Ashleigh Primary School

Drug and Alcohol Education Policy

Reviewed October 2019

Staff: \_\_\_\_\_\_\_\_\_\_

Approved by Governors: \_\_\_\_\_\_\_\_\_\_

Review date: October 2021

Chair of Governors: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Headteacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**British Values**

Through its curriculum, extra-curricular activities, teaching and learning this school will promote British values. By doing so, we will ensure that all learners understand the values that have traditionally underpinned British society. The teaching of these values will promote cohesiveness within our school and community. We will prepare pupils for life in England where the population has an increasingly rich diversity of backgrounds, origins, beliefs and cultures by promoting the values on which our society has been built. By teaching pupils these values we will help all to become good citizens of the United Kingdom of Great Britain and Northern Ireland.

**Race Equality and Racial Harassment**

Implicit in all our policies is a belief in race equality and everything will be done to promote this. We do not tolerate racial harassment. (Refer to School’s Race Equality and Racial Harassment Policies).

**1 Introduction**

**1.1** This policy has been developed in consultation with staff, governors and the Drug Education Specialist. The policy is based on the guidance provided in the following documents:

DfE & ACPO Drug Advice for Schools (Jan 2012)

Drug Strategy 2010 Reducing Demand, Restricting Supply, Building Recovery: Supporting people to lead a drug free life.

Safe, Sensible, Social – The Next Steps (2007)

Young People and Drugs (2005) Every Child Matters

In this document, the term “drugs” refers to those substances controlled under the Misuse of Drugs Act 1971, solvents and other volatile substances, legal highs, prescribed and over the counter preparations, alcohol and tobacco. Where there are specific arrangements for specific substances these will be highlighted.

***Links to other policies: PSHEE, Safeguarding/Child Protection, Health and Safety, Visitors, Medicines, Confidentiality.***

**2 Aims and Objectives**

**2.1** We recognise that our pupils need guidance and support to live safely and healthily in a drug using society in which the use of any drug, controlled or otherwise, has the potential for harm.

Our aims for Drug and Alcohol Education are:

* to ensure that all our pupils have the opportunity to experience high quality drug and alcohol education that is appropriate to their age, maturity, cultural heritage, ability, experience and other relevant criteria
* to improve pupils’ knowledge of drugs and their effect on the body
* to provide factual information & dispel myths, enabling pupils to make informed and sensible decisions about healthy life choices
* to enable pupils to develop a range of skills to deal appropriately with situations about or involving drugs and drug use
* to help pupils to develop their own attitudes to drugs and drug use within the current legislative framework
* to help pupils identify sources of information, advice or support and to learn how to access these resources if required.

**2.2** The policy outlines procedures for drug incident management which aims:

* to have a clear and consistent set of procedures in order to be prepared for any drug related incident
* to ensure that any drug related incident is dealt with efficiently and sensitively
* to define clear roles and responsibilities with regard to managing a drug related incident
* to ensure that outside agencies are involved where necessary
* to minimise the potential for negative publicity for the school or any member of its community.

In order to meet these aims regular training will be provided for staff and relevant governors to support the management of drug related incidents and situations.

**3 Context**

**3.1** While Drug and Alcohol Education in our school means that we give children information about drugs and alcohol, we do this with an awareness of the moral code and values which underpin all our work in school. In particular we teach Drug and Alcohol Education in the belief that:

* Drug and Alcohol Education is part of a wider PSHEE curriculum including social, moral, spiritual and cultural education process, delivered in a supportive environment, where pupils feel confident to ask questions and seek help
* we are a health promoting community with premises which provide a safe environment
* children should be taught to have respect for their own bodies
* children should learn about their responsibilities to others, and be aware of the consequences of drug related activities
* we are prepared to talk to all members of our school community about any drug related issue, concern or problem and offer them appropriate advice within the limits of the law and DfE Guidance.
* as a Healthy School we ensure staff are trained to deliver Drug and Alcohol Education, listen to the views and needs of pupils and look positively at any local and national information that supports the provision of good quality Drug Education.

**4 Co-ordination & delivery**

### 4.1 Coordination

The drug education curriculum will be coordinated by an appropriately trained teacher and

supported by the PSHEE co-ordinator. The co-ordinator will be

responsible for

* The implementation of drug education throughout the school
* Supporting class teachers with drug education
* Managing drug education teaching resources, including purchasing and keeping up to date with new resources
* Advising SMT of training and development opportunities locally and nationally
* Leading a partnership approach with school nurses and other outside agencies
* Monitoring and evaluating classroom practice

## 4.2 Delivery

Drug education will be taught as part of the PSHEE curriculum and will be delivered by appropriately trained class teachers who will be supported by the PSHEE co-ordinator.

It will be taught through Circle time, as part of a discreet PSHEE lesson, through the Science curriculum and through relevant, themed, curriculum enhancement weeks.

## Overview of the content of Drug Education within the school – details in appendices

Reception – Doctor’s Surgery Role-play, medicines are not sweets

Year 1 – What are medicines for? Going to the doctor’s. Bathroom cupboard/ safe storage

Year 2&3 – What are medicines? What are they for? Who can give medicines?

Year 2&3 – Alternatives to medicines. The kitchen cupboard/safe storage. Rules.

Year 4 - smoking

Year 5 - alcohol

Year 6 - drugs

#### 5.0 Evaluation and Review

Evaluation of the programme will be made by assessing; the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Pupil evaluation will be monitored in line with other PSHEE monitoring arrangements.

**6.0 The Role of Parents**.

**6.1** The school is well aware that the primary role in children’s education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective we:

* provide an opportunity to discuss the content of lessons if required
* make the policy available to parents and take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Drug and Alcohol Education in the school

**7 The Role of Other Members of the Community**

**7.1** We encourage other relevant health professionals to work with us to

provide advice and support for children and families where appropriate.

**7.2** All our visitors are required to follow this policy and the guidelines of the School Agency Partnership Protocol (SAPP)

**7.3** Our staff contact in school for Drug Education is the PSHEE Coordinator.

**7.4** Our Governor with responsibility for Drug Education is Matt Harty.

**8 Medicines and other substances**

**8.1** Pupils may not bring prescribed medication into school. Parents and carers may visit the school in the lunch break to bring and administer the prescribed medication themselves. This must be done with prior arrangement with the school.

**8.2** Where children have specific medical needs requiring regular medication; parents and carers must provide details of the child’s condition and the relevant medication. Records of this information and details of medication given will be documented.

**8.3** Emergency medication and regular medication may be stored securely in the classroom. Other drugs will be stored securely in the office.

**8.4** Any staff medication must be stored securely.

**8.5** Solvents and other hazardous chemicals must be stored securely and used correctly to prevent inappropriate use by pupils. Tippex, aerosols, glues and board cleaners are to be used with care.

**8.6** Legal drugs are allowed in school only when authorised by the head teacher. Members of staff who smoke must keep their tobacco, lighters/ matches secure. Smoking is not permitted on the school grounds.

**8.7** Alcohol to be consumed at community or parents’ events may be stored at the head teacher’s discression. To sell alcohol the school must be licensed under the Licensing (Occasional Permissions) Act 1983

**9 Drug Prevention**

**9.1** Our teaching activities focus on preventing drug misuse and its unwanted consequences for individuals and the school community. Our Drug and Alcohol Education will be an integral part of the school’s aim to provide a healthy, safe and supportive environment within which its members are encouraged and supported to achieve their potential.

***Prevention in Practice***

**9.2** This policy’s aims (as detailed in section 2.1) will be achieved by:

* ensuring that if there is alcohol on the premises, for any agreed event, that it is stored safely and securely. This is the responsibility of the head teacher.
* ensuring that there is guidance for the site supervisor and other staff about the disposal of drug related paraphernalia - see 10.2
* ensuring that local and national information, advice and support resources are available to members of the school community and they are accessible in such a way that confidentiality can be maintained
* ensuring that there is a support system in place for any member of the school community experiencing a drug related problem by referring to outside agencies as appropriate
* distinguishing pupils who require general information and education and those who could benefit from targeted intervention (Lifeline, Young Addaction)

**10 Managing Drug Related Incidents**

**10.1** For the purposes of this policy, a “drug related incident” will mean evidence or suspicion of a specific incident/s which involves one or more drugs (including off site activities, sporting events or any other event at which the school is being represented during school hours).

Staff are to initially assess the situation and adhere to safeguarding procedures. We will balance the needs of the individual pupils concerned with the wider school community and use the school’s behaviour policy. Exclusion should not be an automatic response to a drug incident as each case will be treated individually with referral to appropriate agencies as required and consideration given to multi agency involvement/CAF.

**10.2** It is legal, under Section 5 of the Misuse of Drugs Act 1971 to take temporary possession and of suspected **controlled drugs.**  To comply with this we will:

* Ensure a second adult witness is present throughout
* Notify the police for advice and disposal
* Seal the sample in a plastic bag and record full details including date and time of the incident
* Store in a safe lockable container
* Inform parents/carers, unless this is not in the best interests of the pupil

**10.3** **Legal drugs-** In taking temporary procession of tobacco, alcohol, legal highs or volatile substances the above apply (10.2) however the police will not normally be informed although the school may inform trading standards and/or police about the inappropriate sale or supply if known. Substances must be disposed of in a considered and safe way by two members of staff.

**10.4** If any parent/carer is deemed under the influence of any drugs on the school premises, the child will be kept in school and an alternative family member/ carer will be contacted.

**10.5** Searching

Refer to appendix ‘Guidance for screening, Searching and Confiscation’. ‘Guidance for School Leaders, Staff and Governing Bodies’.

**11 Confidentiality**

**11.1** Teachers conduct Drug and Alcohol Education lessons in a sensitive manner and in confidence. However if a child makes a reference to being involved or likely to be involved in a drug related situation that puts them at risk, the teacher will take the matter seriously and deal with it in line with the Safeguarding/Child protection Policy.

**The Role of the Head Teacher**

It is the role of the head teacher to ensure that both staff and parents are informed about our Drug and Alcohol Policy and that the policy is implemented effectively. It is also the head teacher’s responsibility to ensure that members of staff are given access to sufficient training, so that they can teach effectively and handle any difficult situation with sensitivity.

**The Role of Governors**

The designated governor is involved in the development of this policy and the drug education programme, contributing to any case conferences called or appeals against exclusions. This governor reports findings, recommendations and feedback from parents to the full governing body as necessary.

**Monitoring and Review**

This policy will be reviewed on a regular basis (every 2 years) and reported to governors when requested on its effectiveness.

**Appendix**

**Staff Training – Managing Drug Related Incidents**

In order to meet these aims this training is provided for staff to support the management of drug related incidents and situations.

**Key Responsibilities**

Drug related incidents will be managed and co-ordinated by the head teacher or in his/her absence, the Deputy who will then initiate and/or co-ordinate action and where necessary involve outside agencies.

The response to any drug related incident or situation will be determined by and be justifiable in terms of:

* the appropriateness of the response to the needs of the pupil;
* the appropriateness of the response to the needs of all persons involved, the school and the wider community;
* consistency with existing school rules, codes and expectations.

As such there is no specific sanction or prescription of support for individual incidents, the response is determined by the head teacher after a prompt and thorough assessment and consideration of needs.

**Head teacher response**

With the exception of medical emergency, all subsequent actions will be decided by the head teacher. These may include:

* notification of parents/carers
* notification of police
* notification of involved members of staff or key governors
* completion of incident records
* making referrals to involve outside agency support
* recommendations regarding sanctions and/or support
* aftercare arrangements
* management of media contact

**Discovered and disclosed incidents**

**Discovered incidents** are those where there is evidence or suspicion that an individual or group are in possession of unauthorised drugs during school time, using drugs during school time, intoxicated during school time and/or within the vicinity of the school, supplying drugs during school time, cultivating unauthorized drugs on the school premises, or have an involvement in any of these out side of school time.

**Disclosed Incidents** are those where an individual or group discloses a concern, problem or issue associated with drugs. Any such disclosure may be about themselves or others.

In these situations the following process should be followed.

**Discovered and disclosed Incident**

**Inform the head teacher as soon as possible**

Does person(s) involved need to be isolated for safety/further investigation?

**Secure the safety of those involved**

Is there a medical emergency? If YES implement emergency procedures immediately.

Is the need for response urgent? If YES the head teacher must be freed to respond and/or initiate procedures.

**Head teacher to initiate and**

**co-ordinate plan of action**

Including:

* safeguarding procedures
* refer to behaviour policy for recommendations regarding discipline and support
* pastoral support
* notify parents/carers
* notify police
* notify involved members of staff or key governors
* completion of incident records
* aftercare arrangements
* management of media contact

**Response**