



Drug Education Policy June 2011

Introduction

Definition

A drug is:

"Any substance that alters the normal functioning of the body"

This could be emotionally, physically or mentally. Drugs include those found in food or drink (caffeine), over the counter and prescription medicines, alcohol, tobacco, Khat, Betel pepper leaf, Areca palm nut, solvents, steroids and *illegal drugs* such as magic mushrooms, heroin, LSD, cannabis, cocaine and ecstasy.

(For an A-Z of drugs, with detailed information, see www.talktofrank.com)

Authorised Drugs

Any medication that is deemed necessary by a medical professional will be permitted at school in all contexts. This includes self medication (supervised) and medicines administered by trained staff members (e.g. Epipen). Parents must make the school aware if their child has to take prescribed medicine in school, and this should be kept in the main office / Headteacher's fridge

Please see:

- Managing Medicines in Primary and Nursery Schools guidance in office filing cabinet
- Photo list of specific children and medicines they need in main office, medical room and SEN folders for further details.

Unauthorised Drugs

We recognise that there will always be young people and adults who choose to take risks. However, at no time will the school knowingly permit or tolerate possession, consumption, supply or offer to supply any unauthorised drugs on the school premises. This applies to all staff, pupils, parents/carers, governors and partner agencies working with school.

All **illegal drugs** are unacceptable on the premises at Shapla Primary School at any time, including 'out of school' learning contexts, such as 'After school clubs', school trips and events.

Other **un-authorised drugs** (including prescription medicines not known by the school, khat, paan, betel nut, tobacco, alcohol and solvents) are also not acceptable to be used on the premises.

Any misuse of illegal or unauthorized drugs will be fully investigated. We will use a range of sanctions and supportive responses where this has involved a child or young person. Where an adult is involved the Headteacher may contact police. (**See Appendix 1**).

Safety of the School Community

The main priority in managing drugs is the health and safety of the school community. In order to achieve this, all staff will receive training on how to identify drug use and follow procedures to deal with drug related incidents (e.g. if a parent seems intoxicated when picking up a child, needles from hostel in Ensign St). This will ensure that the welfare of children is maintained.

Local Priorities - Alcohol

Tower Hamlets, probably uniquely, has high amounts of alcohol related illness, alcohol related crime and disorder, whilst also having a large number of people who abstain from any alcohol consumption.

- 50% of Tower Hamlets residents report abstaining from alcoholic drinks in the past year-reflecting the large Muslim population in the borough
- In the white population around 40% , twice the national average, are drinking at a rate that is risky or hazardous to their health
- In 2008/9 alcohol related crime was higher than both London and national averages
- Fewer than half of young people in Tower Hamlets find their education on alcohol helpful

All of our children and young people need to receive high quality alcohol education to ensure they are able to make informed decisions about if, when and how much alcohol to consume. Alcohol education needs to be embedded throughout the school curriculum, with teachers feeling confident to detect and refer appropriately pupils with alcohol issues.

Whilst it is unlikely to occur at primary school, we recognise that habits are formed early. Alcohol misuse, in the form of 'binge drinking', remains prevalent among young people, including those young people from a Muslim background whose

drinking may be more covert and therefore increasingly hazardous. Where necessary we will refer children / families to appropriate agencies through our School Nurse.

Drug Education

Rationale

This policy reflects our whole school approach to health and our status as part of the Healthy Schools Programme. It also adheres to two of the five outcomes of the 'Every Child Matters framework', which state that every child has the right to be healthy and stay safe,

Aims

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.

Teaching and Learning

The statutory provision of drug education will be taught as part of the **Science** curriculum and will be:

- Key Stage 1: The role of drugs as medicines
- Key Stage 2: Alcohol, tobacco and other drugs can have harmful effects

We teach an IPC unit called 'Thinking about drugs' in Year 5.

Please see our Science Policy for further details.

The non-statutory National Curriculum for **PSHEE** states that all pupils should be taught:

- Key Stage 1: that all household products, including medicines, can be harmful if not used properly
- Key Stage 2: which commonly available substances and drugs are legal and illegal, their effects and risks; to recognise the different risks in different situations and then decide how to behave responsibly; that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong

PSHEE content will be covered in a series of discreet or cross-curricular lessons, sometimes with the addition of specific themed activities as part of our PSHEE curriculum. We use the Essex Toolkit to inform our planning for this. The relevant theme is "Me and Medicine and Drugs". The lessons allow children to explore issues through a range of varied, stimulating and age-appropriate techniques such as 'Circle time', 'Draw and Write' open-ended questions and using 'Real books'. See our PSHEE Policy for further details.

Assessment, Recording and Reporting

Key Stage One and Two

Assessments of the children's progress within the Science / PSHEE Curriculum are ongoing through teacher observations and pupil self-assessment.

Early Years

Ongoing observations of the children are made during adult-led and child initiated activities relating to Drug Education. Summative Assessments relating to Drug Education are also made against the Stepping Stones and Early Learning Goals, which come under the "Personal, Social and Emotional Development" and "Physical Development" areas of the Early Years Curriculum.

Safeguarding

Confidentiality

The main purpose of DE is to explore pupil's attitudes and values and not their / family personal drug use. At the beginning of the year the staff and children in each class establish a set of ground rules together to ensure that confidentiality is maintained and personal information is not disclosed. These rules are continually referred to throughout the year. However, children will also be informed that staff may need to pass on information that has been disclosed if they believe a child may be at risk. Any information will be recorded and treated sensitively in line with the school's Confidentiality and Child Protection policies.

Child Protection

A member of staff will discuss any concerns with the named Child-Protection staff (Head teacher and Deputy Headteacher) . Please refer to our Child-Protection Policy for more details.

Controversial and Sensitive Issues

Before starting to teach a Drug Education unit staff involved will establish an **agreed approach** to any sensitive issues that may arise. This will ensure that issues are taught

without bias and children are provided with the necessary information, opportunities and support to reflect on and clarify their own opinions, and respect others if they have different opinions. It also provides support for staff on how to answer difficult questions and approach sensitive issues that may arise in the sessions. If any member of staff is asked any personal questions regarding their own drug use, they should remind children of the ground rules which were set at the beginning of the year.

Parents have the right to withdraw their children from the aspects of drug education that are part of the PSHEE curriculum. However, they do not have the right to withdraw their children from the statutory areas of the Science Curriculum. Parents are welcome to view and discuss the school's DE policy, curriculum and resources, and share any concerns they have with the PSHEE Coordinator, Science Coordinator or the Headteacher / Deputy Headteacher. We will answer any questions honestly and provide support in understanding the importance of DE for their children.

Inclusion

Children with Special Educational Needs

We will ensure that all children receive Drug Education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Links with the Community

If outside speakers are used to compliment the DE work in school, they will be properly briefed beforehand by the class teacher and informed of the named Child Protection staff. The content of their session will be agreed and incorporated into the DE programme. It will not be used in isolation or as a replacement for the programme. A member of staff will participate in any deliveries from outside agencies and careful attention paid to follow up work. To ensure that outside speakers are aware of the ethos of the school and how to deal with an incident (if it occurs), the class teacher will brief the speaker prior to the sessions.

Staff Training

General drug training on how to manage drug related incidents and identifying young people's drug use, will be given to all staff. This will also include how, when and why DE should take place. The PHSEE Co-ordinator will be provided access to more specialised training in order to be confident and competent in their role. They will report back to the SLT / staff to keep them up to date on any relevant changes to legislation etc.

Monitoring and Reviewing

Monitoring and evaluation of the policy, and the delivery of Drug Education and its resources will be carried out by the PSHEE Co-ordinator, the Science Co-ordinator and the SLT. All members of staff, children and governors have opportunity to contribute to the review process. The policy will be formally reviewed by the Governors every three years.

Related Policies / Guidance

- PSHEE Policy,
- Science Policy,
- Managing Medicine in Primary Schools guidance (in main office)
- Child Protection,
- Equality
- Health and Safety,
- Confidentiality
- Safer Recruitment
- No Smoking

This Policy was contributed to by:

Staff - June 2011

Governors - June 2011

School Nurse - June 2011

Named Governor: Maria Albadalejos

Review date: June 2014

Appendix 1

Drug Incident Guidelines & Record Form

Drug-Related Incidents

What are they...

- Emergencies – where a pupil has lost consciousness or gone into a coma
- Intoxication – intoxicated/high, when it's difficult to communicate with a person (no interview for sanctions at this time)
- Discovery/observation – where a pupil is discovered using, holding, supplying or offering to supply a substance not permitted on the school premises
- Disclosure – where a pupil discloses to a member of staff the s/he has been using drugs or that they are concerned about someone else's drug use
- Suspicion or rumour – staff should be wary about acting on the basis of these
- Discovery – this may be the discovery of an unauthorised drug or associated paraphernalia

If there is a discovery of drugs or paraphernalia on the premises, it will be handled by members of the SLT, all of which have attended training on the best course of action.

Responses

There will not be an automatic sanction applied to a drug-related incident in school. Any responses will be taken after considering all the facts about a young person and their emotions and the circumstances in which a drug-related incident has occurred. Training will be provided to those staff members that will implement procedures and decide sanctions. A drug-related incident form (see attached), will be required to be completed for any drug-related incident and kept on file.

Any school response will be taken from the range available below:

- Put together an individual teaching plan, personal support programme or other support plan
- Make sure the pupil is not a victim of bullying or similar treatment
- Rewards systems for appropriate behaviour changes
- Positive input to school e.g. peer tutor, monitor duty/playground duty
- Assessment by the educational psychology department
- Referral to the drug prevention team or Lifeline: Young people's services
- Consultation with support services
- Sanction system for inappropriate behaviour

- Supervision at lunchtime/breaks
- Meeting with the parents/carers
- A letter home to the parents/carers
- The school will also consider involving the police for more serious offences or where there is a lack of cooperation from the pupil or parents. May still impose additional sanctions to help the pupil benefit from the experience and use them as a deterrent within the school. **Please note – the school is not required to inform the police, even if the incident involves illegal/controlled substances.**

This will be part of a supportive network developed to ensure that the school uses its powers to protect the long-term welfare of the pupils. Fixed term or permanent exclusion may be used when all other options have been exhausted.

Confidentiality

Young people wishing to disclose their own or others drug use to teaching staff, will be informed that staff cannot guarantee secrecy and may have to take further action for the pupil's safety. Any information will be recorded and treated sensitively in line with the school's confidentiality and child protection policies. See policies for further details.

Parents/Carers

Parents and carers will be informed of any incidents involving illegal or unauthorised drugs when deemed necessary by the Headteacher. Parents/carers will also be involved in the implementation and development of this policy and the DE programme. Courses/support services will also be available for parents/carers to help provide information and skill development for dealing with drug use or drug misuse.

Governors

The governing body will be informed by the Headteacher of any drug related issues affecting the school. They will also be involved in policy development and overseeing the DE programme.

Drug Related Incident Record Form

Emergency / Parent/Carer	Suspicion, off premises	Suspicion, on premises	Discovery, off premises	Discovery, on premises	Pupil disclosure	Parental Disclosure
Intoxication Expresses						

Tick one or more of these tabs to indicate the

Name:	Record form completed by:
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Form/class:

Date of incident:	Time of incident:	am /pm
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First aid called? given ? Yes <input type="checkbox"/> → No <input type="checkbox"/>	First aid given by: _____ At time:	Ambulance/Doctor (Delete as necessary) Called by: _____ AM /PM	<input type="checkbox"/> No <input type="checkbox"/> Yes ←
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Drug involved (if known): (E.g. alcohol, prescription drug, ecstasy, cannabis etc)	Sample found? (yes / no) Informed police / Destroyed at time: _____ am / pm
Senior staff involved: (insert name)	Witness name: _____
Parent/carers informed by: _____ at time: _____ am /pm	Where retained _____

Brief description of symptoms/situation: <p style="text-align: right;">(Continue on back if necessary)</p>
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Action taken: (e.g. other agency involved; Drug Education Advisor/ Police/ drug agency consulted about the drug; referral to Healthy Schools Drug Prevention Team for assessment and or intervention or alternative to exclusion programme). <p style="text-align: right;">(Continue on back if necessary)</p>
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