

**Date:** December 2016

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# Primrose Hill School Drug Education Policy



# SCHOOL DRUG EDUCATION POLICY

## OPENING STATEMENT

Educating our school community about drugs is a major component of drug prevention. Drug prevention aims to: minimise the number of young people engaging in drugs use; delay the age of onset of first use; reduce the harm caused by drugs; and enable those who have concerns about drugs to seek help.

Our aim is to provide opportunities for pupils to develop their **knowledge, skills, attitudes** and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions

Drug education is an important aspect of the curriculum as it:

- Increases pupils' **knowledge** and understanding and misconceptions about:

- The short and the long term effects and risks of drugs
- The rules and laws relating to drugs
- The impact of drugs on individuals, families and communities
- The prevalence and acceptability of drug use among peers
- The complex moral, social, emotional and political issues surrounding drugs

- Develops pupils' personal and social **skills** to make informed decisions and keep themselves safe and healthy, including:

- Assessing, avoiding and managing risk
- Communicating effectively
- Resisting pressures
- Finding information, help and advice
- Devising problem-solving and coping strategies
- Developing self-awareness and self-esteem

- Enables pupils to explore their own and other peoples' **attitudes** towards drugs, drug users, including challenging stereotypes, and exploring media and social influences.

## PURPOSE

The purpose of our school's drug policy is to:

- Clarify the legal requirements and responsibilities of the school
- Reinforce and safeguard the health and safety of pupils and others who use the school
- Clarify our school's approach to drugs for all staff, pupils, governors, parents/carers, external agencies and the wider community
- Give guidance on developing, implementing and monitoring the drug education programme
- Enable staff to manage drugs on school premises, and any incidents that occur, with confidence and consistency, and to the best interests of those involved
- Ensure that the response to incidents involving drugs complements the overall approach to drug education and the values and ethos of the school
- Provide a basis for evaluating the effectiveness of the school drug education programme and the management of incidents involving illegal and other unauthorised drugs
- Reinforce the role of the school in contributing to local and national strategies.

## CONTEXT

This policy applies to the whole school community and school boundaries at any time during the school day.

## DEFINITION OF SUBSTANCES

The definition of a drug by the United Nations Office on Drugs and Crime is

“A substance people take to change the way they feel, think or behave.”

Our policy refers to the term “drug” as a:

- Legal substance such as alcohol, tobacco and solvents/volatile substances;
- Medicines – prescription and “over the counter”;
- Illegal substances

## RECOGNITION THAT ANY DRUG CAN BE POTENTIALLY DANGEROUS

To clarify the term “**drug use**”:

“Drug use is drug taking, for example, consuming alcohol, taking medication or using illegal drugs. Any drug use can potentially lead to harm, whether through intoxication, breach of the law or of school rules, or the possibility of future health problems, although such harm may not be immediately apparent. Drug use will require interventions such as management, education, education, advice and information, and prevention work to reduce the potential for harm.”

To clarify the term “**drug misuse**”:

“Drug misuse is drug taking (including legal drugs and medicines) which leads a person to experience social, psychological, physical or legal problems related to intoxication or regular excessive consumption and /or dependence. It may be part of a wider spectrum of problematic or harmful behaviour and require specific interventions, including treatment.”

# THE SCHOOL'S APPROACH TO DRUGS, HEALTH AND SAFETY AND THE NEEDS OF PUPILS

Our drug education includes teaching about all drugs, including illegal drugs, alcohol, tobacco, volatile substances and over the counter and prescribed medicines. In meeting the pastoral needs of our children, pupils need to understand that all drugs have the potential to cause harm; that using drugs in combination can increase risk; and that legal drugs in combination can increase risk; and that legal drugs can be as addictive as some illegal drugs.

Illegal drugs have absolutely no place in our school. Other drugs, such as the use of tobacco, are not permitted within the school boundary. Alcohol, however, may be consumed during social events where it has been made clear that it is permitted.

Some pupils may require medicines that have been prescribed for their medical condition during the school day. (Please refer to the Administering of Medication Policy)

## CURRICULUM ISSUES

The Headteacher is responsible for implementing, resourcing and maintaining the programme. Content and delivery is in line with agreed standards (LEA Healthy Schools Quality Standards).

Drug education reflects the views of pupils so that it is relevant and appropriate. We aim to:

- Encourage them to share their views and opinions
- Encourage them to engage in discussion and debate
- Make their drug education interesting, involving drama
- Share as much information as possible from experienced visitors/guests
- Make children aware of the effects and risks of drugs and why people use them

## PUPILS WITH SPECIAL EDUCATIONAL NEEDS (SEN)

Pupils with SEN receive their entitlement to drug education. Teachers may need to focus more on developing pupils' confidence and skills to manage situations which require making decisions about drugs. This may include developing competence to manage medicines responsibly, staying safe and understanding and managing feelings. In planning drug education for pupils with special educational needs staff will show consideration as to whether particular aspects of their teaching need to be emphasised/expanded or given more/less time. Work will be differentiated according to the abilities of their children. Activities provide support for pupils with difficulties in cognition and learning or communication and interaction e.g. discussion, modelling, role play etc.

Whilst we are aware that drug education will not always prevent drug use, we aim to be positive and realistic in our aims:

- To create a positive climate in which teaching and learning take place where pupils feel comfortable to discuss their perceptions of drug use;
- To help raise and maintain pupil self esteem to develop knowledge and understanding of drugs and medicines and how they are used/misused;
- To provide a variety of learning experiences encouraging the development of personal skills and the exploration of values and attitudes;

- To develop decision making and risk assessment skills;
- To enable pupils to recognise positive and negative influences;
- To encourage pupils to develop healthy lifestyles;
- To use “active” teaching and learning methods that are predominantly pupils centred.

## CONTENT

Drug education is an entitlement for every pupil (Section 351 Education Act 1996). The “home” of drug education is delivered through a well planned PSHE and Citizenship programme and the statutory elements of the National Curriculum Science Order. Links between drugs and other areas of PSHE, for example, emotional health and well being are also made.

Citizenship contributes to drug education by, for example, providing opportunities for pupils to:

- Understand rules and laws and how they relate to rights and responsibilities;
- Consider different points of view;
- Explore moral, social and cultural issues
- Discuss and debate topical issues

All classes have a timetabled session of PSHE each week. In addition pupils receive a ‘Kidsafe’ session each term, delivering vital education in keeping safe – this includes discussion about inappropriate substances.

At Key Stage 1 pupils learn about being safe with medicines and household substances and the basic skills for making healthy choices and following safety rules.

At Key Stage 2 pupils learn about the effects and risks of alcohol, tobacco, volatile substances and illegal drugs and basic skills to manage risky situations. They learn how to make informed choices about their health, how to resist pressure to do wrong and take more responsibility for their actions.

## METHODOLOGY AND RESOURCES

Drug education shares the features of well-taught lessons in any subject. The core principles of teaching and learning as set out in our own policy include:

- Ensuring that all pupils are given the opportunity to succeed: providing an inclusive education within a culture of high expectations
- Building on what learners already know: structuring and pacing teaching so that students know what is to be learnt and how
- Making learning vivid and real: developing understanding through enquiry, e-learning and group-problem solving
- Making learning by matching teaching techniques and strategies to a range of learning styles
- Enriching the learning experience: infusing learning skills across the curriculum
- Promoting assessment for learning: making children partners in their learning

Circle Time will represent one of the main teaching methods encouraging children to share openly and enter into discussion around a focus with the opportunity for reflection at the end of the session.

Resources for all PSHE areas are situated outside Class 4

## VISITORS AND OUTSIDE AGENCIES

All visitors to the school contributing to the teaching of this subject must be made aware of the Drugs Education Policy. A member of the teaching body will be present in the classroom for the whole of the lesson maintaining responsibility for class discipline and to devise any necessary follow-up work to reinforce pupils’ learning.

When involving external contributors, we ensure that:

- They are clear about the desired learning outcomes
- The external contribution is integrated into the school's programme
- They are competent educators
- The content of lessons is negotiated to ensure that it meets the needs of pupils and is consistent with the overall aims of the drug education programme.

(See advice – Drugs: Guidance for Schools – 3.6)

## CONFIDENTIALITY AND THE CLASSROOM

“The essence of a confidential relationship is openness and agreement about what, if anything will happen to information disclosed between the two people. It need not always take on the form of a promise of secrecy”

### ‘THE RIGHT RESPONSES’

In managing drugs schools we have a regard of the issues of confidentiality. Staff must not promise total confidentiality and the boundaries of confidentiality should be made clear to pupils. If a pupil discloses information which is sensitive, not generally known, and which the pupil asks not to be passed on, the request should be honoured unless this is unavoidable in order for a teacher to fulfil his/her professional responsibility.

(See Child Protection and Safeguarding Policy)

## SUBSTANCE – RELATED INCIDENTS

The definition of a drug incident includes:

- Drugs or associated paraphernalia found on the school premises
- A pupil demonstrating, perhaps through actions or play, an inappropriate level of knowledge of drugs for their age
- A pupil found in possession of drugs or associated paraphernalia
- A pupil/person is found to be supplying (sharing) drugs on the school premises
- A pupil, parent/carer or staff member is thought to be under influence of drugs
- A staff member has information that the illegitimate sale or supply of drugs is taking place in the local area
- A pupil discloses that they or a family member/friend are misusing drugs

## CONFISCATION AND DISPOSAL OF UNAUTHORISED DRUGS

### ALCOHOL/TOBACCO:

Parents/Carers are informed and given the opportunity to collect the alcohol or tobacco, unless this would jeopardise the safety of the child.

### VOLATILE SUBSTANCES:

Given the level of danger posed by volatile substances the school should arrange for their safe disposal.

### MEDICINES:

Disposal of medicines held at school is covered in the school's medicines policy. Parents should collect and dispose of unused or date-expired medicines.

## DISPOSAL OF DRUG PARAPHERNALIA

Needles or syringes found on school premises should be placed in a sturdy, secure container (tin with lid), using gloves. Soft-drink cans or plastic bottles should not be used. Used needles and syringes should not be disposed of in domestic waste.

The school will always liaise with the LEA or Local Authority Environmental Health Department on the best way to dispose of the contents of any drug paraphernalia.

## DETECTION AND SEARCHES

When a person is suspected of having illegal or other unauthorised drugs members of **staff should not carry out a personal search**; this includes the searching of outer clothing and inside pockets. Every effort should be made to persuade the person to hand over voluntarily any drugs, in the presence of a second adult witness.

Where the individual refuses and the drug is believed to be illegal, the police must be called.

### SEARCHES OF SCHOOL PROPERTY:

The Headteacher or Deputy may search school property, for example, pupils' trays if they believe drugs to be stored there. Prior consent should always be sought. If consent is refused the Headteacher or deputy may proceed with a search if there is good reason to believe that there are unauthorised drugs being concealed.

### SEARCHES OF PERSONAL PROPERTY:

Staff must not search personal property without consent. If staff wish to search personal property, including pupils' property within school property, for example a bag or pencil case within a tray, consent should be sought. Where consent is refused the school will consider, in the case of pupils, notifying parents/carers, who may be able to persuade their child to give consent. If the Headteacher/deputy wish to proceed along formal lines, they will call the police.

After any search involving pupils, parents/carers will be contacted by the Headteacher/deputy, regardless of whether the result of the search is positive or negative.

In the event of an incident:

- Any substance related incident will be taken seriously;
- Each incident will be considered individually based on the particular set of circumstances;
- The school will balance sanctions, support and education to ensure the well being of the school community;
- A range of responses/sanctions may be used to respond to the identified needs of those involved including the support of outside agencies.

(See flowchart provided in DfES "Drugs; Guidance in Schools" pages 117 and 122)

## **POLICE INVOLVEMENT**

### **LEGAL DRUGS**

The police will not normally need to be involved in incidents involving legal drugs.

### **ILLEGAL DRUGS**

In the event of discovering any illegal drugs found in school, the police should be contacted in order to report the finding and dispose of the drugs appropriately.

## **REFERRAL AND EXTERNAL SUPPORT**

External agencies and support is accessible whenever needed. This will occur when any child is thought to be suffering or at risk of suffering significant harm.

Acting in accordance with confidentiality procedures, agencies for possible contact include The LEA, Social Care and the school's family support worker (contactable via school).

## **THE NEEDS OF THE PUPILS**

All children have access to Drug Education within their Personal Social Health Education and within a supportive learning environment.

This will also include, on a rolling programme, a carefully planned visit of the Health Bus, a service which is a national charity. Parents and carers are provided with a visit to the Health Bus and are offered the opportunity to share in their children's learning.

The Headteacher, Mr. Caunce, is the designated senior member of staff with overall responsibility for all drug issues within the school.

Governors have a key role to play in the development of this policy and take responsibility in its cyclical review.

## **SUPPORT FOR STAFF AND PARENTS**

School personnel are not immune from substance related problems. A teacher may be deemed unfit to go about their duties or if he/she poses a risk or potential risk to the health and safety of pupils or colleagues. The headteacher and governing body will take emergency action when they consider a teacher may have become medically incapable of performing teaching duties and is putting pupils or colleagues at risk.

An appropriate agency will be contacted for advice when the school becomes aware of any family drug use.

## **HEALTH AND SAFETY**

Primrose Hill addresses the welfare and pastoral needs of the pupils in our care by:

Active supervision of our pupils at all times

Procedures for the storage of potentially hazardous materials (School lock-up and Site Supervisor's office)

Daily checking of the school grounds by the Site Supervisor

Provision of first aiders and equipment.



First aid equipment can be found in each Key Stage and in the central resource area. A Defibrillator is also available in school in the main entrance area.

## TRAINING

The Headteacher will receive ongoing, appropriate training and will be disseminated to all staff within governors meeting, teaching staff meetings, induction, Teaching Assistant meetings and Welfare staff meetings where appropriate. The Headteacher will continue to ensure that all staff are adequately trained and supported.

## HEADTEACHER AND GOVERNING BODY

The Headteacher takes overall responsibility for the policy and its implementation, for liaison with the Governing Body, LEA, parents and agencies.

The Headteacher is responsible for the appointment of all staff with the responsibility for delivering drugs education.

The governing body are reported to regularly concerning any drug issues as they affect the school and has been actively involved in the development of this policy. They also are actively involved in responses to any issue.

## PARENTS

Primrose Hill considers support of parents essential and will endeavour to ensure that parents are informed of developments in our programme. Encouraging a closer school community and valuing parental contributions in their support of children's drug education helps avoid drug misuse.

Parents are made aware of the school's approach in the school prospectus and can view this policy on the school's website. Parents are invited to our Life Bus (when on site) for a parental session to support their children's learning and become more aware of their children's curriculum and view drug education materials. Parents also share in our Health Week involving Drugs Education which we hold o a rolling programme.

Information about the children's drug education is provided through newsletters, a parent/carer notice board and within our own school website.