

# WINGROVE PRIMARY SCHOOL



## Policy Statement for Drug Education Appendix: Handling drug related incidents in school

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Approved by GB: December 2005

Reviewed: October 2007, Nov 2009, May 2014

Under current review by local authority – September 2019

SLT Support: Jane Mullarkey

PSHE Governor: Joyce McCarty

## **Rationale**

Drug education enables pupils to develop their knowledge, skills, attitudes and understanding about drugs. Pupils are encouraged to appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions.

At Wingrove, drug education takes account of the pupils' cultural background, gender and any special need, so that it is both appropriate to their age and ability, and relevant to their particular circumstance.

## **Intent**

Through the teaching of drug education pupils are encouraged to make healthy, informed choices and decisions by increasing knowledge, challenging attitudes and developing and practising skills such as communication and decision making skills.

## **The Curriculum**

In the absence of a new programme of study from the DfE, the PSHCE Association has produced a revised programme of study based on the needs of today's pupils and schools. The programme of study identifies key concepts and skills that underpin PSHE education. It is based on 3 core themes:

1. Health and Wellbeing;
2. Relationships;
3. Living in the Wider World.

This programme of study has been adapted and enriched by Wingrove with learning allocated where appropriate to pupils' readiness or needs. It is a spiral programme of knowledge, skills and attitudinal development, where prior learning is revisited, reinforced and extended in age- and stage –appropriate contexts.

In the Foundation Stage - Nursery and Reception - the curriculum is guided by the Early Years Foundation Stage. Children are provided with experiences and support to help them develop a positive sense of themselves; respect for others; social skills; and a positive disposition to learn.

## **Implementation**

Planning is undertaken at three levels:

Long term planning is based on our creative curriculum. It is supplemented with discrete PSHE sessions.

Medium and short term planning is carried out half-termly in year group teams. Each phase follows a common theme that is differentiated by activities set out in files ( in year groups). Teachers use the additional detail provided in the school's scheme to ensure a balanced PSHCE curriculum. These plans include the learning objectives for each part of the lesson, the activities chosen as the vehicle for achieving the objectives, differentiation, special resources, key vocabulary, questions and assessment for learning.

Medium and short term planning is monitored by the Senior Management Team and the co-ordinator.

### **Cross Curricular Links**

In order to create a cohesive and meaningful learning programme for our children, we try to identify links during the planning stage and give children the opportunity to use their subject knowledge and skills in real contexts. Cross Curricular links are noted in the school's scheme of work for the Creative Curriculum.

### **Teaching Methods and Approaches**

At Wingrove we use a wide range of teaching and learning styles to provide opportunities for pupils to participate actively. Lessons follow a flexible format in order to select the best approach to the chosen concept. It is made clear to the children at the start of the lesson exactly what it is they will learn as the objectives are shared with them.

At Wingrove School we recognise the importance of establishing a secure foundation in PSHCE and of teaching and using vocabulary appropriate to the task. We endeavour to set work which is challenging, motivating and which encourages the pupils to talk about what they have been doing.

Drug education can be taught in a variety of situations

- Discrete lessons
- Within other subjects e.g. Science, History. PE
- Class discussions
- Special projects
- Guidance from support systems such as Buddies, School Council
- Visits from outside agencies
- Supporting National Events e.g. No Smoking day

### **Resources**

Resources are kept outside Year 3 classrooms and the Staffroom. Further materials can be borrowed from health Promotion, Park View House, Front Street, Benton, NE7 7TZ

### **Organisation**

PSHCE is delivered in class registration groups.

### **Impact**

At Wingrove opportunities for assessment are built into the provision. Assessment should encompass teacher, peer and self-assessment.

Assessment outcomes are used to inform the next cycle of planning thus ensuring a match of work to the needs of the pupils and ensuring progress.

Assessment outcomes are analysed by SLT and provide the focus for any specific developments within the subject for the coming year.

Pupils are encouraged to evaluate their learning at the end of a block of work.

### **Reporting**

All parents receive an annual written report which includes a summary of their child's progress in PSHE over the year.

### **Equal Opportunities**

As a staff we endeavour to maintain an awareness of, and to provide for, equal opportunities for all pupils in PSHCE. We aim to take into account cultural background, gender and any special need, both in our teaching attitudes and in the published materials we use with our pupils.

### **Children with Specific Needs (English as an Additional Language or Special Educational Needs)**

Where ever possible we aim to fully include all pupils with in all lessons so that they benefit from listening and participating with others in demonstration, discussion and explanation. Where necessary teachers will, in consultation with the specialist Inclusion Manager, devise an individual plan for the child. Where appropriate children may work on an individualised programme with support or specialist staff. Children may also receive targeted support within the classroom.

Specific planning to meet the needs of such children is identified in the teachers' short term planning. This may take the form of simplified or modified tasks or the use of support staff.

Where appropriate a group plan is developed with common objectives and learning targets for a group.

### **More Able Pupils**

Children are taught within the appropriate peer group. They are extended through differentiated work.

## **Appendix: handling drug related incidents in school.**

### **Definition of drug:**

- Any substance which is dangerous or harmful
- An illegal drug which is used illicitly including tobacco, alcohol and solvent based products

### **Introduction**

Drug use and misuse are becoming increasingly common in our society. At Wingrove, we recognise the need to deal with the broad range of drug related situations and incidents which may occur in the lives of our pupils and others involved in the life of the school.

## **Reporting Procedures.**

### **Finding an illegal drug/paraphernalia on the premises**

1. Report to Head Teacher
2. Search area (FM – Engie)
3. Contact the Community Police Officer
4. Log incident in the incident book and secure drug/paraphernalia in the bag and tag kit. This is stored in a lockable filing cabinet in the office – bottom drawer.
5. Paraphernalia will be disposed of appropriately.

### **Disclosure by pupil re parent/carer**

1. Adult informs Head Teacher / Safeguarding Team
2. Staff follow safeguarding procedures

### **Persons found dealing on site**

1. Report to Head Teacher
2. Report any concerns to police immediately.

### **School is aware of drugs sold in vicinity**

1. Head Teacher records details
2. Head teacher contacts the police.

### **Reporting procedure**

- All staff to follow safeguarding procedure

### **Policy for medicines in school**

- See separate policy for medicines in school

### **Out of School Visits**

1. Teacher in charge carries a mobile phone
2. The above procedure will be followed as soon as possible.

### **Conclusion**

This policy is currently (September 2017) under review by the local authority.