



WILLOWS SCHOOL

SCHOOL DRUG POLICY

**BASED ON 'DRUGS: GUIDANCE FOR SCHOOLS' DFES 2004
COVERING DRUG EDUCATION AND DRUG RELATED
INCIDENTS**

Ratified by Governors: September 2022

Date of Next Review: September 2023

The policy will be reviewed by the PSHE Co-ordinator where minor updates will take place e.g. curriculum changes as a result of pupil needs analysis and reviews; help and advice

contact detail changes. Major reviews will take place biannually unless circumstances dictate otherwise e.g. new DfES guidance is brought out so the policy will need updating in the light of it, to reflect good practice.

- This policy has been developed by the PSHE Coordinator, through consultation with key staff and the school council.

Major Review date September 2022

A copy of the policy will be held by the PSHE Co-ordinator, Head teacher, as well as a copy being available in the school office for reference alongside the other school policies. Personal copies, if required, will be available from reception. External agencies involved in consultation will be given the option of having their own copy.

New staff will be made aware of the policy and its contents, as appropriate, by their line manager.

This policy links to other policies within school. They include:

- The Medicines in school policy
- The PSHE policy
- Behaviour Policy
- Health and Safety Policy
- Child Protection and Confidentiality Policy

Local and national guidance

Guidance was received from Rotherham L.E.A. via the Healthy Schools Team. The following local and national documents were consulted:

- Drugs: Guidance for Schools; DfES February 2004
- Drugs: Guidance for Further Education Institutions; Drug Scope/Alcohol Concern.
- Alcohol: Support and Guidance for Schools; Drug Scope/Alcohol Concern. 2002
- Opportunities for Drug and Alcohol Education in the Schools Curriculum; Drug Scope/Alcohol Concern. 2002
- Drug, alcohol and tobacco education, curriculum guidance for schools at key stages 1-4; QCA, March 2003
- Rotherham Healthy Schools Scheme of Work PSHE and Citizenship, Primary phase
- DfE and ACPO Drug Advice for Schools January 2012

The school plays a crucial role in educating pupils about drugs, to help reduce harm from drugs and help pupils make informed and healthy decisions about drugs. This policy aims to bring about a whole school approach to drug issues. It will help staff to manage incidents with confidence, consistency and in the best interest of all those involved.

The purpose of this policy is therefore to:

- Clarify the legal requirements and responsibilities of the school
- Reinforce and safeguard the health and safety of pupils and others who use the school
- Clarify the school's approach to drugs
- Give guidance on developing, implementing and monitoring the drug education programme
- 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 that the response to incidents involving drugs complements the overall approach to drug education and the values and ethos of the school

State where and to whom the policy applies

This policy applies to the whole school community – all staff, pupils, parents and external agencies working with the school. (Agreement may be made with some external agencies to allow them to work under their own confidentiality policy if deemed appropriate e.g. confidential drop-ins) The school boundaries include the actual school site, pupil's journeys to and from school sessions, and activities which take place organised via the school such as school visits/trips/residential, (including trips abroad) and work experience.

Definitions and terminology:

The definition of a drug given by the United Nations Office on Drugs and Crime is:
“A substance people take to change the way they feel, think or behave”

The terms ‘drugs’ and ‘drug education’ within this document refer to all drugs including medicines (over the counter and prescription), volatile substances, alcohol, tobacco and legal and illegal drugs.

The possession, misuse or supply of these drugs within the school boundaries is unacceptable. However, in any incident involving drugs priority will be placed on safety, meeting any medical emergencies with first aid and summoning appropriate help before addressing further issues. (See appendix 9 p119 Drugs: Guidance for schools DFES 2004) The major concern for the school in managing drugs is the health and safety of the school community and meeting the pastoral needs of pupils.

Some pupils may require medicines that have been prescribed for their medical condition during the day; refer to the **Medicines in Schools Policy** for further guidance.

If alcohol is authorised at school (e.g. parent/carer/community events) the arrangement for storage or use will be discussed with the head teacher.

Any solvents or hazardous chemicals legitimately used by school staff or pupils will be stored securely by appropriate staff responsible for their use and managed to prevent inappropriate access or use. Further detail is available in the **Health and Safety Policy**.

Staff with key responsibility for drugs:

The head teacher will have responsibility for drug related incidents and all members of staff will refer incidents to them. In the head teacher's absence the deputy head should be informed. The PSHE Coordinator is managed by the head teacher who therefore oversees the planning and coordination of drug education.

The PSHE Coordinator, will have overall responsibility for the coordination of the drug education programme in school but individual class teachers will liaise closely with them to ensure that the programme is up to date and meets the needs of the pupils and that careful monitoring and evaluation of the quality of teaching takes place.

Drug education

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. (See P18 Drugs: Guidance for schools DFES 2004)

Drug education is taught through PSHE lessons and our scheme of work reflects the non-statutory frameworks for PSHE and citizenship at KS1&2, 3&4, the statutory citizenship

programme of study at KS 3&4 and the statutory requirements within the National Curriculum Science Order.

This is the basis of what will be covered in each key stage.

(See Appendix 2 page 95) for continuity and progression chart for all key stages including PSHE, citizenship and Science national curriculum looking at knowledge attitudes and skills)

Foundation stage: National Curriculum supports children in developing an understanding of what keeps them healthy and safe

KS1 pupils learn about being safe with medicines and household substances and the basic skills for making healthy choices and following safety rules

KS2 pupils learn about the effects and risks of alcohol, tobacco, volatile substances and the basic skills to manage risky situations. They learn how to make informed choices about their health, how to resist pressure to do wrong and to take more responsibility for their actions.

KS3 pupils learn more about the effects and risks of drugs and the laws referring to drugs. They learn the skills to recognise and manage risk and to resist pressures. They continue to develop the skills to make choices for a healthy lifestyle and learn about where to go for help and advice.

KS4 pupils build on their knowledge and learn more about the effects of drug misuse on family, friends, community and society. They gain greater understanding through clarifying their opinions and attitudes in discussions and debate and considering the consequences of their decisions.

Links are also made within PSHE lessons to other common aspects of PSHE for example resisting pressure in relationships education; personal safety; emotional health and wellbeing.

In order to ensure that the work remains credible and relevant to the pupils' existing knowledge, beliefs, experiences and understanding is established. This helps to develop aims and learning objectives and provide a baseline against which the programme can be evaluated. (P29 existing knowledge and understanding Drugs: Guidance for schools DFES 2004)

PSHE is taught as a discrete subject by class/tutor teachers (it is also cross curricular and targeted pupils have sessions with the Pupil Support team) The scheme of work has been coordinated by the PSHE coordinator to ensure that the themes run coherently throughout each year and that the drug education is built upon year after year to develop knowledge, attitudes, skills and understanding appropriate for the age group.

Staff meet each term with the PSHE coordinator to discuss the programmes and review how the work has gone to inform what has worked well and suggest possible changes.

Appropriate external agencies will be used who can add value (expertise we cannot ourselves offer) but these visitors will be carefully planned and integrated into the drug education programme; the teaching of drug education will be the responsibility of the teacher.

If a pupil is absent for substantial parts of the drug education programme, this will be addressed appropriately on their return to school. 'At risk' pupils (see p52 Drugs: Guidance

for Schools DFES 2004) may receive additional targeted drug education sessions when working within small group settings (Pupil Support team will liaise with staff and agencies e.g. Know the Score- Rotherham's Young People's Drug and alcohol service to come in to school to work with at risk young people)

See the school PSHE scheme of work for further details of the content of the drug education planning. (Local authority recommended scheme of work for KS2 and 3 and The Willows scheme for K.S. 4)

Methodology and resources

Teachers will build on what the pupils already know; teaching will be structured so pupils know what is to be learnt and how. A variety of teaching methods and strategies will be used in the teaching of drug education to cater for the range of attainment levels and learning styles of our pupils and their diverse needs; active participation will be encouraged. Due to the sensitive nature of the subject of drugs, ground rules will be developed with each class to foster mutual respect and a safe environment where pupils feel safe to discuss their views; pupils will be reminded of the schools confidentiality policy if personal disclosure should take place and where they can access help and advice confidentially. (See p 35 Drugs: Guidance for Schools DFES 2004)

Staff use a wide variety of resources including external agencies e.g.

- Theatre in Education performances
- Community liaison police officers input on drugs and the law
- ‘Lifestory Project’ an ex-drug user telling their life story

A list of resources in school is found on Teachers Shared / PSHE and Assessment / PSHE Resources / PSHE Inventory

Staff support and training

All new staff will be made aware of the Drug policy and its contents. Obviously the PSHE scheme will be readily available to those staff teaching PSHE.

This policy also helps to address staff needs with regards to their training needs and personal development to ensure good standards of delivery and up to date content of drug education.

In order that drug education is taught effectively teachers need to have the appropriate confidence and knowledge and are able to employ appropriate teaching methods. Opportunity will be given to enable staff to access CPD opportunities in drug education, this could include team teaching; observation; coaching/mentoring; teaching networks; training courses. CPD learning will be disseminated with other colleagues, in staff meetings as appropriate, in order to maximise the learning opportunity for all staff.

Monitoring, evaluation and reviewing

Methods may include:

- Pupil assessment- pupils reflecting on what they have learnt setting their own targets and monitoring their own progress using checklists, diaries, displays, portfolios, before and after comparisons (e.g. draw and write technique comparison)
- 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- observing, listening, reviewing written work and pupils' contribution to drama, role play, discussions and through end of unit tests/tasks

The teaching of drug education will be monitored by:

- Looking at teachers short, medium and long term planning.
- Lesson observation and feedback by the PSHE coordinator.
- Teachers comment on the scheme of work/lesson plans and feedback about what has been covered.

Evaluation will take place to find out how effective the teaching activities and materials have been in achieving the aims of the programme and meeting the needs of the pupils. The views of teachers, pupils, any non-teaching assistants, parents and participating external agencies will be sought. Feedback from monitoring and assessment of pupils' learning and the achievement of the aims and learning outcomes will all contribute to the evaluation process.

Evaluation activities may include:

- Questionnaires at the end of a unit of work
- Specific feedback from pupils/teachers on specific aspects of the programme e.g. external speaker; Theatre in Education
- Comparison with the baseline of the pupil's knowledge, understanding and skills at the start of the programme

The drug education provision will be reviewed regularly as standard agenda items at appropriate meetings as mentioned previously.

Management of drugs at school (see 117 for drug incident flow chart example)

- Prescribed medicines /Non-prescribed medicines – p56

Out of date/unused medicines are taken to a chemist by an adult to be disposed of.

- Volatile substances – p57

Schools should arrange for their safe disposal given their dangerous nature.

- Alcohol – p57

Parents/carers can be informed and given the opportunity to come and collect the alcohol, unless this would jeopardise the safety of the pupil

- Tobacco – p57

Parents/carers can be informed and given the opportunity to come and collect the tobacco, unless this would jeopardise the safety of the pupil

- Paraphernalia:

Needles or syringes found on school premises will be placed in a sturdy, secure container (e.g. tin with lid) using sturdy gloves (dirty needles should not be disposed of in domestic waste. Pupils will be taught to tell a member of staff a.s.a.p. and not to touch. If paraphernalia is found on school site regularly the member of staff with responsibility for drugs in school will inform 'Know the Score' Rotherham Young People's Drug and Alcohol Project (01709 836047) so that they can try to organise some outreach workers to visit the site out of school hours to make contact with the users.

- Illegal drugs:

The law permits staff to take temporary possession of a substance suspected of being an illegal drug for the purpose of preventing an offence from being committed or continued in relation to that drug. As soon as possible the member of staff with responsibility for drugs in school will be notified of any drug related incident so that they can lead the decision making process.

It is advised that:

1. a second adult witness be present throughout
2. Seal the sample in a plastic bag, write date; time; witness names on it.

3. Store in a secure location which has limited access (e.g. the safe)
4. (Guidance suggests that the police are informed but it is not statutory and you are not breaking the law if police are not informed - unless you want the pupil to be charged then it will probably not be worth the while of the police to come out. Have informal discussions with a police contact of the school to work out what would normally be the most suitable course of action for the school and the local police)
5. details of the incident will be recorded (including the police incident reference number if reported to the police)
6. inform parents (unless to do so would jeopardise the safety of the pupil)
7. Identify any safeguarding concerns and develop a support and disciplinary response.
8. If this occurs on a school trip attempts will be made to consult with the member of staff who has responsibility for drugs in school. (Parental letters giving permission for pupils to go on trips could include a clause that if the pupil breaches the rules and is returned home the parents/carers should meet the cost of these arrangements)

Searches (see p 62)

We have a procedure in place for “searches” Members of the Pupil Support Team have been delegated by the Headteacher as the authorised Staff. We follow LA guidelines issued by Rotherham LA. There are always two persons present and the emphasis is on encouraging pupils to empty pockets, bags etc.

Care will be taken to investigate drug incidents fully using open ended questions in order to establish the nature of incidents and to use a range of responses as appropriate. A second adult witness will be present – a member of staff with responsibility for drugs should have been involved a.s.a.p. in the process.

Possible incidents could include:

- Paraphernalia on school site
- Inappropriate knowledge of drugs
- Possession
- Supply
- Under the influence
- Disclosure
- Information

To determine the seriousness of the incident the following could be investigated:

- One-off or long term?
- Legal or illegal drug?
- Quantity?
- Motivation?
- Careful or reckless?
- Home circumstances?
- Does the pupil know and understand policy and rules?
- Coerced or ring-leader?

In response to the incident the school will try to balance the needs of the individual with those of the wider school community, and aim to provide pupils with the opportunity to learn from their mistakes and develop as individuals. As drug problems rarely occur in isolation our response will try to take a holistic approach rather than focus solely on drugs.

Possible responses could be:

- Early intervention and targeted prevention

- Referral to specialist services
- Counselling
- Behaviour support plans
- Inter-agency programmes
- Fixed period exclusion
- Pastoral support programmes
- A managed move
- Permanent exclusion

Responses should be justifiable in terms of:

- Seriousness of incident
- Needs of pupil and community
- Consistency with published school rules, codes and expectations
- Consistency with disciplinary action for breaches of other school rules (such as theft/violence/bullying)

Parents/carers under the influence of drugs on school premises

The member of staff who is responsible for drugs in school should be called a.s.a.p. Staff will try to maintain a calm atmosphere. The focus will be on the welfare of the pupil not the moderation of the parent/carers behaviour. If staff are concerned about releasing the child into the care of a parent/carer under the influence school might choose to discuss with parent/carer if alternative arrangements can be made (e.g. another parent/carer to accompany the child home)

If this happens repeatedly the school may look at invoking child protection procedures; if the parent/carer becomes abusive/violent the school may wish to involve the police.

Police involvement

Police will be involved if there are serious incidents regarding drugs, weapons etc. Police may also be called to deal with acts of extreme violence.

The needs of pupils including referral and external support (p70)

When teaching drug education the school will be sensitive towards:

Those members of the school community, who need regular medication in order to remain healthy.

Pupils who may have siblings, parents/carers or family members who use drugs

We will endeavour to enable pupils to access support ensuring vulnerable pupils are identified and receive appropriate support through the curriculum, the pastoral system, or referral to other services. E.g. school nurse, learning mentor, youth worker, KTS drop-ins and small group work/ individual work with at risk pupils, connexions, smoking cessation service. Notice boards will continue to be available for pupils, staff (teaching and non-teaching) and parents identifying where support and advice on drug issues can be found locally and nationally. Also we may put some appropriate information in newsletters and pupil materials.

Confidentiality (p 54)

Teachers cannot and should not promise total confidentiality. Boundaries of the schools confidentiality policy will be made clear to pupils before the pupil has the chance to perhaps disclose information that they would rather not be passed on.

If staff are in any doubt regarding whether an issue needs to be passed on they will speak with the Child Protection / Safeguarding officer.

Involvement of parents/carers

As research has shown that parents/carers have a crucial role in preventing problem drug use, there will be occasions where we will try to involve parents in drug education by offering parents the opportunity to attend an event where consultation can take place regarding the content of the drug policy and awareness of the content of drug education throughout the school. Drug education resources will be available for parents to look at and we will plan to raise their drug awareness in order to increase parents' knowledge about drugs. We will also provide information in newsletters and parents information board on accessing information about drugs and local and national sources of help e.g. the leaflet 'A parents Guide to Drugs and Alcohol' (order from FRANK website) (see p45 for other ideas involving parents)

The role of the governors

Governors will ratify the drug policy as part of their general responsibilities for the strategic direction of the school.

Staff conduct and drugs

Alcohol will not be consumed by staff on school premises when pupils are present. Alcohol will not be consumed by staff on any school trips, residential etc when staff are supervising pupils.