

Drug Policy

The Willows Primary School

Policy for Drug Education and the management of Drug Related Incidents

Context

The following policy applies to pupils during the hours of a normal school day, outdoor educational visits (including residential) and any other occasions when the 'duty of care' responsibility applies.

For the purpose of this policy a 'drug' is a substance people take to change the way they feel, think or behave. This includes both legal and illegal substances, volatile substances (solvents), alcohol, tobacco and prescribed drugs.

The Aim of Drug Education

Vision

Every child matters. We are committed to inclusive child-centred learning where all children are happy and feel safe.

Our welcoming and stimulating environment reflects the high standards and expectations of our active learners.

We aim to foster an ethos of forgiveness being both given and received. We value each individual and the wider community for the contribution they make and the diversity they offer.

We endeavour to teach the minds and touch the hearts of all those embraced in our school community.

Aims

The aim of drug education provides the opportunity for pupils/young people to explore and develop their knowledge, understanding, skills and attitudes to drugs and drug related issues to enable them to make informed decisions. Drug education:

- ❖ Increases pupils' knowledge and understanding and clarifies misconceptions about:
 - the short and 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, economical and political issues surrounding drugs.

- ❖ develops pupils personal and social skills in order to make informed decisions to 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 use and drug users, including challenging stereotypes and exploring media and social influence.

We want to be able to:

- enable pupils to make healthy and informed choices by increasing their knowledge and by challenging attitudes.
- increase understanding of the implications and possible consequences of use and misuse of drugs.

Planning and Teaching Drug Education

Drug education should be delivered through the PSHE curriculum because it focuses on providing pupils with the opportunity to develop their knowledge, understanding, skills and attitudes.

Schools are expected to use the following:

- the non-statutory framework for PSHE at Key Stages 1 and 2
- the statutory requirements within the national Curriculum science order for all phases as the basis for developing drug education.

Drug Education needs to be delivered in a safe, secure and supportive learning environment. Therefore it is essential that clear ground rules are negotiated with pupils and young people regarding confidentiality, rights to privacy and respect and boundaries. Young people should be actively encouraged to participate in their own learning and to question and think critically.

Delivery should include a wide range of teaching and learning approaches and the core principles of these include:

- ensuring that every pupil/young person succeeds through the provision of an inclusive education within a culture of high expectations
- the purpose of each lesson is made clear
- time is given for pupils to reflect, consolidate and apply their learning
- pupils are encouraged to take responsibility for their own learning and to record their own progress
- building on what learners already know: structure and pace of the lesson so that pupils know what has to be learnt and how
- making learning vivid and real – develop understanding through enquiry, e-learning and group problem solving
- making learning an enjoyable and challenging experience – stimulate learning by matching teaching techniques and strategies to a range of learning styles
- enriching the learning experience – infuse learning skills across the curriculum
- promoting assessment for learning – make pupils/young people partners in their own learning.

A wide range of active learning approaches will be used to ensure that all young people actively participate. This will involve circle time, visitors to the school (including school nurse and police officers), educational visits and a range of visual, auditory and kinaesthetic activities.

Teachers also need to ensure that the resources they use are relevant, up to date and appropriate in order to meet the needs of the children in their care.

Teachers are always best placed to take the lead role for the overall drugs programme but outside contributors can play a valuable role in supporting schools.

Staff development and Support

All staff should have general drug awareness and a good understanding of the school's policy for drug education and the management of drug related incidents and any other related policies.

It is essential that all staff involved in the teaching of drug education have the opportunity to develop skills and knowledge to enable them when working with young people to confidently address drugs and drug related issues.

Assessment, Monitoring, Evaluation and Reporting

This process should relate to the overall PSHE framework set by the school. The progress in Drug Education should form part of the overall progress in PSHE. Any aspects relating to the science curriculum should form part of the relevant science unit.

Monitoring and evaluating enables the school to identify the relevance and effectiveness of the drug education programme through the teaching activities and resources used and whether they meet the needs and interests of the young people.

Monitoring of medium term plans, lesson observations and pupil discussions will be the main ways of assessing and monitoring what is being taught and learnt.

Managing Drug Related Incidents

Name of staff member responsible for co-ordinating the schools response to drug incidents:
Sarah Thursfield (Headteacher)

The primary concern for the school is the care and welfare of its pupils. The school will seek to balance the safety and security of pupils.

Medication in School

There are a number of young people in schools and other educational establishments who may require medication to be administered during the school day. Pupils with medical conditions requiring this on a regular basis should be made known to all staff and members of the school community.

- Prescribed medicines will only be administered to pupils at school if it is needed four times a day. These will be administered by class teachers or office staff. These medicines will be kept in the school office. Parents must complete a consent form before medicines will be administered.
- Non prescribed medicines will be given in first aid situations (with consent given verbally by a parent).
- Medicine for long term illnesses such as asthma, diabetes etc will be given as directed by the parents. A consent form will be completed by the parents stating that they give permission for this to happen.

Drug Incidents

The law permits school staff to take temporary possession of a substance suspected of being an illegal drug for the purpose of preventing an offence from

being committed or continued in relation to that drug providing that all responsible steps are taken to destroy the drug or deliver it to a person lawfully entitled to take custody of it.

A drug incident can involve suspicion, observations, disclosures or discoveries of situations involving illegal and other unauthorized drugs.

Pupils are not permitted to bring into school any substance which could harm either themselves or others, i.e. tobacco, alcohol, solvents or drugs. If such substances are discovered in school, the parents of the child concerned will be notified immediately, unless the welfare of the child is thought to be at risk, so that the school and parents can work together to support the child.

The Police will usually be informed of the incident. Any substance found will be recorded, kept as evidence and then handed over to the Police for disposal. The police will be asked to come into school to collect the substance if it is an illegal drug. Our Local Police contact is PC Barry Joynson or PCSO Katy Thorneycroft. They can be contacted on – 99 101

The substance will be possessed by the Headteacher and kept in a secure location until it is collected by the police.

Any other banned (within the school context) substances will be confiscated from the child and returned to the parents when they are informed of the incident unless the welfare of the child is thought to be at risk. In such cases Social Care will be informed of the situation through our Home School Links Worker.

If school strongly suspects that a pupil might be in possession of any substance which could harm either themselves or others and they refuse to hand over the substance, parents will be telephoned immediately and made aware of the situation.

Whilst the school will do everything possible to support the child and family, we cannot guarantee confidentiality to a pupil disclosing drug use.

Any staff who are approached by the media, following a drug related incident, should refer the matter to the Headteacher. She will contact the LA press officer for advice and together they will agree a response strategy. The Chair of Governors will be briefed as soon as is possible.

Any drug paraphernalia found on the school site, empty beer cans, cigarette butts, needles etc will be removed and disposed of safely.

The procedures for any drug incidents relating to medical emergencies or the administration of first aid can be found in the first aid policy.

Circumstances Defining Where Parents/Carers or Other Agencies Including the Police may Need to be Notified.

The Willows Primary School will conduct a careful investigation to judge the nature and seriousness of each incident. The emphasis will be on listening to what people have to say and asking open-ended questions. We will discuss the incident with the pupil aware from their peers with a second adult present as a witness. Issues such as confidentiality, child protection, police intervention and referral to external agencies will be given careful attention to safeguard the needs of those involved and to ensure an appropriate response is taken. Any incident involving the misuse of drugs will take account of:

- the age and maturity of the child or young person
- any previous incidents of drug misuse by the child or young person
- which drug/s are being used/supplied
- is the drug legal or illegal

- how much is being used and how often
- how they take the drug, where, with whom
- how long has it been going on
- the child'/young person's home circumstances
- pupil's knowledge and understand of the school policy and rules

Any response will balance the needs of the individual with those of the wider school community, and aim to provide pupils with the opportunity to learn from their mistakes and develop as individuals.

Drug/alcohol related problems are rarely, if ever, isolated and are usually indicative of wider issues in a young person's life. A holistic approach is essential when assessing drug/alcohol use and other factors that are impacting on a young person's life and behaviour. The Willows Primary School acknowledge that we have a role in identifying pupils who have drug related needs. The process of identifying needs will aim to distinguish between those who could benefit from targeted prevention, and those who require a more detailed assessment of their needs. The Drug and Alcohol Action Team Screening Tool may prove useful in identifying the most appropriate response to individuals' needs.

Possible support agencies include:

- Learning Mentor
- Safeguarding Officer
- Access to Learning Team
- Social Care
- School Nursing Hub
- EWO
- Any other relevant agencies.

Schools need to work in partnership with the police to outline:

- when an incident can be managed internally by the school
- when the police should be informed or consulted
- when the police should be actively involved
- when a pupil's name can be withheld and when it should be divulged to the police

Schools should make a full record of unauthorised drug incidents. Storage of sensitive information about pupils or staff should be stored in accordance with the requirements of the Data Protection Act 1998.

Inclusion in mainstream education provides the structure and stability necessary when drug/alcohol and other problems are evident in a young person's life and contributes to reducing other vulnerabilities. Where schools feel they have no choice but to suspend or expel pupils, they need to ensure that there are adequate and appropriate care pathways available to the young people and their families/carers.

Responsibilities

ROLE OF THE GOVERNORS

Governors monitor and check that the school policy is upheld and can also offer guidance where a member of the body has particular expertise in this area.

MONITORING AND REVIEW

Subject Managers are responsible for the curriculum development of the Drug Education Policy. The Headteacher, Deputy Headteacher and PSHE Leader are responsible for supporting colleagues in the delivery of the Drug Education Policy.

