



Whinney Banks Primary School

Drug Policy (updated July 2015)

This policy reflects national aims and priorities including DfES “Drugs: Guidance for Schools” (DfES, 2004), Government White Paper “Tackling Drugs to Build a Better Britain” (1998) and “The Healthy School Standard.”

To whom does the policy apply.

This policy applies to school pupils, all staff, visitors and parents on site at Whinney Banks Primary School.

To what does it apply to.

For the purpose of this policy the following definitions of a drug will apply:

“Any chemical entity or mixture of entities, other than those required for the maintenance of normal health (food), the administration of which alters biological function and possibly structure.” *World Health Organisation (1971)*

“A substance people take to change the way they feel, think or behave.” *UN Office on Drugs and Crime cited in Drugs: Guidance for schools (DfES/0092/2004)*

The term ‘drugs’ and ‘drug education’, unless otherwise stated, is used throughout the policy to refer to:

- all illegal drugs (those controlled by the Misuse of Drugs Act 1971).
- all legal drugs, including tobacco, alcohol and volatile substances (those giving off a gas or vapour which can be inhaled – (see Health & Safety Policy re: procedures for school rules and storage of volatile substances).
This school operates as a no smoking site.
- all over-the-counter and prescribed medicines (see medicines policy re: procedures and school rules).

Where does the policy apply?

This policy applies at all times when staff are acting in loco parentis. This includes educational visits in line with the School’s Educational Visits Policy. Although the school is not responsible for pupils travelling to or from school we work with parent(s)/carer(s) and relevant outside agencies should any problems be identified.

All adults employed by the school are responsible for pupils during teaching time, breaks, lunchtimes and extra curricular participation during out of hours provision and the policy applies during these times.

The policy also applies at all times to adults employed or contracted by the school who also have a duty of care to the school and premises after normal school hours. Organisers of any after school events should be made aware of the policy and their responsibility to implement it.

Overall Aim

- To provide a framework for effective and high quality drug education.
- To provide a framework for dealing with drug related incidents within the school environment.
- To recognise that we are only one component of our children's education and that family, community and social groups all have a contribution to make to drug education.
- To provide a drug education programme which reflects the aims and values of our school and its governing body.

Roles and responsibilities

Governors

As part of their general responsibilities for the management of the school, the governors have a key role in the approval and implementation of the school's drug policy. (Drugs: Guidance for Schools, DfES 2004 p47). They will continue their involvement through regular evaluation of it.

Head Teacher

The head teacher takes overall responsibility for providing a safe place of work for all staff and pupils and as such takes responsibility for this policy, its implementation, and for liaison with the Governing Body, parents, LA and appropriate outside agencies in the event of a drug-related incident. The head teacher is the first point of contact in the event of a drug related incident. If the head teacher is unavailable a senior member of staff should be contacted. Pupils who are suspected of being at risk from drugs, and in particular truanting pupils, will be supported and monitored with assistance from relevant agencies such as ESWs, Child Protection Officers and police.

PSHEe Coordinator

The coordinator, together with the Head Teacher, has a general responsibility for the review of this policy and supporting other members of staff in the implementation of it. The PSHEe Coordinator will provide a lead in the dissemination of information relating to drug education. They are responsible for identifying and providing good quality resources and in-service training.

The PSHEe Coordinator is Mr. Grimes.

Parents/Carers

Parents/Carers are encouraged to support the school's drug education programme. Parents/Carers are responsible for ensuring that guidelines relating to medication in school are followed (see SCHOOL BOOKLET). Parents/carers have the right to be informed of any incident that could result in potential harm to their child. This can be a very sensitive issue for parents/carers and therefore it will be handled with care and consideration.

The Head Teacher will consider if there are any special circumstances, which may temper this right.

Annual information letters will be sent out to parents/carers detailing general content of the drugs education programme and approximate timelines for when it will take place. Parents expressing concerns about the programmes are to be given access to the PSHEe coordinator to discuss these concerns.

All Staff

Drug prevention is a whole school issue. All staff, both teaching and non-teaching, should be aware of the policy and how it relates to them should they be called upon to deal with a drug-related incident. If they have any queries or training requirements these should be made known to the PSHEe Coordinator.

Given the nature of our catchment area (e.g. RAISE on line shows the school to be in the bottom 20% in respect of Socio-economic and Free School Meals data) the provision of high quality drug education is of paramount importance. All staff, both teaching and non-teaching, should be party to the planning and implementation of the drug education programme relevant to their year group.

Caretaker

The caretaker regularly checks the school premises – any substances or drug paraphernalia found will be recorded and reported to the Senior Leadership Team and dealt with in accordance with this policy.

OUTLINE FOR DRUG EDUCATION

Aims and objectives of drug/health education

“The aim of drug education 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.” Drugs: Guidance for schools (DfES 2004 p18)

Research indicates that the period between 10 and 14 years is a critical one, during which time young people are likely to come into close contact with different types of drugs. Preparing our learners to face these critical times means providing them with both the relevant facts and the confidence to make informed and unpressured decisions in relation to drugs.

The main aims of our drug education programmes are to:

- enable each pupil to develop confidence and self-esteem.
- deliver the facts and dispel the myths associated with drugs and those who use them.
- raise pupil’s awareness of the world of drugs so that they can make informed decisions about their own drug use in order to reach their full potential.
- give our young people the skills to resist peer pressure and the confidence to feel comfortable saying no.
- encourage a healthy respect for all substances taken into the body.
- recognise the difference between legal and illegal substances.
- teach children about drugs and the law.
- enable pupils to explore their own and other’s feelings, views, attitudes, and values towards drugs and drug issues.

The National Curriculum and Education Reform Act 1988 Requirements

The National Curriculum Science Order states that:

- at Key Stage 1 pupils should be taught about the use of drugs as medicines.
- at Key Stage 2 pupils should be taught to relate their understanding of science to their personal health and that tobacco, alcohol and other drugs can have harmful effects.

Section 351, Education Act 1996 places a statutory responsibility upon schools to provide a balanced curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepares pupils for the opportunities, responsibilities and experiences of adult life.

Teaching programme, strategies and resources

Drug Education is delivered by the class teacher in whole class or group situations using a variety of teaching and learning strategies to encompass the broad aims of the PSHEe curriculum as reflected in the National Curriculum Science Order and Drugs: Guidance for schools (DfES 2004).

The school's main provision for drug education is contained within the schools PSHEe curriculum. However there are also opportunities within other subjects for the provision of drug education (e.g. science.) Where the teaching and learning includes issues which may be sensitive, staff and pupils will work within clearly understood and applied ground-rules in line QCA Guidance. (See also section relating to confidentiality.) Circle Time is also used to support drug education, especially in the developing of self-esteem and equipping children with skills for life.

Teaching programmes reflect the pupils' knowledge and understanding of drugs and drug issues by implementing a baseline evaluation technique. Issues relating to illegal substances should be treated with sensitivity. Using a baseline assessment such as 'Jugs and Herrings' or 'Sam's Car' (see network folder PRIMARYSCHOOLFOLDERS/PSHEe/Drugs) allows for the teacher to deliver sessions based on the children's prior knowledge. Information regarding illegal substances would only normally be clarified or corrected depending on the children's understanding. Additional information regarding illegal substances will not be offered.

The school allocates 1 hour per week for the provision of PSHEe.

Resources

All resources for drug education are provided in the network folder PRIMARYSCHOOLFOLDERS/PSHEe/Drugs or kept by Mr. Grimes.

External contributors to drug education

"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." Drugs: Guidance for schools (DfES 2004 p38).

External providers of any aspect of drug education should be approved by the PSHEe coordinator. Copies of the external providers' planning should be placed in the class teacher's PSHEe folder.

Planning and Monitoring

Each class teacher is required to keep a planning folder with a clearly marked section for Drug Education. The planning of drug education will be monitored by the PSHEe coordinator at regular intervals to ensure continuity and coverage.

Confidentiality

If a child discloses information relating to misuse of drugs then absolute confidentiality cannot be guaranteed. Pupils should be reminded of this when appropriate. Staff should be aware that failure to take action, or allowing drug use to continue on school premises, could contravene the Misuse of Drugs Act 1971. Any such disclosures should be reported to the Head Teacher, Designated Person for Child Protection (Mrs Thorpe) or senior member of staff. See Section 2.

DEALING WITH DRUG RELATED INCIDENTS

This section of the policy provides a framework for dealing with incidents surrounding the use, suspicion of use and finding of drugs and substances.

What to do in the event of finding a drug or suspected illegal substance

1. Take possession of the drug/substance and inform the Head Teacher and/or PSHEE Coordinator, or if not available a senior member of staff.
2. In the presence of a witness the article should be packed securely and labelled with the date, time and place of discovery.
3. The package should be signed by the person who discovered it and stored in a secure place – usually the safe located within the main school office.
4. Arrangements should be made to hand the package over to police. Staff should not attempt to analyse or taste any found substance.

Should a child be found to be in the possession of alcohol or tobacco this should be confiscated (if search required follow procedures below). The head teacher should be made aware and under normal circumstances parents would be informed.

In the event of discovering a hypodermic needle the incident should be recorded and the following procedure should be followed in order to protect all persons:

1. Do **NOT** attempt to pick up the needle.
2. Cover the needle with a bucket or other container.
3. If possible, cordon off the area to make it safe.
4. Inform the Head Teacher or Substance Coordinator.
5. Contact Environmental Health. Telephone: 01642 726001

What to do in the event of finding or suspecting a pupil is in possession of a drug

1. Request that the pupil hand over the article(s).
2. Having taken possession of the substance/paraphernalia, the procedure should be followed as above.

EXTREME CARE SHOULD BE TAKEN IF HYPODERMIC NEEDLES ARE INVOLVED.

If a pupil refuses to hand over articles a search may be required – it should be noted that:

- teachers can search school property, i.e. cupboards and trays without permission.
- teachers should not search pupils or personal possessions. An enforced search by staff could be interpreted as an assault.

Procedures for dealing with a child suspected to be under the influence of a drug or substance.

Stay calm, place the child in a quiet area, and do not leave the child alone without supervision. Seek medical advice and place the child in the recovery position. Loosen tight clothing; attempt to establish what the child has taken. Any suspected substances should travel with child if removed for treatment. Vomit should be safely collected where possible and also taken with the child (for analysis).

Links to Child Protection Procedures

Consideration will be given to child protection procedures if it is apparent that any child is felt to be at risk from the use, or the effects from the misuse, of any drug or substance – see Child Protection Policy.

When to contact the police

There is no legal obligation for the school to contact the police when a drug incident or offence has been discovered. Contacting the police is at the Head Teacher's discretion. However, the school has established close liaison with our local police and any information about illegal sales of drugs including alcohol and tobacco will be reported to them. In the event of a drug-related incident in the school, the school would cooperate with the police should they wish to search the premises. However, the LA will be informed. A member of staff will accompany any search and any damage will be noted.

In the event of a serious incident the police may request to interview pupil(s). Parent(s) must be notified. They may refuse to give consent or prefer the interview to take place in their own home, in which case the police will make arrangements. Parents may give authority to a responsible adult, e.g. a teacher, to be present during the interview.

Limits of Confidentiality

Pupils disclosing information about drug use by themselves, or by people they know, should be reminded that the teacher cannot offer absolute confidentiality. Parents have the right to be informed of any incident that could result in the potential harm of their child.

It should be noted that if the preservation of a confidence -

- i) enables criminal offences to be committed, or
 - ii) results in serious harm to the pupil's health and welfare,
- criminal proceedings could ensue.

If rumours of drug misuse are disclosed the Head Teacher should be informed – the Head Teacher should assess the information and decide whether further action is to be taken.

Dealing with the Media

If there has been a drug related incident, the LA will be informed. Advice will be given by the LA on dealing with enquiries from the media in order to protect the interests of the child and the school.

Contact Numbers

- Press/Publicity Department Andrew Pain or Angus Hoy 01642 729502
- Inclusions Officer David Ball 01642 201828

Discipline

In normal circumstances parents will be contacted. If the Head Teacher assesses that the situation is a child protection issue then social services will be contacted in the first instance.

Exclusion would only be used as a last resort.

Consideration should also be given to:

- referral for counselling and support.
- implementing a behaviour support plan.
- implementing a pastoral support programme.
- fixed period exclusion.

For more serious offences where the dealing of drugs is proven the head teacher may consider:

- a managed move.
- permanent exclusion – “this is a serious decision and should usually be the final step in the process for dealing with disciplinary offences after a wide range of other strategies have been tried without success” -Drugs: Guidance for schools (DfES 2004 p73).

School work closely with a number of Agencies who we can refer to for additional support if the Head Teacher considers this to be appropriate.

This school does not condone drug misuse but would support the child in the best interests of that child and of the whole school community.
The school Behaviour Policy and Health and Safety Policy support this policy.
Further help and support is available from the L.A. Inclusions Officer:

Implementation of the policy

A copy of this policy is provided for each member of staff. Reference copies are available from the Head Teacher for all other persons who come into contact with the children.

Monitoring and evaluating the policy

This policy will be reviewed every two years. Evaluation tools include discussion groups, feedback from external inspection and teacher assessments.