



# St Anne's School and Sixth Form College

## Drugs Policy

This policy was adopted in the Spring term 2013 and updated September 2018

### 1. INTRODUCTION

#### **Definition Of Drugs.**

A drug is any substance which when introduced into the body creates a change in perception and/ or mood, and/ or how the body functions.

This policy document is written after consultation with the teaching staff and Governor with responsibility for safeguarding and was presented to the Local Education Authority and the Governing Body in the Spring term 2013.

It is a working document, which reflects the ethos and practice within the school in relation to Drugs Awareness. It has been written with due regard to the requirements of pupils and students to receive formal drugs awareness education and is evaluated according to changes within these guidelines as and when they arise.

Drugs Awareness aims to support the development of the life-long learning skills identified at St. Anne's: Communication, Taking part, Choosing, Keep on trying, Working with others and By myself.

Outdoor learning opportunities are embedded in the Drugs Awareness curriculum and evident in planning. Outdoor learning aims to enhance the delivery of lessons and supports the life-long learning skills identified at St. Anne's.

PSHCE Co-ordinator: Emma Holmes

### 2. FUNDAMENTAL PRINCIPLES

Many pupils and students within the school will have little chance of coming into contact with an illegal drug as they will nearly always be under the guidance of a parent or carer. However wherever possible, we wish to give our pupils maximum independence and the price of this may be that we need to alert them to the many dangers of modern day living. Illegal drugs are one such aspect of life they may come across. Legal drugs too, such as tobacco and alcohol, need to be discussed so pupils and students can begin to gain an understanding of the consequences of using them. Drugs education will need to be tailored to suit the individual and very different needs of our pupils and students and much of the content will centre around being healthy. The school's policy on child protection will apply throughout.

### The Drugs Awareness curriculum will:

- Develop the pupil's and student's skills at levels appropriate to each pupil/student.
- Be relevant to everyday life and promote increased awareness and understanding of it.
- Provide enriching experiences that encourage the pupil/student to interact.
- Be fully accessible to each pupil's individual needs and level of ability.

### Through a well-designed curriculum the pupil/student will:

- Increase their self-esteem and confidence.
- Begin to gain an understanding of drugs and appropriate drug use.
- Recognise all medicines are also drugs but not all drugs are medicine.
- Recognise that drugs can be legal or illegal.
- Become more aware of how important it is to keep our bodies healthy.
- Develop techniques for resisting peer pressure e.g. how to say no.

## 3. ROLES AND RESPONSIBILITIES

The governing body with the head teacher will determine the school's approach to Drugs Awareness. Any drug related issue will be managed by the head teacher. These will be recorded. Where a child is suspected of being at risk from drug misuse, the child protection procedures will follow. Any drugs found on school premises will be sealed in a metal box and stored in the Site Manager's office. Any drug related instances must be reported to the head teacher.

### 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.

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(es) 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 jeopardize the safety of the pupil

### **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.

The curriculum co-ordinator will:-

- ensure a consistent approach throughout the school
- units of work are regularly reviewed
- continuity and progression
- a common approach to assessment
- Liaise with and involve outside agencies to further educate staff and pupils
- monitor record keeping
- Liaise with Senior Management to attend in-service training courses and disseminate relevant information to staff.
- Support staff and ascertain their training needs in consultation with Senior Management.
- encourage parental involvement
- reinforce appropriate hygiene practice
- collate visual aids relating to units of work
- manage, maintain and up-grade resources
- to represent the school in any suitable curriculum leader meetings
- policy is updated when necessary

## 4. PRACTICE

### The Delivery of Drugs Awareness

We will provide access to a wide range of resources; encourage pupils to develop positive feelings and a sense of achievement so giving each one a sense of their own worth. Pupils will be offered opportunities to communicate, gain confidence, explore feelings and emotions and develop personal and social skills.

The delivery of Drugs Awareness should reflect the whole school approach to learning in which the pupils are encouraged to be active participants in their learning experiences, develop independence and self advocacy; and make full use of the resources available.

The method of delivery should be appropriate to the objectives of the learning experience and have sufficient variety to maximise the pupil's interest. It should reflect the pupil's need in terms of level, methods of communication and pace of progress. Pupils must be given time to interact with materials, respond to experiences and answer questions for themselves.

The pupils should be taught in an environment in which they are comfortable, where they know what is expected of them and they can be led to find out for themselves. They must be put in a situation where they can fail safely and have the confidence to try again.

The drugs awareness education in the lower school will centre around building self confidence and caring for our bodies.

In the upper school this will continue, and also the unit on drugs awareness will be worked on. This unit forms part of the P.S.H.C.E. (life skills) Rolling Programme. The delivery programme of this unit will depend on pupils individual ability. As of January 2016 this will be included within the Jigsaw Scheme of work.

The drugs awareness unit will emphasise the importance of having a healthy body and caring for that body. It will include work on drugs as medicine, illegal drugs and legal drugs which harm such as tobacco and alcohol. It will also look at peer pressure and saying **NO** to drugs. In Science at KS3 the unit 'keeping fit and healthy' reinforces drugs awareness and drugs as medicines

Other units Of The P.S.H.E. curriculum work together to encourage the pupils to build

confidence and self-esteem.

Drugs education at St. Anne's because of the pupils level of ability is in the main taken from QCA statutory requirements at KS1 with some elements from KS2.

Pupils should be allowed to progress by building on and extending previous experiences. New experiences must be introduced at the point appropriate to the pupil.

Equal opportunities, gender, multicultural, environmental, health, personal and social issues should be considered when planning work in Drugs Awareness. Work should make use of the pupil's acquired skills particularly mathematical and linguistic ability.

The use of ICT should be encouraged, where appropriate.

PSCHE will permeate the whole curriculum and will be delivered as an integral part of all subject areas. This needs to be done in 4 major ways:-

1. Through practice of skills in areas such as dressing, feeding and hygiene.
2. The setting up of routines within the whole establishment which encourages independence, for example:-
  - a. Encouraging children to get out and put away own equipment.
  - b. Taking messages to other parts of the school.
  - c. Being responsible for regular tasks.
3. Through experiences in the community, for example:-
  - a. Visits to shops and cafes.
  - b. Participating in events with other schools and youth clubs.
  - c. Integration into other schools and inter-relating with pupils from other schools who are visiting St. Anne's.
  - d. Residential visits.
  - e. Work experience.
4. Through Home-School liaison and the involvement of outside professional agencies as necessary.

In both upper and lower school, specific skills teaching will be carried out under the headings of National Curriculum subjects as appropriate to the subjects. For example, in PE the pupil may be using the changing time to practice tying his shoe laces. This should be recorded as a PSCHE objective and cross referenced within the pupils PE programme.

Break times, meal times and free-activity time throughout the establishment should be seen as valuable times for developing PSCHE objectives.

### **Lower School Key Stage 1 and 2**

The pupils will follow a programme with regard to their personal capabilities. This will be through an individual programme featuring small group and 1:1 work.

### **Upper School – Key Stage 3, 4 and 5**

Work is differentiated to suit the individual at the short-term planning stage so that all pupils have parallel but appropriate learning experiences within the current programme.

Due to the holistic nature of drug awareness, materials, particularly pupil's methods of recording are differentiated to enable the pupil to get the most out of the content without causing confusion over putting down on paper and at the same time allowing maximum independence.

In Key stage 3, 4 and 5, the themes introduced in Key Stage 1 and 2 will be continued and developed and include a rolling programme of life skills. PSHCE work will be in small groups or on a 1:1 basis as appropriate.

### **Pupils and Students in Residence**

The defining of objectives for individual pupils and students will be carried out through the

liaison between the link worker and the class teacher. These will be worked on within residence and progress recorded and reported back to the class teacher (see guidelines for Teacher-link worker liaison in the staff handbook). The class teacher and the link worker will hold joint responsible for the transfer of information between school and the residence.

### **Planning, Recording and Assessment.**

Individual assessment against identified learning outcomes is reported on in the Annual Review.

This policy will be updated when necessary by the post holder/or curriculum co-ordinator who will make recommendations and amendments in consultation with the Management Team.

Each pupil and student's level of attainment is assessed and monitored using B-Squared. In the Early Years Foundation Stage, pupil's level of attainment is assessed against the Development Matters Statements and the Early Years Foundation Stage Profile. Pupils in the PMLD group will be assessed on their 5 areas of learning. If applicable the information will be transferred onto P level assessments.

In Key Stage 4 and 5, elements of PSCHE will contribute towards units of ASDAN qualifications in Personal, Social Development (PSD) and/or Personal Progress. Both these qualifications are accredited within Section 96 of the new Government guidelines regarding funding.

## **6. DOCUMENTATION**

Teachers will record progress for pupils and students and continually update their records.

## **7. SPECIAL FACILITIES**

Some elements of the programme may be delivered by specialist nursing staff of other outside agencies, who will provide different resources for the students to use.

## **8. INSET**

We review how and when we will deliver in-service training to staff and to the school population.

The CPD co-ordinator advice staff on suitable courses and they will feedback to staff and evaluate the course they attended.

## **9. LIASION WITH OTHER SCHOOLS**

St Anne's School and Sixth Form College is part of the Hunsley Partnership of schools, and Heads meet on a regular basis to discuss ways forward e.g. Inclusion. Liaison between the Head and Curriculum co-ordinator from other partnerships.