



WELTON PRIMARY SCHOOL

Drugs Policy

1. Philosophy

Examples:

We live in a drug-consuming community. Schools are an integral part of the community and are therefore likely to come into contact with drug related issues in a variety of ways. At Welton this fact is recognised and through the effective implementation of this policy the school aims to ensure that the school community is protected, supported and educated regarding drug related issues.

We believe every child has a right to be safe and healthy.

The school plays an important role in supporting and promoting attitudes, practices and understanding which encourage the child to make informed decisions enabling them to choose a healthy lifestyle.

We therefore strive to create an atmosphere which the child feels safe and able to discuss the problems and concerns whilst developing an understanding of drugs and their use and misuse.

2. Drugs on the School Site

- The possession, use or supply of illegal and other unauthorised drugs within school boundaries is unacceptable.
- Illegal drugs have no place in schools. However, there are instances where other drugs may legitimately be in school.
- Prescribed medicines may be allowed in line with School's Medicine Policy.
- Non-prescribed medicines are not allowed in school.
- Volatile substances must be securely stored to prevent inappropriate access or use; arrangements are set out in the Health and Safety Policy.
- Alcohol is not permitted on school premises unless a license is provided by the Local Council for a specific event. The arrangements for storage and use must be agreed and adhered to.
- The school has a no smoking policy.

In every case of an incident involving drugs, the schools priority is on the health and safety of the pupils and staff, meeting any medical emergency with first aid and summoning appropriate help before addressing further issues.

3. Location and dissemination of policy

The drugs policy is located on T drive, under policies.

4. Links with other School Policies

- Our school drugs policy links to other policies - namely Child Protection, Medicines, Health & Safety, Pastoral Support, PSHE, Citizenship, and School Visits.

5. Links with local and national guidance

The links with local and national guidance

- The Government's National Strategy- Prevent today's young people from becoming tomorrow's problem drug users. www.drugs.gov.uk/young-people/strategy/
- Drugs: Guidance for schools (DfES Spring 2004)
- Drug, alcohol and tobacco education: curriculum guidance for schools at Key Stages 1 - 4 (QCA, 2002) See appendix 3
- East Riding's Healthy Schools Programme
- National Healthy School Status See appendix 2
- DfES Medicine Policy

6. Purpose of the Policy

The purpose of this 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 school's drug education programme
- Enable staff to manage drug-related issues 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's 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

7. Where and to whom the policy applies

This policy applies to staff, pupils, parents/carers, governors and partner agencies working with the school on the premises and within the perimeters and also includes:

- Journeys in school time
 - Work experience
 - Residential trips
 - During the school day
- Those pupils educated in further education or other provision

8. Staff with key responsibilities for drugs

The designated senior member of staff with overall responsibility for all drug issues within the school is PSHE co-ordinator. His/her responsibility includes overseeing the planning and co-ordination of drug education and the management of drug incidents in accordance with the procedure laid out in this policy.

All staff should be fully aware of the procedures for managing incidents, including whom they should inform and who has authority regarding issues such as searching school property and involving the police.

The guidance is for all staff and those responsible for providing guidance and support to pupils/students of the school

9. Definitions

A drug is a substance people take to change the way they feel, think or behave.

The term 'drugs' and 'drug education', unless otherwise stated, is used throughout this document to refer to all drugs:

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

10. Drug Education

- Drug education is a major component of drug prevention.
- Drug prevention aims to: minimise the number of young people engaging in drug 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.
- 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. Therefore drug education in Welton Primary School allows opportunity for children/young people to:
- Increase their **knowledge** and understanding and clarify misconceptions about
 - The short- and long-term effects and risks of drugs use
 - 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 and political issues surrounding drugs
- Develop their 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 them to explore their own and other people's **attitudes** towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences

(See Appendix 3 for **Content and progression in drug, alcohol and tobacco education** from QCA (2003) *Drug Alcohol and Tobacco Education Curriculum Guidance for Schools at key stages 1 - 4*)

- Drug education is an entitlement for every pupil and is supported by Section 351, of the Education Act 1966 which requires every school to provide a balanced curriculum which:
 - a. Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
 - b. Prepares pupils at the school for the opportunities, responsibilities and experiences of adult life

Drug education is delivered through:

- The non statutory framework for PSHE and Citizenship at KS1 and KS2
- The LEA's "Rainbow Curriculum"
- SEAL Project material

Issues considered when planning:

- In each year, the needs of children/young people are first identified through, for example: draw and write activities: circle time; questionnaires/surveys; class or school council
- Provision is made for vulnerable pupils by assessing individual needs and working with external agencies to give the correct support
- Drug education of pupils with special educational needs is designed to be appropriate to their level of learning

Approach

- Drug education will be taught in a safe, secure and supportive learning environment
- Ground rules will be agreed, established and reviewed periodically through discussion with pupils
- Teachers will use a selection of active learning approaches - action research/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/role-play/simulations/structured games/theatre-in-education/video supported by follow-up discussion etc.

Drug Education resources are to be found with the P.S.C.H.E co-ordinator.

Staff Support and Training

- Initial Teacher Training - NQTs should be familiar with the programme of study for citizenship and the framework for PSHE, relevant to the age range they teach. This also prepares teachers for pastoral responsibilities.
- In school induction - all school staff should have general drug awareness and a good understanding of the school drug and other related policies. This should include first steps in managing drug related incidents and identifying and responding to pupils' needs.
- CPD Staff will be given opportunity access further training when appropriate funding and training is available.

11. Assessment, monitoring, evaluation and reviewing

Assessment - the elements of drug education that form part of the science curriculum are assessed in accordance with the requirement of the national curriculum. Learning from the

other elements of drug education will also be assessed as part of the overall PSHE provision and is in line with QCA Guidance on PSHE key stages 1 to 4 end of key stage statements see appendix 4.

Assessment should identify:

- Knowledge and understanding pupils have gained and its relevance to them
- Skills they have developed and put into practice
- How their feelings and attitudes have been influenced during the programme

Assessment should include:

- Assessment for learning - pupil's review and reflection on their progress
- Assessment of learning - measuring what pupils know, understand and can do

Progress and achievement in drug education forms part of the PSHE section of the school's annual report to parents/carers.

Monitoring - is essential to ensure the quality, relevance and effectiveness of the drug education programme. The designated member of staff for co-ordinating drug issues should be responsible for the overall monitoring of drug education.

This monitoring includes:

- Lesson observations with feedback to teachers
- Looking at a sample of pupils work
- Teachers providing regular feedback on the scheme of work/lesson plans
- Monitoring curriculum plans weekly, mid-term and termly, with feedback to teachers
- Feedback from curriculum co-ordinators, heads of year, class teachers and pupils about what has been covered
- Including drug education as a regular agenda item at year teams/pastoral team/Governor curriculum meetings.

Evaluation - will take place every 3 years or when changes to the drug education provision - possibly in response to changing local needs, will be implemented when and where appropriate.

Review - drug education provision will be reviewed on a regular basis to tie in with the schools healthy school audit and action plan.

12. Management of Drugs at School

Legal drugs:

The police will not expect to be routinely involved in incidents involving legal drugs but the school will inform the police about the inappropriate sale or supply of tobacco, alcohol or volatile substances to pupils in the local area.

Illegal drugs:

School has **no legal obligation to report an incident involving drugs to the police.** Nevertheless, not informing the police may prove to be counter-productive for the school

and wider community. **The police should, however, be involved in the disposal of suspected illegal drugs.**

Contact Numbers 01482 630000 (Brough Police Station)

The law permits school staff to take temporary possession of a substance suspected of being an illegal drug for the purposes of preventing an offence from being committed or continued in relation to that drug providing that all reasonable steps are taken to destroy the drug or deliver it to a person lawfully entitled to take custody of it.

In taking temporary possession and disposing of suspected legal drugs schools are advised to:

- Ensure that a second adult witness is present throughout
- Seal the sample in a plastic bag and include details of the date and time of the seizure/find and witness present
- Store in secure location, such as the school safe or other lockable container with access limited to two senior members of staff
- Without delay notify the police, who will collect it. **The law does not require a school to divulge to the police the name of the pupil from whom the drugs were taken.**
- Record full details of the incident
- Inform parents/carers, unless this would jeopardise the safety of the pupil

Disposal of drug paraphernalia

Needles or syringes found on school premises should be placed in a sturdy, secure container (e.g. a tin with a lid) using gloves. Plastic bottles and soft drink cans should not be used.

To record incident involving unauthorised drug

For an example of a form - see Appendix 11 of Drugs: Guidance for schools

Detection

Always ensure that a second adult witness is present. The police may need to be called in.

Personal Searches

- **It is not appropriate for a member of staff to carry out a personal search.** Every effort should be made to persuade the person to hand over voluntarily any drugs. Where the child/young person refuses, 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.
- Searches of school property - staff may search the pupils' locker or desk if they believe drugs to be stored there. **Prior consent from the pupil should always be sought.**
- Searches of personal property - **schools must not search personal property without consent.**
- Where consent is refused consider notifying parents/carers, who may persuade their child to give consent or if they wish to proceed along formal lines call the police.
- After any search involving pupils, the school, regardless of whether the result of the search is positive or negative, must contact parents/carers.

Responding to drug incidents

Drug incidents may include:

- Drugs or associated paraphernalia found on school premises
- A pupil demonstrates, perhaps through actions or play, an inappropriate level of knowledge for their age
- A pupil is found in possession of drugs or associated paraphernalia
- A pupil is found to be supplying drugs on school premises (friends sharing drugs/pupil being coerced to supply drugs, a group of friends taking it in turn to bring drugs in for their own use)
- A pupil, parent/carer or staff member is thought to be under the 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

A careful investigation will take place to judge the nature and seriousness of each incident, the needs of those involved and the most appropriate response. For example:

- What does the pupil have to say?
- Is this a one-off incident or longer-term situation?
- Is the drug legal or illegal?
- What quantity of the drug was involved?
- What was the pupil's motivation?
- Is the pupil knowledgeable and careful or reckless as to their own and others' safety and how was the drug being used?
- What are the pupil's home circumstances?
- Does the pupil know and understand the school policy and school rules?
- Where does the incident appear on a scale from 'possession of a small quantity' to 'persistent supply for profit'?
- If supply of illegal drugs is suspected, how much was supplied, and was the pupil coerced into the supply role, were they 'the one whose turn it was' to buy for others, or is there evidence of organised or habitual supply?

If during the course of the investigation the school decides that the police should be involved they should cease immediately to enable the police to conduct a full detailed enquiry.

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.

Possible responses include:

- Early intervention and targeted prevention
- Referral
- Counselling
- Behavioural support plans
- Inter-agency programmes
- Fixed-period exclusion
- Pastoral support programmes
- A managed move
- Permanent exclusion

Some responses may serve to enforce and reinforce school rules. Any sanctions will always be justifiable in terms of:

- The seriousness of the incident

- The identified need of the pupil and the wider school community
- Consistency with published school rules, codes and expectations
- Consistency with disciplinary action for breaches of other school rules (such as theft, violence, bullying)

13. Parents/Carers under the influence of drugs on school premises

When dealing with parents/carers under the influence of drugs on school premises, staff should attempt to maintain a calm atmosphere. On occasion, a teacher may have concerns about discharging a pupil into the care of the parent/carer. In such instances, discuss with the parent/carer if alternative arrangements could be made, for example, asking another parent/carer to accompany the child home. The focus for staff will always be the maintenance of the child's welfare, as opposed to the moderation of parent's/carer's behaviour.

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

14. Staff conduct and drugs

- Tobacco - the school has a no smoking policy
- Alcohol - Restriction of drink and other drug use in school hours and on school trips. There should be no consumption of alcohol by any staff while they have care of children/young people.
- Staff misuse/abuse - if this is known or suspected the appropriate East Riding policy and procedures should be followed.

15. The needs of pupils

The school will ensure that pupils have access to up-to-date information on sources of help. Local and national help lines (including FRANK, NHS Smoking Helpline and Drinkline), youth and community services and drug/health services will be prominently displayed so that those in need of help and who are reluctant to approach school staff can easily access it. Drug education programmes will also include details of services and helplines, explain how they work and develop pupil confidence in using them.

16. Referral and external support

In every case of an incident involving drugs, the school will place the utmost priority on safety, meeting any medical emergencies with first aid and summoning appropriate help before addressing further issues.

Referral. Possible agencies include:

- The LEA, for example, the Welfare Service
- The Connexions Service
- The School Health Team
- The Youth Service
- The Youth Offending Team
- Agencies providing specialist help, for example, young peoples drugs services, family support and child protection teams. See Appendix 1.

17. Confidentiality

Teachers cannot and should not promise total confidentiality. The boundaries of confidentiality should be made clear to the pupil. If the pupil discloses information that 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 teachers to fulfil their professional responsibilities in relation to:

- Child protection and Inclusion
- Co-operating with a police investigation
- Referral to external agencies

Every effort should be made to secure the pupil's agreement to the way in which the school intends to use any sensitive information.

18. Involvement of parents/carers

The school will ensure that parents/carers are:

- **Made aware of the school's approach and rationale for drug education**, for example, through the school prospectus or handbook and/or via drug awareness evenings
- **Involved in the planning and review of the drug education programme and policy**, for example, through questionnaires, mail shots or newsletters, focus group sessions, drug awareness evenings.
- **Given information about their child's drug education and school rules in relation to drugs**, for example, through newsletters, parent/carer notice boards. It is essential that all parent/carers understand how the school will respond to drug incidents and allay parental concerns following any serious incidents.
- **In any incident involving illegal and other unauthorised drugs the school will involve the parents/carers**, unless this would jeopardise the pupil's safety.
- **Able to access information about drugs and local and national sources of help.**

19. The role of governors

As part of their general responsibilities for the strategic direction of the school, governors have a key role to play in the development of the school's policy on drugs.

In accordance with the recommendations of the National Healthy School Status, a governor will be appointed with specific responsibilities relating to the provision of drug education and policy development, although this is not a statutory requirement. The designated governor will also contribute to any case conferences called, or appeals against drug-related exclusions.

Governor training will be arranged if required.

20. Liaison with other schools

Continuity progression and relevance are essential elements of drug education therefore the local drug station, the content of drug education, the management of incidents, training opportunities and transitions between schools will be routine elements of liaison between the partnership schools.