

Policy for Drug Education Hutton Rudby Primary School



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Co-ordinator responsible: A Beanland/ S Grey

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Our policy is being developed in consultation with staff, parents and governors.

In drawing up our policy for Drugs Education we have referred to the following national and local guidance; DfES Drugs Guidance for Schools, Every Child Matters, QCA documents, Healthy Schools Programme, The National Curriculum and Early Years Foundation Stage.

The Drugs Education Policy is being drawn up in consultation with other school policies to ensure there are no conflicts between them. Links and consultation are being made with the following policies; PSHCE, Behaviour, Medicines, Child Protection, Educational Visits and Science.

The policy is being created to ensure there is clarity and consistency in the provision of drug education and prevention and in dealing with drug-related incidents.

A copy of this policy is available for Parents/Carers on request; a copy will be made available on the school website. Teachers have access to the School Policy Handbook and school website.

The policy applies to the whole school community, staff, pupils, parent/carers, governors, partner agencies, contractors and visitors and should be applied at all times when on the school premises, on school visits, including residential visits. (The policy is applicable to the setting as well as the people, therefore the policy needs to be adhered to even when the children are absent.)

Overall Aim

To provide a framework for effective drug education and for dealing with drug related incidents within the school environment. We recognise that family, community, and social groups all have a contribution to make to drug education. Our drug education programme reflects the aims and values of our school and its governing body.

School Context

Hutton Rudby Primary School Hutton Rudby Primary is a fully inclusive community school sustaining a school roll of 206 pupils, of which 50.2% are boys and 49.8% are girls. The school serves a large rural area and the village of Hutton Rudby. At the heart of the school is the individual child and the children are enabled to develop their full potential. The children are genuinely keen to learn and develop. Learners live together in an atmosphere of friendship and care, valuing the contribution of others.

Definitions

By drugs we mean any substance, excluding food, which, when used brings about change in the user. Changes can include altered perceptions, feelings, moods and behaviour. Drugs can thus include medicines, tobacco, alcohol, solvents used as drugs, “poppers” and illegal substances including, for example, cannabis, amphetamines, ecstasy, heroin and cocaine. This broad definition recognises that whilst some drugs may be regarded as helpful, (e.g. medicines) and some perceived as “socially acceptable”, all of them have the potential to be harmful. (We also recognise that our society has an ambivalent attitude to drug use and drug users, and that young people frequently receive very mixed, and often contradictory, messages. As such it is important that we are clear and consistent in our use of language.)

The definitions below are used:

Drug refers to a substance people use to change the way they feel, think or behave.

Drugs include:

| Over the counter and prescription medicines | Legal drugs | Illegal drugs |
|---|---|---|
| e.g. Aspirin; asthma inhalers; Antibiotics | e.g. Alcohol; tobacco; volatile substances those giving off a gas or vapour which can be inhaled eg glue, aerosols); ketamine, khat, poppers (alkyl nitrites) | also known as controlled drugs (Misuse of Drugs Act 1971) e.g. cocaine, ecstasy (Class A); amphetamines (Class B); cannabis (Class C) |

It is important that our pupils recognise that some drugs (generally over the counter and prescription) can be beneficial when used following medical advice. They should understand that these substances must be used following instructions and that they may be harmful if not used correctly. (See medicines policy)

The school’s stance towards drugs – The school does not condone the abuse or misuse of drugs, nor the supplying of illegal drugs or any substances not authorised to be on school premises or in possession of anyone under the jurisdiction of the school. We are committed to the health, safety and welfare of our staff, visitors and pupils/students and will act to promote these interests at all times. We will do this by a programme of drug education and by dealing sensitively and effectively with any drug-related incidents that may arise.

Where this policy applies.

This policy applies at all times when staff are acting in loco parentis. This includes all educational visits, including residential visits. Although the school is not responsible for pupils travelling to and from school we will work with parents/ guardians and or any other agencies should any problems be identified. The school is responsible for pupils during break and lunchtimes and the policy applies during those times. It also effects the use of the school premises and grounds after normal school hours for clubs and social events. Organisers of any after school events should be made aware of this policy and their responsibility to implement it.

Rationale for drugs Education - We live in a world/society where drugs of all descriptions are available and accessible from medicines, tobacco and alcohol to substances which are illegal. We recognise that the choices and decisions that individuals make about the role of any drugs in their lives result in consequences not only for themselves but also for families, friends and the wider community.

Through our drug education at Hutton Rudby Primary School we aim to enable children and young people to:

- explore attitudes and values about drugs, drug use and drug users,
- acquire skills and;
- develop their knowledge and understanding to be able to make responsible, informed and healthier choices about the role of drugs in their lives and to;
- understand how decisions about drugs can have legal, social, economic and health consequences know where and how to access support

Statutory Requirements for Drugs Education

Ofsted's report "Drug Education in Schools" suggests that effective teaching of drug education not only increases children's knowledge about drugs but also enables children to:

- improve their self esteem
- make informed choices and decisions
- develop personal initiative and responsibility
- recognise personal skills and their qualities in others
- maintain and develop relationships
- develop self-confidence
- develop assertiveness in appropriate situations
- develop the motivation to succeed.

There is a legal requirement to teach about drugs. The National Curriculum for Science specifies aspects of Drug Education that must be taught and the non-statutory guidelines for PSHCE incorporate Drug Education. Furthermore, every school is expected to have an up to

date Drug Education policy and it is an integral part of the Healthy Schools Standard initiative. (See Appendix 1 for Content and Learning Outcomes of Drug Education.)

The Education Act requires schools to:

- promote the spiritual, moral, social, cultural and physical development of pupils
- prepare pupils for the opportunities, responsibilities and experiences of adult life.

Values

At Hutton Rudby Primary School we seek to ensure a whole school approach to drugs that is embedded in our ethos of providing a safe environment for the physical, mental and emotional health of the whole school community. Together with our PSHCE, Sex and Relationships, Behaviour and Anti-Bullying policies, our Drugs Education Policy aims to provide our children with the skills, knowledge and understanding to develop into healthy, well-adjusted and productive citizens.

Roles and Responsibilities

The PSHE Subject Leader

The school has a subject leader for PSHEe who is responsible for all aspects of the subject including Drug Education. In respect of this, responsibilities are to:

- ensure that all staff are confident in the skills to teach and discuss Drug Education issues and
- make training available for those staff who require it.
- monitor and advise on organisation, planning and resource issues across the school.
- review/update the policy on a two year cycle in conjunction with the school community, or
- sooner if necessary. (For example; if there is a drug related incident.)

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning.

- The Headteacher's responsibilities in respect of Drug Education are to:
- liaise with the PSHEe Subject Leader
- keep the governing body fully informed of issues and progress in Drug Education
- act upon any concerns which may arise from pupil disclosure during Drug Education sessions.

The Governing Body

The Governing body, in co-operation with the Head Teacher, determines / agrees the school's general policy and approach to Drug Education provision for all pupils.

The Teacher

- Teaching children about drugs is a whole-school process and all teachers are sensitive to each individual pupil's needs. Teachers promote positive, healthy choices on a daily basis. It is the responsibility of all staff to teach Drug Education in line with the principles and statements set out in this policy, and in particular to:
- approach the teaching of drug education with an awareness of the children's needs in this area
- establish with pupils a set of ground rules which set the parameters for discussion
- recognise when there is a concern and to follow concerns under Child Protection procedures
- (see Child Protection and Confidentiality section, below)
- promote the spiritual, moral, cultural, mental and physical development of pupils at the school
- prepare pupils for the choices, pressures and responsibilities of adult life
- inform children about drugs and their effects as part of the Science and PSHCE curriculum.

When teaching any work in Drug Education, sensitive questions may arise. Teachers should:

- deflect questions that are of a personal nature by reference to agreed ground rules. (This can also apply to pupils)
- acknowledge the validity of the question but delay answers to some questions to allow clarification, always ensure you refer back to an individual with an appropriate answer/ comment.

The Teaching Assistant

Teaching Assistants may support teachers in the preparation and organisation of resources and with particular children to facilitate access to materials (e.g. as a reader or scribe).

Parents

Parents do not have a legal right to withdraw children from work in schools on drugs. Parents are entitled by law to see this policy and to be informed of the school's drug education provision. In this, as in all aspects of school life, we aim to encourage the development of a parent/school partnership. Parents will be notified if their child is going to be receiving some form of drugs education, to prepare them for the questions that may arise at home following any such input from their class teacher prior to work being started. Parents are encouraged to support the schools drug education programme. They are responsible for ensuring that guidelines relating to medication in school are followed. If a child needs to take any form of

medication during the school day a signed form must be completed by the child's parents or guardian and brought with the medicine, explaining dosage and length of time the medication is to be administered. This medication must be prescribed by a doctor.

Caretaker

The caretaker regularly checks the school premises and grounds- any substances or drug paraphernalia found will be recorded and reported to the head teacher and will be dealt with in accordance with this policy.

Child Protection and Confidentiality

It is the responsibility of Hutton Rudby Primary School to support its pupils but no individual should guarantee a child absolute confidentiality. If there are any disclosures made which raise concerns, the teacher must refer to Child Protection protocol by consulting with the Headteacher who will advise or act upon the concern. Under the Children Act 1989, adults “may do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child’s welfare”. Staff should ensure when making notes that they are factual and based on evidence in line with the Freedom of Information Act (2000), not supposition. (See Child Protection & Confidentiality Policies)

Training and support

Teachers will have on-going advice, support and training as part of their own professional development. Teachers, teaching assistants and governors will be given the opportunity to discuss their roles and responsibilities with the PSHEe Subject Leader whereby any training needs can be highlighted and dealt with, either on an individual basis or if more appropriate as a group training session.

Training of staff and resources will need to be reviewed annually and any actions that need to be taken will be written into an action plan in consultation with the Head teacher, to ensure that targets set have been achieved and any resource requirements have been budgeted for.

Outline for Drug Education Equal Opportunities

We endeavour to ensure that every child at Hutton Rudby County Primary School, regardless of religion, ethnic origin, gender or ability, has equal access to the drug education curriculum. This policy has been reviewed with reference to equal opportunities, race equality and Human Rights Act.

Aims and objectives of drug/health education

- Enable each pupil to develop confidence and self-esteem.
- Raise awareness of issues surrounding drugs so that they can make informed decisions.
- Encourage a healthy respect for all substances taken into the body
- Enable pupils to explore their own and others' feelings, views, attitudes, and values towards drugs and drug issues.

The National Curriculum (2000) and Education Reform Act 1988 Requirements

At Foundation Stage our early learning goals involve being able to recognise the importance of keeping healthy and those things which contribute to this.

The National Curriculum (2000) states:

That within Science:

- At Key Stage One pupils should be taught about the role of drugs as medicines.
- At Key Stage Two pupils should be taught about which commonly available substances and drugs are legal and which are illegal, and their effects and risks.

Within PSHCE and citizenship:

- At Key Stage One pupils should be taught that all household products, including medicines, can be harmful if not used properly.
- At Key Stage Two pupils should be taught which commonly available substances and drugs are illegal and which are illegal, and their effects and risks.

Within Literacy the school uses Taking Drugs Literally in key Stage 2. the scheme is split into appropriate year group work.

In addition it is the schools responsibility to provide a broad and balanced curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school.
- Prepares pupils for the opportunities, responsibilities and experiences of adult life.

Teaching programme, strategies and resources

Drug education is delivered by the teacher in whole class situations using a variety of teaching and learning strategies to encompass the broad aims of the PSHCE curriculum.

Drug education is also taught through 'I am, I know I can'; and Taking Drugs Literally.

Circle time is also used to support drug education, especially in development of self-esteem and equipping children with skills for life. Teaching programmes reflect the pupil's knowledge and understanding of drugs and drug issues by implementing a baseline evaluation technique, such as draw and write.

Use of Visitors and outside agencies

Where visitors and outside agencies are involved, their contribution must have been planned as part of an overall programme of drug education e.g. health visitor visit to Key Stage 1 biannually and school nurse to assist with sex education annually. Their contribution should complement the teaching already taking place in the school.

Assessment

The children will be assessed in terms of their knowledge and understanding, acquisition and demonstration of skills and changes in attitudes. This may be done through observation in circle times; work tasks set, through small group sessions and draw and write activities. This assessment will take place at the beginning of a unit of work to ensure the drugs education meets the needs of the pupils and at the end to assess their learning and progress. (See Assessment policy.)

Monitoring

To ensure consistency and continuity throughout school, drugs education will be monitored by the PSHEe Subject Leader. There will be opportunities for discussion with the staff who are delivering the curriculum, lesson observations if appropriate under National Guidelines for observations for Performance management and samples of pupil's work through Hutton Rudby Primary School's subject monitoring cycle.

Management of drug related incidents.

A drug related incident is one which involves suspected or confirmed unauthorised substances either in the possession of, being used by, or shared, supplied or dealt by anyone whilst on school premises, under the jurisdiction of the school or on school business or school-related activity on or off the premises. Every drug related incident will be dealt with on its merits taking into account the needs of the individual pupil and those of the wider school community. Any decisions made or actions taken regarding medicines in school or on school trips will be dealt with in accordance with the school's medicine policy. In the event of having to deal with a drug related incident, either on school premises or on a school related activity e.g. school trip/residential visit, the following strategies have been put in place to ensure that we respond competently and fairly to any situation involving unauthorised drugs.

If a pupil is suspected of, or is found in possession of an unauthorised substance:

- Aim to involve the child to try and determine or confirm your concerns
- Pupils cannot be searched by anyone other than a police officer although teachers can ask pupils to empty their pockets/bags. It is good practice to seek their consent and have them and another adult in attendance from the time the search commences. If pupils do not agree to empty pockets or bags then at the discretion of the Headteacher the police may be called to make a search.
- If pupils are to be searched the police will have to be contacted and arrangements made for them to attend. When police are requested to attend a pupil's parents will normally be contacted and asked to attend also, although this is not a legal requirement and will be left to the discretion of the Head teacher, and will depend upon the perceived vulnerability of the pupil.
- This provides the school with the opportunity to consider how best to support a child whose drug related behaviour may be in response to a crisis at home which may give rise to concerns about child protection issues. In any case a member of the school staff should always be in attendance as a responsible adult.
- A drugs-related incident management record should be completed by the adult involved, with support from the Head teacher.

If an unauthorised drug is found on the premises:

- Any substance suspected of being an illegal drug should be placed in a bag, sealed and the bag secured in a locked place until it can be disposed of.
- Teachers should not hand the substance to anyone else other than a police officer with authority to take it.

- Where possible, have a colleague witness all actions, record and date actions using the drugs-related incident management record. Describe substance in factual terms e.g. “A small amount of white powder in a folded piece of paper.”

If a pupil finds a suspected ‘drug’ on the school premises:

- Do not touch or pick it up
- Inform a member of staff
- Follow steps as detailed above

If suspected supply of a drug on or near school premises:

- Report to police.

For vulnerable pupils it may be necessary to get help from outside agencies. Likewise, if the decision was made to inform parents and involve them in the incident then they may need to be made aware of external contributors who can support them for example, drug/alcohol agencies, pupil support services, health professionals and the National Drugs helpline.

Procedures or dealing with a child suspected to be under the influence of a drug or substance.

- Stay calm and place the child in a quiet area.
- Do not leave the child unsupervised.
- Seek head teacher and named first aider.
- Seek medical advice.
- If child is drowsy or unconscious place in the recovery position.
- Loosen tight clothing, and attempt to establish what the child has taken.
- Contact parents
- Any suspected substances should travel with child if they are removed for treatment.
- Vomit should be safely collected, where possible and also taken with the child for analysis.

The governors of the school will be informed and involved in the drug related incidents and any steps taken thereafter.

Following any drug related incident it will be necessary to record any actions taken and details of any external agencies involved so that the school can make an informed decision on how to deal with each individual child fairly. It is important to note that no teacher can provide total confidentiality to any pupil. This said, sensitive information should only be shared with the consent and knowledge of the provider of the information and only on a need to know basis. The exception to using information on a non-consenting basis is where not to do so would likely result in harm to the pupil, e.g. in a child protection matter.

The Head teacher will take responsibility for liaison with the media, if required. Additional support and advice is available from the LA Advisory Service.

The policy will be implemented with effect from December 2014 and be reviewed on a two yearly cycle or in the event of a drug related incident, after it has been dealt with to ensure it is effective.

Date of next review: November 2016

Appendix 1

Content and Learning Outcomes

The content of Drug education in school will be in line with the statutory provision made through National Curriculum Science and the non-statutory provision Delivery of the Drug Education curriculum will principally be taught by the teachers of the school. However, where appropriate, external contributors may enhance what is being taught. Such visitors should be used in a planned way and their contributions evaluated.

Learning Outcomes

By the end of Key stage 1, pupils should know and understand:

- about the role of drugs as medicines.
- rules for, and ways of, keeping safe, and about people who can help them to stay safe.
- that all household products, including medicines, can be harmful if not used properly.

They should have the skills:

- to share their opinions on things that matter to them and explain their views.
- to make simple choices that improve their health and well being.

They should have considered:

- attitudes to medicines and other substances.
- social and moral dilemmas that they come across in every day life e.g. attitudes towards smoking and alcohol.

By the end of Key stage 2 pupils should know and understand:

- about the effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health.
- which commonly available substances and drugs are legal and illegal, their effects and risks.
- that pressure to behave in an unacceptable or risky way can come from a variety of sources.
- where individuals, families and groups can get help and support.

They should have the skills:

- to talk and write about their opinions, and explain their views, on issues that affect themselves and society

- to recognise the different risks in different situations and then decide how to behave responsibly.
- to know how to ask for help when pressure to behave in an unacceptable or risky way is imposed on you.
- to find information and advice e.g. through helplines and by understanding about welfare
- systems in society.

They should have considered:

- what it means to take individual responsibility
- social and moral dilemmas that they come across in life e.g. attitudes towards smoking and alcohol.

To ensure that the above objectives are met we propose to use a broad and varied approach to the teaching and learning of drugs education. There will be a strong emphasis on interactive work and the processes that engage children in critical thinking, discussion, researching, reflecting and the application of learning. This will enable our pupils to become active learners and develop skills and attitudes, which will help them, make informed choices and judgements.