

**Staplegrove Church of England  
Primary School**

**Drugs, Alcohol and Tobacco  
Policy**

# **Drugs, Alcohol and Tobacco Policy**

## **The role of the school in drugs, alcohol and tobacco education and the management of drug related issues.**

### **Introduction**

This policy is a 'stand alone' policy that comes under the umbrella of Personal, Social, Health Education and Citizenship (PSHE&C) in the school. It takes account of the following National and Local Guidance:

*Drugs: Guidance for schools (DfES Feb 2004)*

*Drug, alcohol & tobacco education guidance for schools: (QCA 2003)*

**This policy is based on 'Guidance on Drug Policy Development' (Somerset Education 2005) and has been updated according to the Drugs Guidance for Schools DfES Feb 2004**

The policy has been drafted by a working party following consultations with the school council, parents and staff, together with local health education advisers and health promotion specialists and is based on a framework produced by a countywide multi-disciplinary group. A copy is held in the school office and it can be made available on request.

There are two main parts to this policy. Part A is concerned with the provision of drugs, alcohol and tobacco education and Part B is concerned with the management of drug related issues.

### **Rationale**

At Staplegrove Church of England School, we try to nurture a climate where all pupils will want to learn. Through the curriculum we aim to promote the spiritual, moral, cultural, mental and physical development of all pupils at our school to prepare them for the opportunities, responsibilities and experiences of adult life. We do this through reinforcing positive behaviour and providing a caring response to the learning needs of the pupils. We recognise that though drugs may not always be harmful, all carry the potential for harm. Safety and effective management therefore underpin both the school's drugs education and its response to any incidents. Medicines (over the counter and prescription) will be treated with the same priority, care and respect as non-medicinal drugs.

### **School Council Statement**

**This has yet to be decided but should run something like this example text:**

We need to know how to be careful with medicines as they are part of all our lives at some point. We need to know how to say NO to drugs, because it can damage your health and mind. It is important to know about the effects of smoking and drinking alcohol, so we will

decide not to do it. We need to know how to help someone who drinks or smokes, to try to help them to stop.

### **The Aims of this Policy**

The school drugs, alcohol and tobacco policy aims to:

- safeguard the health and well-being of all pupils at all times
- consider all drugs, legal, medicinal and illegal and to respond constructively to the issues raised by their availability and use in society
- outline the aims, content and organisation of the school drugs, alcohol and tobacco education programme
- provide clear guidance to staff about procedures for managing drug-related incidents.

### **School Drugs Co-ordinator**

It is our policy to have a named School Drugs Co-ordinator. From 1st November 2006 this will be Teresa Underwood. The School Drugs Co-ordinator will act as the school's central reference point for all matters related to drugs. Principal functions will be to oversee drugs, alcohol and tobacco education, attend to training and resourcing needs, co-ordinate the school's management of situations involving unauthorised drugs of any kind, ensure adequate communication at all levels, bring all relevant matters to the notice of the Senior Management Team and staff meetings, and to initiate review of this policy whenever appropriate.

## **Part A**

### **Content and Organisation of Drugs, Alcohol and Tobacco Education**

#### **Aims**

We believe drugs, alcohol and tobacco education should not be delivered in isolation, but be firmly rooted in our Personal, Social and Health Education and Citizenship programme, supplemented by Science and other subjects of our taught curriculum.

The broad educational aims of our drugs, alcohol and tobacco education programme (which are progressive as pupils move through the school) are to:

- increase the knowledge and understanding of drugs, their use and dangers, the law and local and national agencies
- explore a range of views, clarify attitudes and challenge stereotypes
- develop a range of skills to enable young people to make their own informed decisions about drugs. (Such skills include assessing and avoiding risks, communicating with others, assertiveness, accessing information and advice, helping others, first aid etc).

## **Content**

Drugs, alcohol and tobacco education is taught within the context of the requirements of the National Science Curriculum 2000 provision and also within the context of PSHE&C provision (**Appendix 1**).

Through PSHE&C provision, our drugs, alcohol and tobacco education plans to provide opportunities for the pupils to:

- take responsibility for themselves and others
- feel positive about themselves
- participate
- make real choices and decisions
- meet and work with people
- develop positive relationships
- consider some simple social and moral dilemmas arising from different aspects of life
- prepare for change.

The intention is for all our pupils to follow a progressive programme for drugs, alcohol and tobacco education that identifies the requirements of the Science Curriculum and the PSHE and Citizenship Framework. **See Appendix 2 for further information.**

## **Organisation**

Aspects of drugs, alcohol and tobacco education are encompassed within the ethos of the school and may be delivered through:

- PSHE&C lessons
- Core and foundation subjects
- Circle time
- Literacy lessons
- Health weeks
- Focus days
- Theatre in Education visits
- Project/theme lessons.

The drugs, alcohol and tobacco programme will be delivered by:

- Class teachers
- Learning Support Assistant

See Appendix 3

## **Planning to meet the needs of pupils**

The needs of pupils will vary according to the experiences and beliefs of individual pupils or groups of pupils and their families. An assessment of current levels of knowledge, understanding and attitudes and self-perceived needs at the start of any programme will highlight misconceptions and draw on relevant real-life experiences, using them as starting points.

To assess the needs of our pupils we use:

- draw and write activities 'Health for Life' Books 1 & 2 (Wetton & Williams 2000)

- group / class brainstorming
- graffiti sheets
- photographs, pictures and objects to stimulate discussion
- a round where each pupil contributes something they know
- short quizzes.

We use information from such enquiries to help us determine starting points and prioritise the content of drugs, alcohol & tobacco education. We deal with the subject of drugs through a planned programme and also in response to opportunities as they arise in the classroom. We revisit issues as the pupils' awareness, readiness and experience grow with time, to build on previous learning.

Staff INSET and courses attended by the school drugs co-ordinator will provide the school with information from the local Health Related Behaviour Survey and National DoH surveys regarding trends in Young People's drug use, as well as information about National initiatives such as The National Drugs Strategy. The school understands that it has a part to play (Tier 1) in the achievement of local targets set by the DAAT (Drug & Alcohol Action Team) and where appropriate, ensure that the taught curriculum supports this.

The teaching methods used balance didactic input and written work with active learning opportunities to foster pupil participation. Teaching resources are chosen for their appropriate content and their quality as recommended in the guidance document, *Guidance for School Dfes Feb 2004 (2.5 p21)*

### **Inclusion**

The statutory requirements and guidance on inclusion are set out in *The National Curriculum Handbook for primary teacher in England (QCA/99/457)* and Appendix 5 of Citizenship. For example, some pupils with learning difficulties may need more help than others in understanding what sorts of behaviour are acceptable and to develop the confidence and skills to resist drugs. Alcohol and other drug misuse may be one of a number of symptoms of emotional or behavioural difficulties. Further guidance is followed from *'Planning, teaching and assessing the curriculum for pupils with learning difficulties in Personal, Social and Health Education and Citizenship'* (QCA 2001). Further Guidance on pupils with S.E.N is given in DfES Guidance for Schools (3.4 p30)

Teachers will take account of potential barriers to learning about drugs, alcohol and tobacco education that arise from pupil's personal circumstances, for example where pupils have drug or alcohol misusing parents, (***for further guidance please refer to 'Substance Misusing Parents: Guidelines for inter-agency working in Somerset' (2001)***) and DfES Guidance for Schools (3.1 p32) or are themselves experiencing problems with misuse. We recognise that sometimes some pupils' needs cannot entirely be met in school and we aim to support the welfare of such pupils by accessing specialist sources of help. Specialist help may include support from:

- social care workers
- drug and alcohol services.

### **Monitoring Drugs, Alcohol and Tobacco Education**

We pay careful attention to monitoring and recording the drugs, alcohol and tobacco education provision, and the pupils' response to it, as recommended in the guidance document, *DfES Guidance for Schools (3.10 p43)*

Our drugs, alcohol and tobacco education is monitored to ensure teachers deliver good quality lessons following the agreed programme, and that appropriate training is provided to help them do this. Monitoring is undertaken through a variety of means:

- lesson observation

- lesson plan and evaluation monitoring
- gathering evidence of learning opportunities and changes in pupils' knowledge, understanding, attitudes or skills through questionnaires, overviews of evaluations and assessments.
- The support of staff training should be carried out in accordance with DfES guidance (3.7,8,9,10, p40-42)

The School Drugs Co-ordinator addresses the training needs of the staff delivering the programme, and the CPD Co-ordinator (Kirsti Nelson) considers priority and available funding for external support.

### **Use of Outside Speakers and Visitors**

We are supported in our drugs, alcohol and tobacco education work by the school nurse and Life Education Centres. Contributors are always informed of what has gone before and what is expected of them, and their role and contribution carefully negotiated to ensure it meets the needs of the pupils. A teacher is always present when visitors are working with our pupils. Where visitors are invited to deliver aspects of the drugs, alcohol and tobacco education programme, the school follows the guidance in '*School use of visitors and outside agencies in health promotion*' published by the Somerset Healthy Schools Team, 2001. We also follow the DfES Guidance for Schools 04 (3.6 p38) and Appendix 6 and Citizenship and PSHE, working with external contributors- Guidance for Schools QCA 2003.

### **Working with Parents**

Research shows that parents/carers have a crucial role in preventing problem drug use (see Guidance for Schools 04 (3.13 p45))

The school is committed to working in close partnership with parents and carers who have a role to play in teaching their children about drugs, alcohol and tobacco. Parents/carers are invited to attend consultation evenings to discuss the school's drug, alcohol and tobacco education programme and to view the teaching materials and resources that will be used.

### **Working with the Media (See DfES Guidance for Schools 2004 6.7 p82)**

The media will always be interested in drug issues in schools. If Staplegrove Church of England School wishes to work with the media to give information about drugs education at the school or to respond to media interest when an incident has taken place, advice should be sought from the School Drugs Advisor and the Children and Young People's Services Directorate

Only members of the S.M.T should engage with the media. (See Appendix 4)

## **Part B**

### **The Management of Drug Related Issues**

#### **(i) Medicines**

We ensure that pupils know the school rules that all medicines need to be managed at school by teachers and other school staff, and can only be brought on to school premises

with teachers' knowledge and approval. Medicines will always be in the care of teachers as specified in the following guidance:

Managing Medicines in Schools and Early year Settings DfES/DH Guidance March 2005

'Guidance for Schools', Volume 4, 'Health and Safety' (Somerset County Council)

'Guidance for children and young people in receipt of medication and/or nursing procedures' (Somerset Education 2000)

DfES Drugs: Guidance for Schools 04 (4.5 p55)

Parental authority forms and a separate policy for the use of medicines in school can be found in the school office.

### **(ii) Legal Drugs**

Pupils are not permitted to be in possession of or use alcohol, tobacco, matches, lighters or volatile substances either in school, travelling to and from school or on school trips. Any found will be confiscated, and returned to parents, who will normally be informed as a matter of course.

**If any pupil is under the influence of a drug or otherwise thought to be in need of medical help, it will be sought at once. The following people are qualified in First Aid, and will be summoned if necessary: Jenny Atkins, Lis Kornacki, Carole Oxley, Caroline Kornacki, Julie Tilley.**

### **(iii) Tobacco**

Smoking is not allowed on the school premises both within the school building and school playgrounds. The no-smoking policy applies to all visitors to the school, for example, parents, suppliers, supply or temporary staff and contractors.

### **(iv) Alcohol**

Alcohol is sometimes permitted on the school premises (with permission from the Head Teacher) during social events, for example, cheese & wine evenings. Non-alcoholic drinks will always be available during such events.

### **(v) Illegal Drugs**

If any pupil is found in possession of an illegal drug, it will be confiscated and stored in the Head teacher's office until arrangements are made with the local police for its collection. When confiscating a suspected illegal substance we follow the guidance set out in '*Police Response Policy in Relation To Drug-Related Incidents at Educational Establishments*' (Drug Strategy Unit, Avon and Somerset Constabulary 2000). The School Drugs Co-ordinator will be informed and the Head Teacher will take the lead in deciding how to respond further. Parents will normally be informed. Careful investigation will be undertaken and records made and kept in the school office. Rumours or suspicions will also be fully and promptly investigated. A case conference will be called if necessary.

The range of sanctions applied for rule breaking will be similar to those for other infringements, and will depend on careful assessment of the circumstances of the event(s) and the needs of the pupil(s).

The police liaison officer for our school is \*\*\*\*\*

**The school follows the detailed guidance in 'Drugs Guidance for School Feb 2004 Section 5 Appendix 8 p117.**

### **Drug Paraphernalia**

It is recognised that schools are quiet places in the evening and at weekends and can be used by people using drugs, alcohol and tobacco. The school premises manager will ensure that the school grounds are swept, especially after a weekend or school holiday. If any drug paraphernalia are found on the school premises, they will be collected by a member of staff, taking the necessary health and safety precautions. ***The incident will be logged***

**\*\*using the incident report forms found in the school office.** If there are a number of incidents that occur or a pattern begins to form then the school's police liaison officer will be contacted. If a large number of paraphernalia are found, including syringes, then the police liaison officer will be contacted immediately.

### **School Visits**

All those involved in school visits, parents, pupils and staff will be reminded of the school policy on drugs beforehand, and the likely consequences for being involved in a drug related incident on a school trip. A nominated member of staff will take an incident record form on all residential trips.

The school drugs policy should still apply although the procedures may have to be adapted dependent on the drug/s involved and the provisions available. If an illegal substance is discovered on a visit away from the school, the nominated member of staff will contact the Head Teacher without delay. The Head Teacher will then contact Police local to the discovery and decide, in liaison with the nominated teacher, the action to be taken. The range of sanctions applied for rule breaking will be similar to those for other infringements, and will depend on careful assessment of the circumstances of the event(s) and the needs of the pupil(s).

The effectiveness of all cases of managing unplanned drug incidents in school will be assessed and procedures reviewed (and amended if necessary) by the School Drug Co-ordinator and the Senior Management Team within ten days.

### **Parents and Carers**

If the school discovers evidence of involvement of pupils with unauthorised drugs, parents/carers are routinely contacted unless this might compromise the pupil's safety. At Staplegrove Church of England School the wishes of parents are considered carefully. Parents are encouraged to come to the school and talk to us about any concerns or questions they have. We provide information and consultation evenings as needs arise, to try to ensure all parents are aware of how we deal with drug issues.

### **Monitoring and Evaluation**

The drugs, alcohol and tobacco policy is monitored and evaluated through an annual review process involving pupils, parents, teachers, Key Stage Co-ordinators, PSHE Co-ordinator, Senior Management Team, and the Governing Body.

### **Review Date of this Policy**

Target Review Date	Date Reviewed	Action Required	Signature

Signed: .....

Position held: .....

Date: .....

### **Contacts**

School Drugs Co-ordinator Teresa Underwood

## **Local**

Somerset's School Drugs Adviser: 01823 447128

Somerset's Advisory Teacher for Health Related Education: 01823 447128

**On The Level:** (Somerset's under 18's drug treatment service) 01749 675766  
Open access service for all young people (18 years and under) who are involved in problematic and/or dependent drug and alcohol use. Operates throughout Somerset and to be accessed after work has been undertaken at a local level at Tier 2

## **National**

**FRANK** (National Drugs Helpline) 0800 77 66 00  
Offers free and confidential advice about any drugs issue. Lines are open 24hrs a day.

## **Appendix 1**

### **Drugs, Alcohol and Tobacco Education within the Science Curriculum 2000**

Pupils are taught:

#### **Key Stage 1**

- about the role of drugs as medicines.

#### **Key Stage 2**

- about the effects of tobacco, alcohol and other drugs, and how these relate to their personal health.

### **Drugs, Alcohol and Tobacco Education within PSHE&C Guidance**

Pupils are taught:

#### **Key Stage 1**

- how to make simple choices which improve their health and well-being
- that all household products, including medicines, can be harmful if not used properly
- rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

#### **Key Stage 2**

- what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices
- which commonly available substances and drugs are legal and illegal, their effects and risks
- to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable

that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong

- school rules about health and safety, basic emergency aid procedures and where to get help.

## Appendix 2

### Content and Progression in Drugs, Alcohol and Tobacco Education

Taken from 'Drug, Alcohol and Tobacco Education: Curriculum Guidance for Schools at key stages 1-4 (QCA 2003)

The table below shows how the statutory requirements of the science programmes of study and the PSHE&C frameworks can provide the basis for a drug, alcohol and tobacco education programme. It illustrates the opportunities for progression as pupils develop their knowledge, understanding, skills and attitudes.

#### Key Stage 1

<b>Knowledge and understanding</b> Pupils should be taught:	<b>Science</b>	<b>PSHE &amp; Citizenship</b>	<b>Where?</b>
To agree and follow rules for their group and classroom, and understand how rules help them.( <i>eg simple safety rules</i> ).*		2d	<b>Yr 1 &amp; 2</b> Aut 1 Spr 1
About the role of drugs as medicines.	2d		<b>Yr 1 &amp; 2</b> Spr1 Sum 1
That all household products, including medicines, can be harmful if not used properly.		3f	<b>Yr 1 &amp; 2</b> Sum 1
Rules for, and ways of, keeping safe, including basic road safety ( <i>eg rules for medicines</i> )* and about people who can help them to stay safe ( <i>eg the police, health professionals</i> ).*		3g	<b>Yr 1 &amp; 2</b> Spr 1 Sum 1

<b>Skills</b> Pupils should be taught:			
To share their opinions on things that matter to them and explain their views ( <i>eg about illness and taking medicines</i> ).*		1b	<b>Yr 1 &amp; 2</b> Spr 1 Sum 1

To recognise, name and deal with their feelings in a positive way.		1c	Yr 1 & 2 Aut 2 Spr 2 Sum 1 & 2
To recognise choices they can make, and recognise the difference between right and wrong.		2c	Yr 1 & 2 Aut 2 Sum 2
How to make simple choices that improve their health and well-being.		3a	Yr 1 & 2 Aut 1 Sum 1
During the key stage, pupils should be taught the <b>Knowledge, skills and understanding</b> through opportunities to:			
Take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets as well).		5a	On-going ↓
Make real choices.		5d	
Meet and talk with people.		5e	
Ask for help.		5h	

<b>Attitudes</b> Pupils should be taught			
To take part in discussions with one other person and the whole class ( <i>eg by exploring attitudes to medicines and other substances</i> ).*		2a	Yr 1 & 2 Aut 1 Sum 1 Sum 2
To take part in a simple debate about topical issues.		2b	Yr 1 & 2 Aut 1 Sum 2

During the key stage, pupils should be taught the <b>Knowledge, skills and understanding</b> through opportunities to:			
Feel positive about themselves.		5b	On-going
Take part in discussions.		5c	↓
Consider social and moral dilemmas that they come across in everyday life ( <i>eg attitudes towards smoking and alcohol</i> ).*		5g	↓

\* denotes examples (*in italics*) that are not included in the frameworks or national curriculum programmes of study

### Key Stage 2

Knowledge and understanding:	Science	PSHE & Citizenship	Where?
Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.		2b	Yr 3 & 4 Aut 1 Yr 5 & 6 Aut 1
About the effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health.	2g		Yr 5 & 6 Sum 1
What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices.		3a	Yr 5 & 6 Aut 1

That bacteria and viruses can affect health and that following simples, safe routines can reduce their spread.		3b	Yr 5 & 6 Aut 1
Which commonly available substances and drugs are legal and illegal, their effects and risks.		3d	Yr 3 – 6 Sum 1
That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.		3f	Yr 3 & 4 Aut 2 Yr 5 & 6 Aut 2 Sum 1
School rules about health and safety, basic emergency aid procedures and where to get help.		3g	Yr 3 – 6 Aut 2
Where individuals, families and groups can get help and support.		4g	Yr 5 & 6 Aut 2

<b>Skills</b> Pupils should be taught:			
To talk and write about their opinions, and explain their views, on issues that affect themselves and society.		1a	Yr 3 Spr 2 Yr 4 Aut 2 Sum 2 Yr 5 & 6 Aut 1 Sum 1 Sum 2
Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part n making and changing rules.		2b	Yr 3 – 6 Aut 1
To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable.		3e	Yr 3 & 4 Sum 1 Yr 5 & 6 Aut 2 Spr 2 Sum 1
That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.		3f	Yr 3 & 4 Aut 2 Yr 5 & 6 Aut 2 Sum 1
To recognise and challenge stereotypes.		4e	Yr 3 & 4 Aut 2 Yr 5 & 6 Aut 2 Sum 1

During the key stage, pupils should be taught the <b>Knowledge, skills and understanding</b> through opportunities to:			
Meet and talk with people.		5e	On- going ↓
Find information and advice (for example, through helplines; by understanding about welfare systems in society).		5h	

<b>Attitudes</b> Pupils should be taught:			
To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.		1b	Yr 3 & 4 Aut 1 & 2 Spr 1 Sum 1 & 2 Yr 5 & 6 Aut 1 & 2 Spr 1 Sum 1 & 2

During the key stage, pupils should be taught the <b>Knowledge, skills and understanding</b> through opportunities to:			
Take responsibility.		5a	On-going ↓
Feel positive about themselves.		5b	
Consider social and moral dilemmas that they come across in life ( <i>eg attitudes towards smoking and alcohol</i> ).*		5g	

\* denotes examples (*in italics*) that are not included in the frameworks or national curriculum programmes of study

### Appendix 3

## Staplegrove Church of England Primary School Drug, Alcohol & Tobacco Scheme of Work Overview Key Stage 1 & 2

### Summer Term 1

#### *Foundation (Based on Health For Life Ages 4-7)*

<i>Week 1</i>	<i>Week 2</i>	<i>Week 3</i>	<i>Week 4</i>	<i>Week 5</i>	<i>Week 6</i>
<i>What goes into my body?</i>	<i>What goes into my body?</i>	<i>What is inside my body?</i>	<i>Who needs medicines?</i>	<i>What's in here?</i>	<i>How do I feel when I am ill?</i>

#### *Year 1 & 2 (Based on Health For Life Ages 4-7)*

<i>Week 1</i>	<i>Week 2</i>	<u><i>Week 3</i></u>	<i>Week 4</i>	<i>Week 5</i>	<i>Week 6</i>
<i>What goes into my body?</i>	<i>Where do things go when they enter my body?</i>	<i>Injections</i>	<i>Feeling ill and feeling better</i>	<i>How can I feel good about myself without using medicines or drugs?</i>	<i>Consolidation OR Life Education Centre follow-up work</i>

#### *Year 3 (Based on Health For Life Ages 8-11)*

<i>Week 1</i>	<i>Week 2</i>	<i>Week 3</i>	<i>Week 4</i>	<i>Week 5</i>	<i>Week 6</i>
<i>What goes into my body?</i>		<i>Who uses drugs? Who needs drugs?</i>		<i>Who handles drugs at work?</i>	<i>Consolidation OR Life Education Centre follow-up work</i>

*Year 4 (Based on Health For Life Ages 8-11)*

<i>Week 1</i>	<i>Week 2</i>	<i>Week 3</i>	<i>Week 4</i>	<i>Week 5</i>	<i>Week 6</i>
<i>Feeling better - feeling great</i>		<i>Why do people think that cigarettes, alcohol and other drugs make them look and feel grown up?</i>		<i>Focus on smoking</i>	<i>Consolidation OR Life Education Centre follow-up work</i>

*Year 5 (Based on Drug Education in PSHE&C)*

<i>Week 1</i>	<i>Week 2</i>	<i>Week 3</i>	<i>Week 4</i>	<i>Week 5</i>	<i>Week 6</i>
<i>Draw &amp; Write needs assessment</i>	<i>Drugs - legal &amp; illegal</i>	<i>Caffeine</i>	<i>Drugs &amp; health</i>	<i>Investigating alcohol &amp; tobacco</i>	<i>The smoking bottle</i>

*Year 6 (Based on Drug Education in PSHE&C)*

<i>Week 1</i>	<i>Week 2</i>	<i>Week 3</i>	<i>Week 4</i>	<i>Week 5</i>	<i>Week 6</i>
<i>Draw &amp; Write needs assessment</i>	<i>A girl gets sick</i>	<i>What I do affects other people</i>	<i>Consequences of drug use</i>	<i>Experimental &amp; long-term drug use</i>	<i>Drugs &amp; the law</i>



## **Appendix 4 How Do We Work With The Media?**

(Taken from the document School Drug Policy Review Process, Blue print Programme, DH, DfES and Home Office).

Drugs create an emotive response and the media may be interested if there is a story involving schools, young people and drugs. When an accident has taken place advice should be sought from the School Drug Adviser and the LEA Press Office.

Follow local protocols. Only designated members of the Senior Management Team (SMT) should engage with the media. It is important that any response should be in the best interests of the young people, staff, parents/carers or others who are involved.

When preparing information for release to the media it will be helpful to follow these principles:

- Be brief
- Prepare a list of the key facts of the incident.
- Do not include any personal information about those involved.
- Avoid commenting on any unnecessary or irrelevant information, circumstances or events – in particular those that are outside the school's control.
- Include positive, reassuring statements that put the incident into context.
- Show that the incident is being managed seriously and effectively in line with the school's policy – and in cooperation with parents and local agencies.
- Talk to others involved to ensure that any comment made by the police or any other agency is consistent with the school's statement.
- Seek guidance from the LEA or from the police.
- Ensure that any final media release goes through a clearance procedure to ensure that it is factually correct, adheres to policy and is authorised by the SMT/Head and the LEA.
- If you are contacted unexpectedly, it is entirely reasonable to ring a reporter back following their call – this allows you time to formulate a response.

Remember that the media can be supportive of you in this and in other situations. Working within the media can often provide positive publicity for the school.