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Primary Drug Education policy


Hillsgrove Primary School

Development process:

Reviewed	Agreed by Governors	Review Date
June 2018	June 2022	June 2024
Signed		

(It is recommended that the policy is reviewed every two years)

Signed:

 Principal

1. Context:

This policy has been developed as part of a whole school ethos to develop healthy children with high self-esteem who are able to take responsibility for their own learning and actions.

It links with

- Our CP Policies including: Health and Safety, Behaviour etc

Key reference documents:

- *Drugs: Guidance for Schools DFES 2004*
- *Drug, alcohol and tobacco education -curriculum guidance for schools at key stages 1-4 (QCA 2003)*
- *Leicestershire Constabulary Guidance for School on involving the police around drugs*
- *Leicestershire Healthy Schools 'A Toolkit for Schools'*
- *'School Drug Policy Review Process' Blueprint Programme 2004*
(www.drugeducationforum.co.uk)



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2. The purpose of the policy: (See section 6.2 DfES doc)

The purpose of the school drug policy is to:

- *Clarify the legal requirements and responsibilities of the school*
- *Reinforce and safeguard the health & safety of pupils and others who use the school*
- *Clarify the school's approach to drugs for staff, pupils, governors, parents/carers 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 in the best interests of those involved*
- *Ensure that the response to incidents involving drugs complements the overall approach to drug education and values and ethos of the school*
- *Provide a basis for evaluating the effectiveness of the school drug education programme and management of incidents involving illegal and other authorised drugs*
- *Reinforce the role of the school in contributing to local and national strategies*

2. The Boundaries of the Policy

The boundaries and jurisdiction of the policy's provisions include - Staff, pupils, parents/carers, visitors, partner agencies working in the school on school site, school visits and on school transport.

3. Definition of 'Drugs': (See section 1.3 and Glossary DfES doc)

This policy uses the definition that a drug is:

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

(United Nations Office on Drugs and Crime)

The term 'Drugs' includes

- *All illegal drugs*
- *All legal drugs including alcohol, tobacco and volatile substances which can be inhaled*
- *All over-the-counter and prescription medicines*



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4. Responsible staff member: (See sections 3.7 & 4.2 DfES doc)

- Yvette Ketchell is responsible for drug education and dealing with drug related issues and their key roles and responsibilities.

7. Drug education: (See sections 2.1, 2.5, 3.1 and 3.7 DfES doc)

Include:

- We aim to increase children's understanding of the safe uses of prescribed drugs and the dangers of nonprescribed medicines and drugs as well as alcohol in order to increase children's life chances and role in the community.
- Drug education will be delivered as part of PSHE and assembly provision for upper KS2.
- As and where children / parents are identified for support special provision will be made to include family support worker allocated time.

8. Methodology and Resources: (See sections 3.2-3.6 DfES doc)

Active learning methods will include

- Role-play
- Discussions
- Drama
- Debates
- Questionnaires
- Structured games
- Circle time,

- As needed the NSPCC and school nurse will be utilised.

9. Staff Support and Training: (See section 3.8 DfES doc)

- As necessary to role and experience we will utilise training from:

Courses being run by the London Healthy Schools System, LSCB and BSSN.

Training may also be provided through:

- Induction.
- Shadowing other members of staff.

10. Assessment and Monitoring: (See sections 3.9-3.11 DfES doc)

Drug education will be monitored and assessed by the School Safeguarding Team.

11. Management of drugs at school: (See sections 4.5, 4.7-4.10, & 5.3-5.5)

AMADEUS
PRIMARY
ACADEMIES
TRUST



Hillsgrove
Sidmouth Road
Welling
Kent
DA16 1DR

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DfES doc)

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The first concern in managing drugs or drugs incident is the health and safety of the school community and meeting the pastoral needs of the pupils.

As this is a primary school it is highly unlikely that we will have to deal with a drug-related incident, however there needs to be procedures in place just in case a drug related incident occurs.

It is also highly unlikely that the police will need to become involved, however if in the unlikely event that the police are contacted this will be handled in line with the Leicestershire Constabulary Guidance for Schools doc. (See appendix Two).

Drugs (legal or illegal) related incidents can generally be placed into one of three categories

- Rumours of use or dealing on or off the premises
- Actual use or dealing on or off the premises, including a first aid response
- Disclosures of own or others use from a student or parent and requests for help and support

Responses will need to be equally varied from the punitive to the pastoral. Consider the range of possible drug related scenarios given in Appendix Three.

- How would these incidents be handled currently in the school?
- Would the response be consistent?
- Can the response be improved?

12. Confidentiality: (See section 4.3).

The schools approach will ensure that sensitive information is only disclosed internally or externally with careful attention to pupil's and families rights and needs.

13. Involvement of parents/carers: (See sections 3.13, 5.4.1, 5.5 and 6.3.2 DfES doc).

Include in this section how parents/carers are going to be informed in regards to incidents involving illegal and other unauthorised drugs.

In most cases at Hillsgrove Primary school we would fully expect to involve parents at the earliest opportunity with regard to the unauthorised use of drugs and this will be made clear to pupils. However, there may be occasions where a request for confidentiality should be honoured unless this is not



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possible in relation to

- *Child protection*
- *Co-operating with a police investigation*
- *Referring to an external agency*

An agreement to keep information confidential will always include the Headteacher as well as the member of staff concerned

14. The role of the Governors: (See section 3.14 DfES doc).

Governors will be involved and informed in regards to the policy being developed and implemented and part of the review process.

Appendix One

'Teachers should always maintain responsibility for the overall drug education programme. External contributors should not be used as substitute teachers, nor should they constitute the entirety of a schools drug education programme. When working directly with pupils they should add a dimension to the drug education programme that the teacher alone cannot deliver'. (DfES Drugs Guidance for Schools Document p 38).

External contributor's role:

'Used appropriately external visitors have a valuable role too play in supporting schools and working alongside teachers'. (DfES Drugs Guidance for schools document page 39).

- To support schools and work alongside teachers
- To assist in programme planning
- Supporting staff through training or team teaching
- To provide support for both parents and carers
- Provide classroom input
- Support pupils of the school who may need support, guidance or specialist help



External contributors:

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Schools are strongly recommended to liaise with their LEA's and their local Healthy Schools Programmes, who will inform the schools of a wide range of individuals and agencies who can support drug education programmes.

List of contributors:

- School nurses
- Youth workers

Other agencies

- Community pharmacists
- Specialist drug or alcohol services
- Health promotion specialists
- Young people services
- The police
- Theatre-in-education groups
- DART, Drug Action Response Team
- Primary Care Trust Representatives



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Vetting external contributors and child protection:

Schools should ensure that:	checked YES (Tick)	checked NO (Tick)
<ul style="list-style-type: none"> • Non CRB checked visitors should work alongside the teachers and NOT be left alone with groups or individuals or pupils 	x	
<ul style="list-style-type: none"> • Visitors if unsupervised or working regularly in the school have had a DBS check. 	x	
<ul style="list-style-type: none"> • All visitors need to be clear about the school policies on <ul style="list-style-type: none"> ✓ Confidentiality and disclosure ✓ The child protection procedures ✓ The schools values and approach to drug education and managing substance related incidents ✓ Any other relevant policies 	x	
<ul style="list-style-type: none"> • Visitors are clear about the required learning outcomes 	x	
<ul style="list-style-type: none"> • The visitors input and involvement are integrated into the schools programme, not just a one off event 	x	
<ul style="list-style-type: none"> • Visitors should be clear about their roles and responsibilities and boundaries when working <ul style="list-style-type: none"> ✓ Within the curriculum ✓ On a one to one basis ✓ Supporting teachers in following up disclosures ✓ Supporting teachers and the school community 	x	



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Used appropriately visitors will enhance the drug, alcohol and tobacco education already being delivered within the establishment by adding a dimension that the teacher, facilitator alone could not deliver. It also enhances and addresses some of the PSHE and Citizenship learning opportunities whereby pupils' reflect and evaluate what they have learnt from the outside visitors.

Resource list

Department for Education and Skills *The DfES Drugs Guidance for Schools Document* External contributors to drug education (page 38-40)

Julian Cohen (2004) *The New Primary School Drugs Education Pack* using outside experts in a limited and planned way (page 17)

QCA Guarding Standards (2003) *Drug, alcohol and tobacco education curriculum guidance for schools at key stages 1-4 teacher's booklet*
The use of visitors to support drug, alcohol and tobacco education (page 24-25)

Tacade and London drug Policy Forum (1997) *Making the most of visitors - using outside agencies in school drug education*

Association of Chief Police Officers (ACPO) Drugs Sub-Committee with Roehampton Institute (1999) *executive Briefing: Drug Education in schools: Identifying the added value of the police service within a model of best practice*

Websites:

Details of local agencies can be found on the Home Office National drugs Strategy website at www.drugs.gov.uk



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Appendix Two

Guidance for schools: Drugs – Involving the Police

The misuse of drugs in Bexley is a growing issue for all areas, from the larger urban centres to the most rural communities. Misuse of drugs is often associated with levels of poverty, deprivation and crime. While there is some correlation, the growth in drug misuse is such that it affects all our communities irrespective of social disadvantage or privilege and new ways of tackling substance misuse issues have to be found.

Whilst schools should have an effective education programme and policy and procedures for dealing internally with drugs related incidents, there are occasions when circumstances arise which cause schools to involve the police.

Police drug operations within schools are an emotive subject that requires careful planning and clarity of search powers. Recent publicity about the use of "sniffer" dogs has caused further questions as to the legality of certain actions.

It has been decided therefore to provide head teachers with this specific advice and guidance on what to expect if the decision is taken to contact the police.

DfES "Drugs: Guidance for schools" (February 2004 - Ref: DfES/0092/2004)

All schools should refer to the document "Drugs: Guidance for schools" published by the DfES in February 2004. This is a comprehensive document which outlines how to deal with substance misuse incidents, what should be included in a schools drug policy, and who should be involved in the consultation, dissemination and evaluation of the policy. Appendix 3 provides a summary of the relevant laws.

Police Involvement

Schools have no legal obligation to report an incident involving illegal drugs to the police. Nevertheless, not informing the police may prove to be counter-productive for the school and wider community.

The law permits school staff to take temporary possession of substances suspected of being illegal drugs for the purposes of preventing an offence from being committed or continued - provided that all reasonable steps are taken to destroy the substance or deliver it to a person lawfully entitled to take custody of it (see DfES guidance para 4.7 for further advice).

Schools should be aware that once a police officer (as opposed to a member of school staff) finds illegal drugs on a pupil, the school's discretion as to what



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action to take no longer exists.

Urgent action required

Non-urgent action required

Head teachers are not empowered to authorise the police to conduct general searches of pupils or their personal property. Under normal circumstances the police will not use passive¹ or proactive² dogs to search pupils and their property unless there has been sufficient evidence to obtain a search warrant under the Misuse of Drugs Act from a magistrate. (See DfES guidance para 4.10.2 and appendix 10). There are serious implications for schools when "sniffer" dogs are used. These are outlined in appendix 10 of the DfES guidance and need to be considered carefully.

Because of limited resources, demonstrations of drugs searches by police dogs are not available on request but are sometimes arranged as part of a wider response to suspected drug use. Where such a demonstration is arranged it will not be used surreptitiously as a detection exercise and participating volunteers will be sought from staff and not pupils.

¹ Dogs will be led by Police Employee and will indicate possible presence of an illegal substance by sitting.

² Dogs will search property and retrieve any potential substances.



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Appendix Three

Primary Drug Scenarios

- A pupil demonstrates, perhaps through actions or play, an inappropriate level of knowledge of drugs for their age, e.g. a year 4 pretends to roll/build a joint/spliff in the playground.
- Drugs or associated paraphernalia are found on school premises; e.g. a year 3 pupil finds a used syringe on the playground.
- A pupil is found in possession of drugs or associated paraphernalia E.g. a year 5 pupil drops from their school bag a packet of large cigarette papers with some of the card torn off.
- A pupil is found supplying drugs on school premises, E.g. a year 6 pupil is selling cigarettes.
- A pupil, parent/carer or staff member is thought to be under the influence of drugs, e.g. a drunken parent arrives to take a child home.
- A staff member has information that the illegitimate sale or supply of substances is taking place in the local area, e.g. a teacher overhears a pupil saying that they knew another pupil who bought lighter fuel from the local shop.
- A pupil discloses that they or a family member/friend are misusing drugs, e.g. a year 3 pupil drops a piece of cannabis on the floor and when asked what it is and where he got it he says he doesn't know what it is, but his dad was cutting it up on the kitchen table.




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Appendix 4 RSE

 <p>Relationship Education Long Term Planning: Teaching the fundamental building blocks and characteristics of positive relationships, friendships and families. Respect for others, healthy friendships, family relationships and understanding difference</p>		Valuing Difference		Safety & Risk			
		Relationships	Health	Online			
Rights & Responsibilities		Autumn		Spring		Summer	
Nursery							
Reception	Who Am I? All About Me & My Feelings.	Difference What Makes Me Special I'm special. You're special. Same and different families.	Being My Best Eating, Sleeping & Exercise	Life Stages Where Do Babies Come From? (NOT BRE) Getting Bigger	What's safe to go into my body? Ind medicines, & outdoors		
Year 1	My Family Special People & Feelings	Healthy Living Super Sleep Healthy Me Catch it, Bin it, Kill it	Sex Education Keeping Clean	Who Can Help? People who help What Could Happen Do? (medicine) Good or Bad Touch? (NSPCC PANTS)	Basic First Aid	Why Do We Have Rules Classroom Rules, What is Money, Taking Care of Something	
Year 2	How are you feeling? Special people & Being a Good Friend	Maintaining Friendships Conflict Resolution Restorative Approaches	Sex Education Differences: Boys and Girls	"So Grown Up" Havent You Grown You Can Do It Basic First Aid "Life, Live It"	How Safe? Respecting Privacy. I don't like that! Feeling Safe, Should I Tell?	Our Local Area Our Classroom, Our Environment, Saving our Money	
Year 3	Family & Friends Family & Friends Respect and Challenge	Maintaining Friendships How do we solve this problem? Friends are special. Zeb Restorative Approaches	Safe Searching How True is Social Media?	Trout Relationship Tree I am Fantastic Top Talents	Danger or Risk? Risk Robot? Help or Harm (Meds) Alcohol & Cigarettes	Not Feeling Well? (Medicines, Healthy eating & Body Image) Poopy Herold, Lefts Devak cooks dinner.	
Year 4	My Family & Marriage Family & Friends Together (Parities & Marriage civil & religious)	Road Safety	Picture Wise Sharing Online	Me... What makes me ME? My Feelings Are All Over the Place	Sex Education What is puberty?	Making A Difference Media, It's a Right How Expensive & Tax	
Year 5	How Good a Friend Are You? Talking notice of our Feelings	Communicating Online Spot Bullying, Communicating Would you... add up...	Weighting up the risk Decision Dilemma, Would You Risk It? Drugs True or False,	Growing Up and Change Changing Body (NOT SIB) I'm A Teenster, Get Me Out Of Here	Sex Education Talking about puberty including menstruation	Local Politics Local Council, Fact or Opinion	
Year 6	Valuing Difference Alcohol what is normal? Drugs 'in the law' Rof Pork- habits and Addiction	What's the risk Alcohol, Jew's Story (1) & (2) What Sort of Drug is....	To Share or Not To Share Ind-Sorting & Inw Traffic Lights What is the risk?	Challenging Stereotypes Boys Will Be Boys Media Manipulation, This Will Be Your Life	Don't Force Me Partnerships & Marriage Relationships and Touch	Democracy Electors & Law Facebook & Two Sides to Every Story	