

# Primrose Hill Primary School



## Drugs Policy

June 2015

Review date: September 2018

## **KEY PRINCIPLES**

Teaching at Primrose Hill is 'Learning Centred', meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart.

### **At Primrose Hill we believe children learn best when:**

- learning activities are well planned, ensuring progress in the short, medium and long term
- teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
- assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
- the learning environment is ordered, the atmosphere is purposeful and children feel safe
- there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed

*These Key Principles are developed in our Teaching and Learning Policy. Their specific application to the teaching and learning about Drugs\* is described here.*

\*A drug is any substance, which alters the way in which the body functions, and can affect the way a person feels, thinks, and behaves.



## **Key Principle**

**Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- use of the Camden PSHE and Citizenship scheme of work. This covers the non-statutory framework, which includes Sex and Relationship Education and Drug Education and integrates the SEAL (Social and Emotional Aspects of Learning) materials
- progress in the children's learning, specifically related to Drugs education, as seen in their books, on the website, on the walls, in conversation, in their learning behaviour
- consideration of why people act like they do
- using different sources of evidence including other people's experiences and knowledge
- providing opportunities to develop ideas through collaboration and argument/discussion

TEACHERS WILL ENSURE THAT:

- plans adhere to the progression of skills and distribution of knowledge defined in the whole school Curriculum Map
- planning is holistic, recognising connections between areas of learning and taking into account the role teaching has in promoting the children's spiritual, moral, social and cultural development
- In KS1 the role of drugs as medicines is taught
- In KS2 the effects on the body of tobacco, alcohol and other drugs is taught, as well as how these relate to children's personal health

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- there is a Curriculum Map in place that is broad and balanced
- the Camden Scheme of work for PSHCE is used
- a monitoring cycle is in place to support the progress of individuals and groups of learners:  
Pupil Progress Meetings, lesson observations, planning scrutiny, book-looks (No Book Day)

## **Key Principle**



**Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- age-appropriate resources used to support children's understanding of new concepts key vocabulary, books, posters
- visitors, such as the School Nurse

TEACHERS WILL MAKE SURE THAT:

- Appropriate resources are selected to support and extend children's learning
- Resources are provided on a differentiated basis to adequately support the variety of abilities and needs
- Children take and share responsibility, feel positive about themselves, take part in discussions, make real choices, meet and talk with people,
- Children have opportunities to consider social and moral dilemmas that they come across in everyday life

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

The Leader of Learning for PSHCE will

- source resources
- inform staff of opportunities for training and resources



## **Key Principle**

**Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- children who are motivated to learn through differentiated learning-activities that build on their prior attainment and issue challenge that is pitched at a level that is achievable when they work hard and try their very best
- children with specific learning needs receiving support at the time and level it is required to optimise their learning
- pupils supporting one another where appropriate
- independent learning, where children use assessment information to direct their own learning activity

TEACHERS WILL MAKE SURE THAT:

- the pace and depth of learning is maximised as a result of their monitoring of learning during lessons and any consequent actions in response to pupils' feedback
- they have high expectations for all children, and plan, resource and direct differentiated learning activities that give support and issue challenge for all

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- outcomes are monitored to ensure individuals and groups are making progress
- support is provided for SEN and G&T pupils



## **Key Principle**

**Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- an atmosphere of mutual respect between adults and children
- children who feel secure to speak and act freely,
- children's high self esteem, with all children feeling valued and secure
- children taking risks in their learning, and learning from their mistakes
- children's learning outcomes displayed around the classroom, the school and the website for others to appreciate and admire
- the safe use of resources

TEACHERS WILL MAKE SURE THAT:

- risks have been assessed carefully before carrying out any activities
- any criticism will be constructive and children's self esteem will always be maintained

IMPLICATIONS FOR THE WHOLE SCHOOL:

### **Authorised drugs on school premises**

- All medication goes to the Office in the first instance
- Asthma inhalers are kept in the Office, except in the case of EYFS, and children use them when necessary
- Epi pens, where prescribed, are kept in the Office and in classrooms

### **Unauthorised drugs on school premises**

- All incidents must be reported to the Head teacher and information shared on a need to know basis
- Parents/carers will be involved at an early stage and throughout any investigation
- Support for pupils will be maintained and counselling arranged if appropriate
- For illegal substances, the Police may be informed and all illegal drugs will be handed to police

### **Personal searches**

- Teachers cannot make intimate physical searches of pupils, including searching outer clothing and inside pockets, but must encourage pupils to voluntarily produce the substance. If they refuse, and the school believe the substance is illegal, then the police can be called

## **Key Principle**



**Children learn best when there are strong links between home and school, and the importance of parental involvement in their children’s learning is recognised, valued and developed.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- children’s home-learning about drugs education being valued, both that resulting from tasks and activities set by the teacher and that occurring independently of school

TEACHER’S WILL MAKE SURE THAT:

- information about drugs education is communicated efficiently to parents via topic letters
- parents are invited to drugs education workshops when available
- they set appropriate home-learning activities to develop children’s understanding of topics covered in class which are published on the website

IMPLICATIONS FOR THE WHOLE SCHOOL:

- except in child protection cases, parents will always be immediately informed of any incidents involving unauthorised drugs on school premises

## **DISSEMINATION OF THE POLICY**

**The policy will be given to all members of staff and copies will be available for parents.**

## **PROCEDURES FOR MONITORING AND EVALUATION**

**The head teacher, members of the senior management team and members of the curriculum leadership team, will monitor the policy**