



Shawlands Primary School Policy

**Drug Education Policy
REVIEWED EVERY THREE YEARS
(SPRING 2019)**

Introduced: Spring 2016

Written by L McClure on:

Signed.....

Approved by the Governing Body on:

Signed.....



Drug Education Policy

This policy links with several other school policy documents including behaviour, health and safety, medicines, healthy schools, school visits and child protection.

The purpose of the policy

The purpose of the school 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 the 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 program
- 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 the values and ethos of the school
- provide a basis for evaluating the effectiveness of the school drug education program and the management of incidents involving illegal and other unauthorized drugs
- reinforce the role of the school in contributing to local and national strategies.

Where and to whom the policy applies

The policy applies to: all staff, pupils, parents/carers, volunteer workers, visitors, governors and partner agencies working with schools. The policy applies within the boundaries of the school, to all journeys within school time, residential visits and to all other journeys to the school for the school's purposes or away from the school immediately after teaching or school business.

Drug definition

A substance people take to change the way they feel, think or behave and includes:

- all illegal drugs (those controlled by the Misuse of Drugs Act 1971 including magic mushrooms and ketamine)
- all legal drugs, including alcohol, tobacco, volatile substances (those giving off a gas or vapour which can be inhaled), khat and alkyl nitrites (known as poppers)
- all over-the-counter and prescription medicines.

The school's stance towards drugs,

- The possession, use or supply of illegal and other unauthorised drugs (as designated by the headteacher) within the boundaries defined in this policy is unacceptable.
- Some pupils may require medicines that have been prescribed for their medical condition during the school day and are managed according to the school policy on Accident and Illness.
- The first concern in managing drugs is the health and safety of the school community and meeting the pastoral needs of pupils.

Staff with key responsibility for drugs

The named members of staff who will oversee and co-ordinate drug issues are:

Mr L McClure headteacher who has responsibility for dealing with drug related incidents and supporting the excellence and enjoyment co-ordinators in the development of drug education within the school.

Ms K Kelly, Chair of Governors

Drug 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.

Drug education is an important aspect of the curriculum in school. It will:

- increase pupils' knowledge and understanding and clarify 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, emotional and political issue surrounding drugs
- develop 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
- enable pupils to explore their own and other peoples' attitudes towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences.

Drug education is delivered through PHSE and Citizenship and National Curriculum science using the Barnsley Healthy Schools Scheme of Work and Addaction Skills 4 Change. Aspects will be taught within: PHSE, Healthy Schools, Citizenship and Science.

- 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 to make informed choices about their health, how to resist pressure to do wrong and to take more responsibility for their actions.
- The needs of pupils will be identified by specific pupil needs identification exercises. Discussions will follow with teaching staff, pupils, governing body members all parties responsible for the delivery of the program. These people will also be involved in determining the relevant content of the programme
- Such discussions will take into account the provision for vulnerable pupils and those with special education needs, and will ensure that issues of pupils' diversity will be addressed.
- PSHE is timetabled each week and drug education will be taught in some of these lessons
- Pupils will be made aware of the aims and intended outcomes of each lesson

Methodology and resources

Drug education shares the features of well-taught lessons in any subject. The core principles of teaching and learning are to:

- ensure that every pupil succeeds: provide an inclusive education within a culture of high expectations
- build on what learners already know: structure and pace teaching so that students know what is to be learnt and how
- make learning vivid and real: develop understanding through enquiry, e-learning and group problem-solving
- make learning an enjoyable and challenging experience:

- stimulate learning by matching teaching techniques and strategies to a range of learning styles
- enrich the learning experience: infuse learning skills across the curriculum
- promote assessment for learning: make children partners in their learning.

Teachers will use a wide range of active approaches such as:

action research
 thought showers/mind-mapping
 case studies
 circle time
 creative writing
 literature
 discussion
 external contributors

 drama visits
 formal debate
 group work
 interactive ICT
 local surveys
 media analysis
 peer education

 questionnaires
 quizzes
 role play/simulations
 structured games
 theatre-in-education
 video, supported by follow-up discussion

The following outside agencies may be used to support the work of the school:

For example

- The school nurse
- Theatre in Education e.g. Vxii Theatre group
- Local police officer/Community Support Officers
- Extra curricular activities take place through involvement in for example "Crucial Crew".

The work carried out will be in line with 'Healthy Schools in South Yorkshire: Guidelines for Schools and External Contributors'

Assessment, monitoring, evaluation and reviewing

The headteacher will ensure the assessment, monitoring and evaluation processes take place effectively. The elements of drug education that form part of the science curriculum at Key Stages 1 and 2 must be assessed in accordance with the requirements of the National Curriculum. The learning from the other elements of drug education will also be assessed as part of overall PSHE provision.

Methods will include:

- pupil self-assessment – pupils reflecting on what they have learnt, setting their own targets and monitoring their own progress using check-lists, diaries, displays, portfolios, before and after comparisons, for example using the 'draw-and-write' technique
- peer-group assessment – pupils reflecting on what they have learnt, providing feedback to each other and reflecting on their roles in the group, using oral feedback, graffiti sheets, video/audio tapes
- teacher assessment – teachers observing, listening, reviewing written work and pupils' contribution to drama, role play and discussions and through end-of-unit tasks/tests.

Progress and achievement in drug education should form part of the PSHE section of the school's annual report to parents/carers. The report might include contributions from the pupils themselves. The Headteacher and PHSE co-ordinator will be responsible for the overall monitoring of drug education, including:

- lesson observations with feedback to teachers
- looking at samples of pupils' work
- teachers making regular comments on the scheme of work/lesson plans
- monitoring curriculum plans weekly, mid-term and termly, with feedback to teachers

Evaluation

The views of pupils, teachers and teaching assistants will be key issues for evaluation. Non-teaching staff, parents, the LA, local drugs services and other agencies may also contribute. Feedback recorded during monitoring, assessment of pupils' learning, and the achievement of the aims and learning outcomes will all contribute to the evaluation process.

Approaches to evaluation include:

- participatory activities at the end of lessons or units of work
- questionnaires at the end of units or as part of an end-of-year review
- feedback from pupils and teachers about particular aspects of the drug education program, e.g. external contributors, theatre-in-education,
- peer education
- comparison with the baseline of pupils' existing knowledge understanding and skills.

School will ensure that the evaluation results in changes to the planning and teaching of the program where necessary.

Management of drugs at school

Needles or syringes found on school premises should be placed in a sturdy, secure container (for example, a 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.

BMBC have a rapid response service available : Office hours 01226 774 365 Out of hours 07909 930 363

Any found drugs or paraphernalia will be kept in a **locked** cupboard/drawer located in the headteacher's office.

Confiscation and disposal of unauthorised drugs:

Alcohol and tobacco

Parents/carers should normally be informed and given the opportunity to collect the alcohol or tobacco, unless this would jeopardise the safety of the child.

Illegal Drugs

The child protection liaison teacher will be consulted when it is considered safe to do so and the parent will be contacted and requested to come to school immediately. An action plan will be written. If the child is deemed to be at risk of significant harm, social services will be contacted immediately and a decision taken whether or not to involve the police. When a child is knowingly being used by an adult to buy/sell illegal drugs the police will be informed. The police will determine their level of involvement.

Volatile substances

Given the level of danger posed by volatile substances schools may arrange for their safe disposal. Small amounts may be kept in a **locked** cupboard/drawer located in the headteacher's office.

Medicines

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

Personal searches

When a person is suspected of concealing illegal or other unauthorized drugs it is not appropriate for a member of staff to 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, and the school wishes to proceed along formal lines, then the police must be called. The police can conduct a personal search if they believe a crime has taken place, or to prevent harm to themselves or others following an arrest. Schools are not permitted to detain a person without their consent unless a citizen's arrest is made.

Searches of school property

Staff may search school property, for example, pupils' lockers or desks if they believe drugs to be stored there. Prior consent should always be sought. Individuals should be made aware that if consent is refused the school may proceed with a search. However, where consent is refused, the school will need to balance the likelihood that an offence has been committed against the risk of infringing the individual's privacy without just cause.

Procedure for managing parents/carers under the influence of drugs on school premises.

Where the behaviour of a parent/carer under the influence of drugs repeatedly places a child at risk or the parent/carer becomes abusive or violent, the headteacher will consider whether to invoke child protection procedures and involvement of the police.

Pupils whose Parents/Carers or Relatives Use or Misuse Drugs

Some pupils will have parents/carers or relatives who take medicines, smoke or drink alcohol. Some may have parents/carers or relatives who use illegal drugs. Our school will endeavour to be sensitive to the possibility that parents/carers or relatives may be drug users. Care will be taken to ensure that the drug education programme takes potential drug use of parents/carers and family members into account, for example, in issues portrayed and the language used, so that drug education does not stigmatise or heighten pupil anxieties about their parent/carer/family members' welfare. Determining and addressing the additional needs of children of problem drug users is a high priority.

When dealing with parents/carers under the influence of drugs on school premises, staff will maintain a calm approach. On occasion a teacher may have concern about discharging a pupil into the care of a parent/carer. In such circumstances the headteacher may wish to discuss with the parent /carer if alternative arrangements could be made, e.g. asking another parent/carer to accompany the child home. The focus for our staff will always be the maintenance of a child's welfare as opposed to the modification of the parent/carer's behavior. Please see our child protection policy for further information on this matter.

Police/safeguarding involvement

School liaises closely with the local police and safeguarding agents but wherever possible incidents will be managed internally by the school. However, the police will be informed or consulted when a child is involved or is at risk. Child protection procedures will be followed carefully when staff have concerns.

The needs of pupils

The wider pastoral needs of pupils are addressed and pupils are made aware of the various internal and external support structures available as part of the school's drug education curriculum, via the school nurse and through help lines.

Referral and external support

The school works closely with local partner agencies in supporting pupils and their families, for example Addaction

Confidentiality

The school ensures that sensitive information is only disclosed internally or externally with careful attention to pupils' rights and needs.

This policy is available to view at:

<http://www.shawlandsprimaryschool.co.uk/policies>

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