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POLICY FOR DRUG EDUCATION AND THE MANAGEMENT OF DRUG RELATED INCIDENTS

Approved by Governors:	<i>Fraia Boulton</i>
Signed	Mrs F Boulton, Chair of Governors
Date:	3 rd July 2018
For review:	September 2020

BALDWINS GATE CE (VC) PRIMARY SCHOOL

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POLICY FOR DRUG EDUCATION AND THE MANAGEMENT OF DRUG RELATED INCIDENTS

This policy should be read in conjunction with the Department for Education's guidance documents:

Supporting pupils at school with medical conditions (December 2015)

[Support Pupils at School with Medical Conditions \(Dec 2015\)](#)

DfE and ACPO drug advice for schools

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

For the purposes of this policy the word 'drug' includes both legal and illegal substances, volatile substances (solvents), alcohol and tobacco and prescribed medicines.

Baldwins Gate Primary School is committed to the welfare and health & Safety of all its members.

Purposes of the Policy

- To support and educate all members of the school community by providing guidance and clear procedures on drug related issues.
- To ensure that all pupils develop their full potential as both members of the school and the wider community, acknowledging that drug misuse could have a serious impact on health and wellbeing.
- To ensure a whole school approach to drug education within our school curriculum.

Rationale

At Baldwins Gate Primary School we are aware that the misuse of drugs by young people may have a serious impact on their wellbeing. Education can play a key role in ensuring that young people have knowledge and skills to make appropriate decisions.

It is our aim to help all pupils to be able to take their place safely in the world where a wide range of drugs exist. We acknowledge that some drugs have beneficial effects but some potential harm. For this reason, all drugs need appropriate and responsible care and management in order to make informed choices.

Definition of 'drugs'

- An illegal drug.
- All legal drugs, alcohol, tobacco and other substances.
- All over the counter and prescription medicines.

Aims for Drug Education

Education can play a key role in ensuring that young people know the risks of drug taking and have the knowledge and skills to resist. Every drug, whatever its legal or social status has the potential to cause physical or other harm. It is this, and the fact that such a wide and changing variety of drugs are commonly and extensively available, that makes it vital for children and young people to receive relevant drug education.

The outcomes of drug education are to give young people the knowledge, skills and attitudes to appreciate the benefits of a healthy lifestyle and relate these to their own action, both now and in their future lives. Effective drug education enables pupils to:

- Improve their self esteem
- Make informed choices and decisions
- Develop personal initiative and be able to take responsibility

- Recognise personal skills and qualities in themselves and others
- Maintain and develop relationships
- Develop self confidence
- Develop assertiveness in appropriate situations
- Develop the motivation to succeed

School environment, relationships and ethos of the school

Drug education can be enhanced by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning.

The school aims to foster supportive and safe relationships where pupils feel that they have a voice. The school provides strong and supportive social networks, which helps the pupils cope well with academic and social demands at school. Through the PSHE curriculum the school continues to enhance the self-esteem of the pupils. The school aims to give the pupils a good knowledge of legal and illegal drugs, their effects and their risks, alongside the knowledge of how to access help and information. By the time the pupils leave KS2 they should all have a good knowledge of general health and how to ensure good mental health and feel confident that they can ask questions or discuss concerns.

School curriculum

The drug education programme is part of a wider curriculum of PSHE and Science. Those responsible for teaching the programme are either class teachers or HLTAs.

Drug education is firmly rooted within the non-statutory framework for PSHE and citizenship. It is not delivered in isolation. Many opportunities exist throughout the curriculum for promoting drug education. The programme is developmental and builds on young people's existing knowledge, experiences and perceptions. There is progression across key stages.

Consideration is given to pupil's needs, ethnic origin and culture. The programme demonstrates educational inclusion.

Curriculum provision will be taught within the science curriculum and in discrete PSHE lessons linked with developing a healthy, safer lifestyle.

Children with learning difficulties may require more help than others in understanding what sorts of behaviour are and are not acceptable and desirable, in resisting peer pressure and in developing the confidence and skills to resist drugs. Particular children will need opportunities to revisit knowledge and skills. There may be a need to provide small steps and more focused tasks to enable children working below the demands of the learning objectives to undertake the activity. Activities may need to be adapted to provide support for children with communication, language or literacy difficulties.

Drug education requires sensitive teaching where the class includes pupils from ethnic minority or religious communities and should recognise our pupil's needs /maturity. Careful consideration needs to be given to the possibility that some pupils' parents or siblings may have experience of drug misuse. Teaching should be responsive to changing trends in drug misuse and offer a credible a consistent message. All pupils need accurate information on which to base their decisions about drug use. This should include information about the law on drug misuse, the physiological and psychological effects of drugs, and a realistic account of their implications for the individual, the family and wider society.

Pupils need skills to help them resist pressure to experiment with drugs and they need a positive attitude towards living healthy lives, which will be strong enough to influence their behaviour.

There will be ongoing evaluation and monitoring of the programme for drug education. All staff will be involved in the monitoring process. Staff meetings will be used to evaluate the effectiveness of the programme and activities in class will be carried out to facilitate this process. Opportunities will be created for parents to give their views on the effectiveness of the teaching programme.

The programme has three main elements:

1. Attitudes and values

- examine own opinions and values, and those of others
- promote a positive attitude to healthy lifestyles and keeping self safe
- enhance self awareness and self esteem
- value and respect self and others
- value diversity and difference within society
- promote a sense of responsibility towards the use of drugs

2. Personal and social skills and emotional literacy

- identify risks to health
- communicate with peers and adults, including parents/carers and professionals
- learn how to give and secure help
- develop decision-making, negotiation and assertiveness, particularly in situations related to drug use
- develop an appreciation of the consequences of choices made
- be able to cope with peer influences, and in resisting unhelpful pressures from adults and the media
- make choices based on an understanding of difference and with an absence of prejudice
- be able to talk, listen and think about feelings and relationships
- develop critical thinking as part of decision-making

3. Knowledge and understanding

- develop an understanding of drugs and of the effects and risks of using drugs
- gain an understanding of how the body functions
- gain an understanding of what is safe and appropriate drug use
- gain an understanding of the role of drugs in society and the laws and rules relating to their use
- gain knowledge of people who can help if pupils have worries and an understanding of confidentiality
- gain an understanding of the changing nature of relationships, including families and friends, and ways of dealing positively with change.

The essential aim should be to give pupils the facts, emphasise the benefits of a healthy lifestyle, and give young people the knowledge and skills to make informed and responsible choices now and later in life.

Approaches to teaching and learning

Our school can help young people develop confidence in talking, listening and thinking about drugs. A number of teaching strategies help this, including:

- Establishing ground rules with pupils
- Using 'distancing' techniques such as role play
- Knowing how to deal with unexpected questions or comments from pupils
- Using discussion and project learning methods and appropriate materials
- Encouraging reflection

To facilitate pupils learning in drug education:

- The purpose of each lesson is made clear
- Appropriate learning experiences are planned and meet the needs of all the pupils in the class
- Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge
- The focus is not on fear arousal techniques
- Teaching resources are up to date, differentiated and culturally and age appropriate
- Time is given for pupils to reflect and consolidate their learning
- Pupils are encouraged to take responsibility for their own learning and to record their own progress
- Attention is given to developing a safe and secure classroom climate
- Staff training needs are met

Drug education will involve a wide range of teaching approaches and is often best taught where children have the opportunity to discuss openly, express their anxieties in a non-threatening environment and have an opportunity to be listened to. It is the policy of this school to work at building the children's self esteem. It is good practise in discussion based lessons to establish clear ground rules which could include the following:

- Listen to what people say
- Don't be nasty to each other
- No talking when someone else is talking
- Be kind to each other and give support
- If all you can say is something unpleasant then don't say anything
- If people don't want to say anything they don't have to
- Don't laugh at what people say
- Think before you ask a question

Alongside direct teaching there can be particular value in a more interactive approach to learning, including the use of audio-visual materials, role-playing and group discussions.

The school leads the programme but outside visitors have a role. There is a school protocol for involving outside visitors. Where adults, other than teachers, work in a classroom, a member of staff will accompany them. The school nurse may assist with drug education.

Confidentiality and Safeguarding

There are guidelines for staff on confidentiality and handling sensitive and controversial issues and supporting young people.

Teachers and other adults involved in drug education will sometimes hear disclosures that suggest a child may be at risk. All staff are aware of the school's safeguarding policy. Where an adult believes a child may be at risk the DSL must be consulted and a 'cause for concern' must be completed. A copy of the policy is available on the school's website and for all staff on the school server.

Celebration of achievement – assessment, recording and reporting

As with any learning process assessment of pupils' personal, social and emotional development is important. It provides information which indicates pupils' progress and achievement and informs the development of the programme.

Pupils do not pass or fail within this area but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on pupil's self-awareness and self-esteem.

We do not assess pupils in all areas of the PSHE and citizenship programme however, opportunities for pupils to reflect on their progress is identified. Giving children questions to reflect upon will help the process (see appendix). It is inappropriate to assess pupils' values.

Assessment will involve children in discussion about learning objectives and desired outcomes. Evidence of achievement will be collected in their PSHE books. Opportunities for assessment will include role-play, drama, display work, written work, planning a talk and contributions to debate.

Achievement will be rewarded in assembly when appropriate by presenting pupils with certificates.

Managing drug incidents

The members of staff responsible for co-ordinating the schools responses to drug incidents are:
Mrs Lowe and Miss Reeves

A drug related incident includes any incidents involving any drug that is unauthorised and therefore not permitted within the school boundaries. The physical boundaries of the school define the extent of the school premises during the school day and the school term. But school rules and expectation of behaviour extend further if pupils visit a library, for example, or leave school on a visit, whether supervised or not. School boundaries as they apply to conduct also extend to include school trips, and clear guidance to staff is given about their supervisory responsibilities. Staff are made aware of any controls on their own drug use (eg alcohol, tobacco and medicines) when on duty.

Responsibility for pupils' welfare is wholly the parents' or carers' while they are at home, and principally the school's while pupils are at school.

School responses to drug related incidents

In all drug related incidents the following principles apply:

- Mrs Lowe and Miss Reeves will be informed immediately.
- Each situation will be carefully considered before deciding on the response.
- The primary concern of the school is the care and welfare of children and young people. In cases of a medical emergency the school will act promptly to ensure the safety and wellbeing of the pupil and the school community. The procedures for dealing with medical emergencies are outlined in individual Health Care Plans which the relevant staff are fully informed of.
- Medical emergencies involve adults should be led by a Level 3 first aider.
- Parents and carers will be involved at the outset of the investigation.

- Support agencies, including the police will be involved as appropriate and in keeping with legal requirements. Where appropriate the Local Support Team may be involved with the consent of the parents.
- The school will seek to balance the safety and security of the school with the individual needs of pupils. Disclosure of any offences to the police is not obligatory.
- Sanctions will be chosen from the range of those available for other breaches of school rules as described in the school's Behaviour and Discipline policy.
- If at all possible, permanent exclusion will be the final resort.
- Incidents will be reported to the Chair of Governors.

Any incident involving the misuse of drugs will take into account:

- The age and maturity of the pupil
- The means by which the substance was acquired
- The intention of the pupil and the circumstances of the incident
- Method and frequency of use
- The nature and legal status of the substance involved
- Any previous incidents of drug misuse by the pupil
- Action being taken through the criminal justice system
- The availability of support for the pupil and family from other agencies

The school considers that the education it provides offers, for many youngsters, their best chance of resisting the long-term harm which may be the result of drug misuse. Where ever possible we will strive to sustain the involvement of the young person in formal education. An action plan for pupil support will be established. This could be a formal Pastoral Support Programme. This will involve those staff with pastoral responsibility, the school nurse and others who may be available to work with the youngster in, for example, helping them to change their behaviour and understanding the risks involved in substance misuse.

Permanent Exclusion will only be used in respect of a pupil who represents a significant risk to the health and safety of other pupils or who has come to the end of a long line of sanctions and has not learned from past mistakes. Where drug use or misuse seems to be harming a pupil, the pupil will be referred for further help. Sources of support such as School Nurse, Social services, Educational Psychology Service, EWOs, etc may be contacted.

Procedures for Managing Incidents

- All drug related incidents are reported to Mrs Lowe and recorded on a 'Cause for Concern' form which is kept in the school office.
- Although there is no legal obligation to report an incident involving drugs to the Police, we will inform Police immediately any incident involving a suspected illegal drug. Incidents involving legal drugs will remain school matters.
- In a medical emergency where a pupil is unconscious as a result of drug use the school First Aiders (Paediatric) will be called immediately. The pupil will be put in the recovery position and an ambulance called. Parents and carers will be notified and called to the school.
- When a person is discovered using, supplying or holding a substance that is not permitted on school premises and which is described in this policy the substance will be confiscated and the pupil and substance taken to Mrs Lowe. Parent/carers will be informed and called to the school.
- If the substance is legal (but unauthorised in school) it will be handed to the parent/carers. If the substance is illegal (or suspected to be illegal) it will be stored securely and the Police called immediately to dispose of the substance. The parent/carers will be informed and called to the school. The pupil(s) involved will be internally excluded whilst investigations are carried out.

- If a member of staff suspects that a pupil is carrying drugs on them or in their personal property, they cannot carry out personal searches but will ask pupils to voluntarily produce the substance, in the presence of two members of staff. In circumstances where a pupil refuses to do this the school will consider involving the police, parents/carers will be informed if this happens.

Intoxicated parents/carers

Our schools rules for drugs apply to all people who are on the school premises and we expect that parents/carers will adhere to these rules. If a parent/carer comes to school and appears to be under the influence of drugs or alcohol, they will be asked to leave. If they have come to collect their child, we will sensitively offer to phone for someone else to come and collect the child. If we are concerned that the child is at risk then we will follow the Child Protection procedures.

Disposal of Drugs

Illegal drugs will be disposed of following advice from *Staffordshire Police*. *On finding any substance or drug 'paraphernalia' within the school boundaries Staffordshire Police will be contacted as soon as possible. The substance/item should not be handled directly – something should be used to pick the item up eg jam jar or box.*

Contact Staffordshire Police on the following:

- In an emergency, where life is in danger or a crime is in progress, call 999.
- For non-emergency calls and general enquiries call 101.

Guidance is available at <http://www.staffordshirecares.info/pages/my-health/alcohol-drugs-smoking/drugs/drug-paraphernalia.aspx>

Working with Parents

Our school seeks to work in partnership with parents to provide effective drug education and support for young people. Parents need to know that the school's drug education programme will complement and support their role as parents and understand the school expectations and procedures for managing drug incidents. Governors have a role to play in agreeing policy and procedures.

Dissemination and review

The policy will be given to all members of staff involved in teaching Drug Education. It will be presented to the whole of the Governing Body for comments and discussion. The policy will be disseminated to parents through the school website. Paper copies will be printed on request.

The policy will be reviewed bi-annually.

September 2018

Reference:

PSHE Curriculum Statement
Science Curriculum Statement
Safeguarding Policy