staff are also aware of the protocols surrounding the safe disposal of drug paraphernalia which may be found on the premises.

All staff will be made aware of the legal constraints on gathering evidence and questioning those involved. They will not take action without involving the Headteacher and the PSHE Leader.

This policy will apply to parents/carers and all other visitors to the school.