



Drugs Policy

July 14

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Development Process

This policy was reviewed July 2014.

The policy was developed as a result of consultation with members of the whole school community.

The policy will be available to and relates to:

- School governors
- LA
- Staff
- Children, on request

The purpose of the policy

The purpose of the schools drug policy is to

- Clarify the legal requirements and responsibilities of the school
- Reinforce and safeguard the health and safety of the pupils and others who use the school.
- Clarify the schools approach to drugs to all staff, pupils, governors, parents/carers, external agencies and the wider community.
- 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 the response to incidents involving drugs complements the overall ethos of the school.

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.

Aims and Objectives

We aim to equip children with the knowledge, understanding and skills that enable them to make the sort of choices that lead to a healthy lifestyle. Our drugs education programme has the primary objective of helping children to become more confident and responsible young people. We teach children about the dangers to health posed by drug taking, and we aim to equip them with the social skills that enable them to make informed moral and social decisions in relation to drugs in society.

The objectives of our drug education policy are:

- To provide children with knowledge and information about illegal drugs and harmful effects they can have on people's lives.
- To enable children to discuss moral questions related to drug taking and so provide a safe environment for young people to share their thoughts and ideas.
- To help children to become more self confident so that they are able to make sensible and informed decisions about their lives.
- To let children know what they should do if they come across drugs, or aware of people they know misusing drugs.
- To help children respect their own bodies and, in doing so, reduce the likelihood that they will be persuaded to become involved with illegal drugs.
- To show that taking illegal drugs is a moral issue, and that choices about drugs and moral choices.
- To ensure that all children are taught by staff in a consistent manner, following guidelines that have been arranged by parents, governors and staff.

Definitions and terminology

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 nitrates (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 unauthorized drugs (as designated by the headteacher) within the school boundaries is unacceptable.

Some pupils may require medicines that have been prescribed for their medical condition during the school day. (Refer to schools policy on medicine).

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

The aim of drug education

The aim of drug education is to provide opportunities for pupils to develop their knowledge, skills, attitudes and understanding 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 for all schools. It should:

- 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 issues 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 people's attitudes towards drugs, drug use and drug users, including challenging stereotypes and exploring media and social influences.
 - Drug education is delivered through PSHE and Citizenship and National Curriculum science and the **Barnsley Healthy School Scheme of Work**.
 - 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 following discussions with teaching staff, pupils, governing body members, all parties responsible for the delivery of the programme. 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 SEN, and will ensure that issues of pupil's diversity will be addressed.

Methodology and Resources

Drug education shares the features of well taught lessons in any subject.

The core principles of teaching and learning are:

- Ensure that every pupil succeeds: provide an inclusive education within a culture of high expectations
- Build on what learner 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, elearning and group problem solving.

- Make learning and 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 Barnsley Drug and Alcohol Directory can be found and requested from the headteachers office.

ICT

In line with the new curriculum ICT is no longer taught as a discrete subject. It is embedded in all areas of learning.

Assessment, monitoring, evaluation and reviewing

The elements of drug education that form part of the science curriculum at key stages 1-4 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 checklists, 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 pupil's 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, Y6 teacher and PSHE coordinator will be responsible for the overall monitoring of drug education, which might include:

- Lesson observations with feedback to teachers
- Looking at a sample of pupils work
- Teachers making regular comments on the scheme of work/lesson plans

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 could 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.

Management of drugs at school

Needles, syringes found on school premises should be placed in a sturdy sharps box (found in the Headteacher's office) 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.

Confiscation and disposal of unauthorized drugs

Alcohol and tobacco

Parents/carers should normally be informed and given the opportunity to collect the alcohol or tobacco, unless this would jeopardize 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 placed in a bin to which pupils do not have access, for example a bin within a locked cupboard.

Medicines

Disposal of medicines held at school should be covered by the schools 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, pupil's 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 behavior 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 parent/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 endeavor to be sensitive to the possibility that parents/carers or relatives may be problem drug users. Care will be taken to ensure that the drug education programme takes potential drug use by 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 atmosphere. 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/carers behavior.

The role of headteacher

It is the responsibility of the headteacher to ensure staff and parents are informed about this drug policy, and that the policy is implemented effectively. It is also the headteachers role to ensure that staff are given sufficient training, so that they can effectively handle any sensitive issues. The headteacher will ultimately manage drug related issues that arise in school.

The headteacher will liaise with external agencies regarding the school drugs education programme and ensure that all adults that work with children are aware of the school policy and work within this framework.

The headteacher will monitor the policy and report to governors, when requested, on the effectiveness of the policy.

The role of governors

The governing body has the responsibility of setting down these general guidelines on drugs education, with the chair of governors having the overall responsibility for this policy. The governors will support the headteacher in following these guidelines. Governors will inform and consult with parents about the drugs education policy. Governors will also liaise with the LA and health organizations so that the schools policy is in line with the best advice available.

The role of parents

The school is well aware that the primary role in children drug education lies with the parent. We wish to build a positive and supporting relationship with the parents of our school through mutual understanding, trust and cooperation. In promoting this objective we will:

- Ensure that this drugs education policy is available to parents
- Answer any questions parents may have about the drugs education in school
- Take seriously any issue that may arise

Liaison with other schools

Liaison will take place with pyramid schools in the form of any INSET training that is available to us.

Monitoring and review

The curriculum committee of the governing body will monitor the drugs education policy every two years. The committee will report their finding and recommendations to the full governing body as necessary, if the policy appears to need modification. The curriculum committee takes into consideration any representation from parents about the drugs education programme and amendments will be recorded. Governors require the headteacher to keep a written record detailing the content and delivery of the drug education programme taught in school.

Other related documents

The Barnsley Alcohol and Drugs directory is available in school and can be obtained from the headteachers office on request.