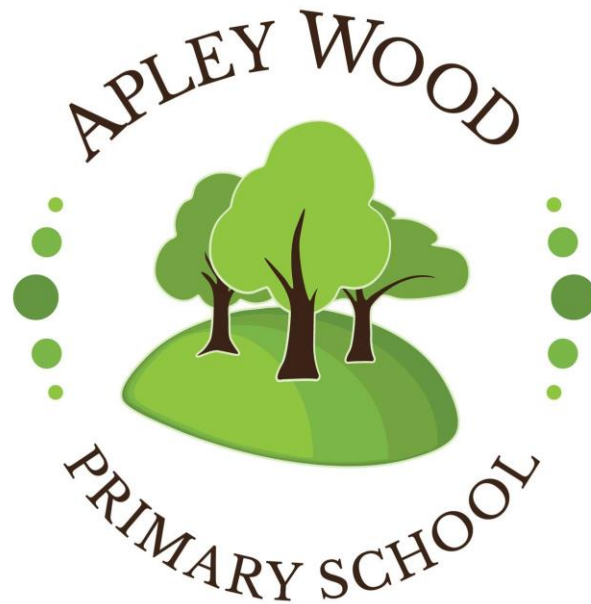


Apley Wood Primary School



DRUG/SUBSTANCE ABUSE EDUCATION & INCIDENT MANAGEMENT POLICY

Review Date: **Autumn 2015 – completed**

Review Date: **October 2016- completed/ Review date: September 2020 – completed**

Review date: **September 2022 completed, September 2023 completed**

Next review: **September 2024**

Designated named Officer for the School: **Ellen Smith**

This policy should be read alongside our Teaching and Learning Policy and RSE Policy.

Rationale and Context

Apley Wood Primary School values Drug Education as part of a holistic view towards Health Education and it is therefore a vital part of our approach and commitment to being a healthy school. We provide a planned Drug Education Programme as part of our Science and Character Education Curriculum to inform and educate pupils about the consequences of drug use and misuse.

We acknowledge the National Drugs Strategy and its aim to reduce the harm that drugs cause to society and to prevent today's young people from becoming tomorrow's problematic drug users. We are aware of our role as a Tier-One service (of a YPSMP – Young People's Substance Misuse Plan) providing education and pastoral support. Unauthorised drugs are not acceptable in Apley Wood Primary School and our first concern in managing drugs is to safeguard health.

The Context of the Policy

This policy reflects the shared values and aims at Apley Wood Primary School, and provides guidance to teachers, support staff, parents, governors and pupils.

Local and National Guidance and Support

The teaching staff follow the school's Drug Education Programme, supported by the statutory National Curriculum Science Order, 2000, and the relevant units from the Science and character Education curriculum, as appropriate.

Definition of Drugs

For the purpose of this policy drugs are defined as; all legal drugs, alcohol, tobacco, volatile substances, illegal drugs and over the counter and prescription medicines. We accept that drugs and substances usually alter our body chemistry, feelings and perceptions.

Aims and Objectives of the School Drug Policy and Drug Education Programme

This Policy acknowledges and clarifies the school's role in Drug Education and Prevention and helps ensure a whole school programme appropriate to our pupils' needs.

We believe our Drug Education will:

- Provide accurate knowledge about drugs and their affect.
- Correct misunderstandings.
- Enable pupils to make healthy informed choices by increasing their self-knowledge through self-awareness and self-esteem.
- Explore their own and other peoples' attitudes and resist unhelpful pressures from peers and from advertising.
- Promote positive attitudes towards healthy lifestyles.
- Promote a sense of responsibility towards the use of drugs.

- Develop pupils' understanding of rules and laws.

Delivery of Drug Education for Apley Wood Primary School

In Year 2, through our character Education programme, the children look at medicines and their uses, Year 3, develop this to looking at the risks and hazards of medicines, Year 4 learn about medicines and household products and drugs common to everyday life, Year 5 learn about medicines in terms of vaccinations, immunisations and allergies and in Year 6 they undergo the 'Star' programme of drug awareness, once weekly over a five week period during the Summer term during the Summer Term. This programme has been developed jointly between the police and education services and reflects the partnership which is identified as crucial to effective drug education. This partnership is essential to the delivery of the programme in schools.

Equal Opportunities

We are committed in this school to teaching and learning which ensures equality of access for all pupils and this is the case for the Drug Education Programme. We recognise that issues relating to drug use/misuse cut across all areas and boundaries and it is therefore important that children develop a holistic/overall awareness.

PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Care should be taken by all staff to ensure that vulnerable pupils, including those with SEN, receive their entitlement to Drug Education. Pupils with SEN may be more vulnerable to situations involving risk. In this instance teachers may need to focus more on developing pupils' confidence and skills to manage situations which require making decisions about drugs. Teachers should pay particular attention to enabling pupils to seek help and support when they need it. Where teaching assistants are involved they need to understand the school Drug Education and Incidents Management Policy and the aims of the Drug Education Programme.

CULTURE, ETHNICITY AND DIVERSITY

The Drug Education Programme has relevance for all children at Apley Wood Primary School. Teachers ensure that the programme includes a variety of teaching methods and strategies that cater for the range of attainment levels of their pupils and their diverse needs. They are sensitive to the fact that pupils may have varying attitudes towards drugs, which are influenced by their cultural and religious backgrounds and their life experiences, values and beliefs. For example: the stigma around drug misuse is different in different communities; alcohol is forbidden in some communities.

However, we confirm that it is still important for all pupils to be prepared for drug-related situations and the decisions they may face.

PUPILS WITH DRUG MISUSING PARENTS/CARERS

Teachers are sensitive to the possibility that some pupils may have drug misusing parents, carers, or members of their immediate or extended families. Teachers should therefore, try to portray issues and use language, which takes this into account. Where such pupils have been identified care should be taken that they do not feel stigmatised. Furthermore school will maintain sensitive observation over these vulnerable pupils. Where staff have concerns about the impact of this, they will follow the school child protection policy and procedures.

THE ROLES OF THE HEADTEACHER AND GOVERNING BODY

The Head teacher takes overall responsibility for this Policy and its implementation, for liaison with the Governing Body, LA and appropriate outside agencies, as appropriate. The Head teacher will ensure that all staff dealing with substance issues are adequately supported.

The Head teacher will:

- Develop and review the Drug Education and Incidents Management Policy
- Monitor and assess its effectiveness in practice.
- Co-ordinate the Drug Education Programme
- Ensure the overall health, welfare and well-being of all pupils is taken into account.
- Establish links with external agencies, as appropriate
- Access support and training for staff, as appropriate.
- Manage any drug related incidents.

DISSEMINATION OF THE POLICY

Drug Education and Incidents Management Policy has been distributed to all staff and Governors and is available to parents and carers and relevant outside agencies. A copy is kept on the T:_TO BE MIGRATED\Staff Resources\Policies\management.

MONITORING, EVALUATION AND REVIEW OF THE POLICY

The Drug Education Programme will be closely monitored and evaluated, and this will then feed into any reviews of this Drug Education and Incidents Management Policy. The teaching staff will monitor and evaluate in the following ways:

Monitor:

- Delivered Drug Education content for each class through appropriate planning.
- Record drug related incidents and responses, as necessary.
- Record discussions from staff meetings, as appropriate.

- Gather feedback from pupils, parents and staff, as appropriate.
- Consult with key staff within the LA and in the outside agencies, as necessary.

Evaluate:

- Effectiveness of the policy and content as a working document.
- Identify ways of measuring outcomes or evaluating success
- Criteria might include: levels of knowledge, areas and issues covered in drug education, number of drug related incidents.

Review

- This policy and the Drug Education Programme.

Amend

- Make changes as necessary.
- Re-publish and distribute the policy, as appropriate.
- Begin the re-monitoring of the use of the policy.

Apley Wood Primary School DRUG EDUCATION PROGRAMME

PROGRAMME OUTLINE:

Overview of Teaching and Learning styles/approaches and handling of sensitive issues. Classroom arrangements /single sex etc.

Drug Education shares the features of well-taught lessons in any subject. Teachers act as facilitators/guides and ensure that pupils are fully involved in the lesson by using a variety of interactive and participatory teaching methods that engage pupils in their own learning. Staff development for these purposes will be undertaken as necessary.

External Contributors to Drug Education

External agencies and individuals make valuable contributions to our school Drugs Education Programme, by giving advice, assisting with planning and providing classroom input. Health professionals who may support our Drugs Education Programme are made aware of the school Drug Education and Incidents Management Policy and programme.

Working with Parents

Parents and carers have an important role in supporting the provision of drug education, especially in helping a young person examine their attitude to drugs. Our approach and rationale is explained to parents/carers to gain their understanding and support, as necessary and appropriate. This is particularly important for parents/carers of primary age pupils as they may not understand the necessity of starting drug education from an early age.

Assessing, monitoring, evaluating and reviewing Drug Education

Elements of Drug Education that form part of the Science Curriculum at KS 1 and 2 must be assessed in accordance with the requirements of National Curriculum Science. The learning from other elements of Drug Education should also be assessed in order to establish:

- the knowledge and understanding pupils have gained and its relevance to them
- what skills they have developed and put into practice
- how their feelings and attitudes have been influenced by the programme

Staff are encouraged to conduct regular assessments and could use the following methods:

- Seeking feedback from pupils at the end of lessons on their progress, achievements, both individually and as a group.
- More formal assessment of their learning and its value to them
- Teacher assessment of activities undertaken and work completed
- Class discussion aimed at helping pupils identify what they should do next

- Inviting pupils and teachers to reflect on the programme

Monitoring Teaching

Drug Education provision is monitored by the Character Education Co-ordinator as part of whole school monitoring procedures. Monitoring could involve talking to pupils about their understanding of the curriculum area and their feelings about the way they are taught/ activities etc.

Reviewing the Drug Education Programme

Drug Education and Incidents Management Policy and the school's Drug Education Programme will be reviewed and amended as appropriate, in order to ensure the effective delivery of a relevant curriculum for all children at the school.

APPENDIX 1

Drugs of Particular Significance

Drug Education includes teaching about all drugs, including illegal drugs, alcohol, tobacco, volatile substances and over-the-counter and prescription medicines. It is important that issues related to specific drugs are not considered in isolation but integrated within an overall programme. On occasions, there may be a need for teachers to focus on the issues relating to specific drugs of particular relevance to their pupils. Information on recent incidents may help here. Other drugs that pupils themselves highlight, that are receiving extra media attention, or that local intelligence suggests are of particular concern, for example, crack cocaine, may also warrant particular attention. Further information on specific drugs is available in the Department of Health publication *Dangerousness of Drugs* (<https://www.gov.uk/government/publications/teacher-training-drugs-alcohol-and-tobacco>).

Alcohol

Educating pupils about the effects of alcohol and how to reduce alcohol related harm is an important priority for schools. Alcohol is the most widely used drug in our society and more young people are likely to use alcohol than illegal drugs. Schools' programmes should reflect this. The popularity and accessibility of alcohol can mask the risks for young people, as they may consider alcohol to be less harmful than illegal drugs. Older pupils are particularly vulnerable to the harm associated with binge drinking, which is a growing pattern of behaviour. Education about alcohol should recognise the established role it has in our society. The aim of alcohol education should be to reduce the risks associated with pupils' own and others drinking. A harm-reduction approach accepts that people drink and seeks to enhance pupils' abilities to identify and deal with risky situations. It should not suggest that alcohol misuse is acceptable. Rather, it should allow children and young people to make safe and healthy choices. The links between drinking and personal responsibility and sexual behaviour should also be highlighted. Schools may wish to explore the culture around alcohol by considering society's views, family values, the media and commercial interests. Education can explore and compare different cultures' use of alcohol. Education about the media can give pupils the insight necessary to resist advertising and other cultural pressures. Alcohol needs to be addressed from primary age and should be revisited as pupils understanding and experience increase.

Tobacco

Schools have an important role to play in raising pupils' awareness of the issues surrounding smoking. Discussions should make clear that smoking is a minority habit – roughly three quarters of the population do **not** smoke. The health risks associated with smoking must be clearly stated and opportunities to develop refusal skills are important. The impact of smoking on immediate physical functioning and physical appearance is especially relevant. A number of other

topics can be usefully explored, for example, how a pupil may be affected by influences such as the smoking habits and attitudes of friends and family and the approval or disapproval of parents/carers.

The perception of smoking as a method of weight control or simply to appear more grown up should also be explored. While the emphasis should be on providing information and developing attitudes and skills which will help pupils not to take up smoking, the question of smoking cessation should be addressed. Some schools have set up smoking cessation support groups to help those pupils wishing to give up and some groups have extended their scope to deal with other factors causing difficulties in pupils' lives. Adult example is important and schools are encouraged to prohibit smoking entirely or limit smoking by staff to a smoking area.

Cannabis

Cannabis is the most common illegal drug used by pupils. It is important for schools to reinforce to pupils that cannabis is harmful to health and is still an illegal drug and possession will remain a criminal offence leading to a possible fine or imprisonment.

Schools should continue to deal with incidents relating to possession or supply of cannabis in line with their school drug policy. Pupils should be aware of the school policy relating to incidents involving cannabis. Teaching materials will need to be updated to reflect the change in classification if legislation is passed. Information about the proposed reclassification of cannabis can be found on www.drugs.gov.uk. (Summary of relevant laws).

Volatile Substances

Volatile substance abuse (VSA), for example, of lighter fuel, glue or aerosols, needs to be addressed at an early point in the drug education curriculum because of the early onset of experimentation and the particular dangers posed by VSA. These include the high risk of accidental death, even for first-time and occasional users. When focusing on VSA, teachers need to give pupils an accurate picture of this risk and help pupils explore the issues raised by VSA. Particular attention and greater detail may be needed for pupils who are known to be abusing volatile substances. As in all drug use, persistent and compulsive use is likely to be associated with other problems. Teachers are encouraged to ensure that they have a sound understanding of VSA.

Class A Drugs

It is important that young people understand which drugs are most harmful and why. In areas where the use of particular drugs is associated with other major social problems, such as crime, it is especially important for teachers to focus on these issues. For example, schools in areas where the use of crack is a specific problem may wish to highlight the particular risk this drug causes and the effect it has on the community.

Apley Wood Primary School POLICY FOR DRUG EDUCATION AND INCIDENTS MANAGEMENT Rationale

Governors and staff at Apley Wood Primary School believe the possession or use of illegal/unauthorised drugs on school premises is unacceptable and should be dealt with firmly, promptly and fairly. We also acknowledge that authorised drugs on school premises need to be managed appropriately and that unauthorised possession is not permitted.

Our School has a Drug Education and Incidents Management Policy and a Drug Education Programme for all children. However a pupil at our school may choose to use legal substances inappropriately or experiment with illegal substances even if they have both the knowledge of the risks and the skills to resist peer pressure.

This Drug Education and Incidents Management Policy provides guidance should there be a substance related incident on school premises

Authorised Drugs

Medicines, legal drugs such as alcohol and tobacco are only legitimately in school when they have been authorised by the Head teacher.

At Apley Wood Primary School, medicines are managed systematically and are carefully stored and kept according to defined procedures by the administrative staff in the school office.

Unauthorised Drugs

This Policy gives clear guidance about our agreed responses and procedures for managing situations involving unauthorised drugs within school boundaries.

The Definition of School Boundaries and School Trips

The term school boundaries is defined as being the school premises and any journeys made in school time and residential trips. In this policy the school day is defined as being 8.45a.m. to 3.15p.m. Between these times the 'in loco parentis' responsibilities would apply.

The Definition of a Drug Incident:

A drug incident is one where there are suspicions, observations, disclosures or discoveries of situations involving unauthorised drugs. A drug incident could fit into the following categories:

- drugs or associated paraphernalia are found on school premises.
- a pupil is found in possession of drugs or associated paraphernalia
- a pupil is found to be a recognised source of supply of drugs on school premises
- a pupil 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 are misusing drugs or a family member/friend is misusing drugs
- a parent/carer or staff member is thought to be under the influence of drugs on the school premises

Procedures for Dealing with a Medical Emergency and Major Incident.

In every case of an incident involving drugs the staff at Apley Wood Primary School will place the utmost priority on:

- safety
- meeting any medical emergencies with First Aid
- summoning appropriate help

The school has many first-aid trained personnel who can be called upon to help deal with a substance-related medical emergency. With such instances either the Head teacher or a member of the Senior Leadership Team must be consulted. Professional medical help will be sought if there is any doubt as to the well-being of the pupil.

Unless they are unconscious, a pupil may be intoxicated without it being a medical emergency. Pupils should be continually observed in case of changes in their condition. It is recommended that arrangements are made with the parent/carer for the child to be collected or escorted home/or alternative arrangements made if the school perceives the child to be more at risk at home.

Identification, Confiscation and Disposal of illegal Drugs

The law permits school staff to take temporary possession of a substance suspected of being an illegal drug for the purposes of protecting a pupil from harm and to prevent an offence being committed in relation to that drug.

The staff at Apley Wood Primary School will confiscate drugs they suspect to be illegal, store them securely in the school safe and arrange for their disposal without delay. An adult witness will be present when confiscations occur and a record kept of the details. School staff will not attempt to analyse or taste confiscated substances.

If requested Police can advise on analysis and formal identification. Pharmacies can identify medicines.

The local Police will collect and dispose of drugs. The law does not require a school to divulge to the Police the name of the pupil from whom the drugs were confiscated. Where a pupil is identified the Police will follow set procedures.

Confiscation of other unauthorised Drugs

In the case of alcohol, tobacco, volatile substances, parents and carers should always be informed and may be given the opportunity to collect any alcohol, tobacco or medicines that have been confiscated.

However, because of the level of danger posed by volatile substances, such as lighter fuel, glue or aerosols, Apley Wood Primary School may arrange for their safe disposal itself.

Searches

When a pupil is suspected of concealing unauthorised drugs **IT IS NOT PERMISSIBLE FOR A MEMBER OF STAFF TO CARRY OUT A PERSONAL SEARCH.** Every effort should be made to persuade the pupil to voluntarily hand over any drugs. If a personal search is needed and the drug is suspected of being illegal, the Police must be called to deal with the situation. **PLEASE NOTE** after any search, parents/carers should be contacted by the school, regardless of whether the result of the search is positive or negative.

The Role of the Police

It is the belief of our school that there should be a trusting partnership with the Police. Apley Wood Primary School would expect to liaise closely with the local Police to ensure that there is an agreed policy based upon local (LA and DAT) protocols for dealing with the range of incidents that might arise.

It is felt to be good practice to contact a designated officer, named within this policy, with whom a relationship has been built rather than the emergency services.

Recording an Incident

Apley Wood Primary School will make a full record of every incident, using appropriate forms. This sensitive information will be kept secure in line with the Data Protection Act 2018. We acknowledge that great care must be taken when recording any statements by those involved, as these may be required by the Police if any incident becomes a criminal investigation. Staff should consider separating any pupils involved in the incident and obtaining other adults in support of the teacher and the pupils involved. It is important to note that records may be used in any subsequent prosecution.

Establishing the Nature of an Incident

In any drug related incident Apley Wood Primary School will conduct a careful investigation to judge the nature and seriousness. The Head teacher should inform, consult and involve others as necessary. **AT ALL TIMES** careful attention should be given to respecting the confidentiality of those involved. The following factors may help in determining the seriousness and needs of those involved and an appropriate response.

- Does the pupil admit or deny allegations?
- Is this a first or subsequent offence?
- 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?

- Does the pupil know and understand the school policy and the school rules?
- Where does the incident appear on a scale from 'possession of a small quantity' to 'persistent supply'?
- If illegal supply is suspected, how much was supplied and was the pupil coerced into the supply role or the one 'whose turn it was' to buy for the others, or is there evidence of organised or habitual supply?

A Range of Responses

Apley Wood Primary School will consider developing a range of options for responding to the identified needs of those involved in a drug incident. It is also felt that the needs of a pupil in relation to drugs may come to light other than via an incident e.g. through the pastoral system. The response may also serve to enforce and reinforce the school rules.

A list of possible responses might include:

- **Early Intervention**
- **Referral**
- **Counselling**
- **Behaviour contract**
- **Inter-agency programme**
- **Fixed period exclusion**
- **Pastoral Support Programme**
- **A managed move**
- **Permanent exclusion**

The staff at Apley Wood Primary School firmly believe that any response should always aim at providing children with the opportunity to learn from their mistakes and to develop as individuals. Any sanctions should always be justifiable in terms of:

- **The seriousness of the incident.**
- **The identified needs of the child, other children, the school and the community.**
- **Consistency with school rules, codes and expectations.**
- **Consistency with disciplinary action for breaches with other school rules (such as theft, violence, bullying).**

Confidentiality

The essential nature of confidentiality is not altered by the fact a case involves drugs. **Teachers cannot and should not promise total confidentiality. The boundaries of confidentiality should be made clear to pupils.** If a child discloses information which is sensitive, not generally known, and which the child asks not to be passed on, the request should be honoured unless this is unavoidable in order for teachers to fulfil their professional and moral duties in relation to:

- Child protection

- Co-operating with a police investigation.
- Referral to external services.

Every effort should be made to secure the child's agreement to the way in which the school intends to use any sensitive information by explaining carefully the purpose of the onward transmission.

Local Child Protection procedures may need to be invoked if a child's safety is under threat. **It should only be in exceptional circumstances that sensitive information is passed on against a child's wishes, and even then the school should inform the child first and explain why this may have to happen.**

These exceptions are defined by a moral or professional duty to act:

- Where there is a child protection issue
- Where a life is in danger.

PARENTS/CARERS AND DRUG INCIDENTS

Informing Parents/Carers

In any incident involving unauthorised drugs schools are advised to involve the child's parents/carers and explain how the school intends to respond to the incident and to the child's needs.

In exceptional circumstances where the school suspects that to do this would put the child's safety at risk/or the child's safety at home, the school should exercise caution when considering involving parents/carers.

In any situation where a child may need protection from the possibility of abuse, the school's Child Protection Co-ordinator should be consulted and local child protection procedures followed.

In turn, parents/carers should be encouraged to approach the school if they are concerned about any issue related to drugs and their child.

Schools can refer parents/carers to other sources of help, for example drug or alcohol specialist agencies or family support groups.

Children of Drug Misusing Parents/Carers

Schools need to be aware of the impact parent/carer misuse can have on a child and his/her education. Children of drug misusing parents/carers may be at greater risk of emotional and or physical harm, but this is not always the case.

Schools should be alert to behaviour which might indicate that the child is experiencing difficult home circumstances.

Intoxicated Parents/Carers on School Premises

When dealing with intoxicated parents/carers, staff should attempt to maintain a calm atmosphere. On occasion a teacher may have concerns about discharging a child into the care of a parent or carer, for example when a parent/carer is intending to drive a child home. In this instance the school may wish to discuss with the parent/carer if alternative arrangements should be made – i.e. another

parent could accompany the child home. The focus for the staff will always be the maintenance of the child's welfare as opposed to the moderation of the parent/carers behaviour.

N.B. Where the intoxication of parents/carers repeatedly places a child at risk and a parent/carer becomes aggressive or abusive, staff should consider whether the circumstances are serious enough to invoke child protection procedures and the involvement of the police if necessary.

Staff Conduct and Drug Use

All staff at Apley Wood Primary School have a duty of care to act in loco parentis to children entrusted to the school, including when on school trips. It is therefore the expectation to restrict any drinking or other drug use within these times. A member of staff will be deemed unfit to work if he/she poses a risk or potential risk to the health and safety of children or colleagues.