

**Netherthorpe Primary School
Substance Use and Drug Education Policy**

**This school drug policy has been developed, involving all key personnel:
Leadership and Management Team, teaching staff, parents, governors, non
teaching staff and pupils.**

**It is a comprehensive policy which covers all possibilities that could be
encountered in a primary school and its immediate environment.**

Further guidance can be obtained from DfEE 11/98 Protecting Young People.

Reviewed by Elizabeth Gray: March 2016
Next review: March 2020

Rationale:

At Netherthorpe Primary, we recognise that there will always be young people who choose to take risks. However, at no time will the school knowingly permit or tolerate possession, consumption, supply or offer to supply any restricted drugs on the school premises. If any of these offences are committed they will be fully investigated and dealt with ensuring that drugs use or misuse is challenged using a range of sanctions that are explained elsewhere in this policy.

Equal Opportunities:

The availability of drugs education is an entitlement for all children, regardless of race, culture, gender or ability. It is an important aspect of the broad and balanced curriculum, which prepares the child for the wider world, while providing the protection of a safe and secure environment in which to discuss the sometimes disturbing and challenging implications of drug use and abuse.

Aims.

The aims of our drugs education policy are to:

- ◆ Provide a protective framework within which staff can teach and young people can be taught.
- ◆ Ensure that all young people are given opportunities to develop the skills, knowledge and understanding to make healthy informed decisions about drug use and misuse in order to achieve their full potential.

Drug Definition

A drug is a substance that alters the way the mind or body works; this may be physically, mentally or emotionally. Therefore this policy will cover all drugs such as caffeine, and those found in foods and soft drinks as well as those that have the potential to harm human health or impair judgement. This will include over the counter and prescription medicines, alcohol, tobacco, solvents, steroids, magic mushrooms and illegal drugs.

Restricted Drugs

The accompanying document "Managing Drug Related Incidents in Barnet Schools: a Guide to Best Practice" outlines legal classifications of drugs and the law relating to the Misuse of Drugs Act 1971. The school has classed the following substances as restricted drugs as they have the potential to change people's behaviour and/or harm human health: over-the-counter and prescription medicines, khat, tobacco, alcohol, alkyl nitrates (poppers), solvents, steroids, gammahydroxybutyrate (GHB), cannabis (in all its forms) amphetamines, ecstasy, LSD, magic mushrooms, cocaine/crack and heroin.

Medicines

It is the LA policy that the school must be informed in writing, using an authorisation form available from the school, of any medicines that a pupil may need during the school day or on the school premises. It is of particular importance to discuss medicines that are used to control co-ordination or behavioural difficulties.

If parents are anxious that their child will not take their medication if it has to administered by a member of staff they can request that the child carries their own medication and self medicates. The parent must be confident that the child is responsible enough to self medicate and will not share the medication with other pupils.

A request form for a pupil to carry the medication must be given to the school where permission may or may not be given after careful consideration is given to the request. This request must be agreed before the medicines are brought into the school. This practice is to ensure that pupils are supported and not discriminated against. Further guidance can be obtained from the document "Supporting Pupils with Medical Needs" DfEE 1996.

Safety of Staff and Pupils

To protect the health and safety of staff and young people, all staff will receive training on how to identify drug use and follow procedures to deal with drug-related incidents. This will ensure the welfare of young people is maintained.

Responsible Behaviour

School staff and visiting adults should act at all times as responsible role models and set a good example of drug related behaviour. Therefore this policy with reference to restricted drugs will apply to any person on the school premises.

Boundaries and School Responsibility

Pupils, students on work experience in the school, and all adults in the school for any reason, are expected to adhere to this policy once they have entered the physical boundaries of the school, until they leave the same boundaries at the end of the normal school day.

On occasions where pupils leave the school premises during these times such as on school day-trips or a school event, they shall not commit any of the offences that are outlined in this policy. Pupils will also be expected to adhere to this policy whilst they are attending a residential school trip whether supervised by school staff or not.

Any pupil involved in a drug-related incident on such an occasion will be dealt with according to this policy.

People concerned in the management of any venue hosting an event etc. involving adults or pupils from another school may impose additional procedures/sanctions.

Staffing

The school will appoint a member of staff to act as drug co-ordinator who will be trained to advise on and oversee the management of drug-related incidents and co-ordinate drug education. This person will ensure that correct procedures are followed and that all pupils, parents or professionals involved have fully understood the school's role and what strategies will be implemented.

These strategies will take account of age, culture, home or community circumstances and previous history of the young people. All staff will be given training through INSET days and inputs at staff meetings. This training will cover drug identification and problems associated with their use, dealing with drug-related incidents and drug education.

PSHE Subject Leader

The PSHE Subject Leader will assist in dealing with drug-related incidents as well as co-ordinating drug education across the school. They will also ensure training materials and leaflets used are in line with the ethos of the school, and disseminate the drug policy and publicise it to all parties affected by it i.e. staff, governors, pupils and parents. This will be carried out regularly.

Training for staff

General drug training on how to manage drug-related incidents and identifying young people's drug use will be given to all staff as well as how, when and why drug education should take place. PSHE subject leader will also be released to access the part time certificate in Drug Intervention Studies and to maintain an up to date drug knowledge through refresher courses. S/he will cascade information on relevant changes in legislation from the training to the Senior Management Team.

Needle Disposal

The school caretaker, two members of the senior management team and the PSHE subject leader will be trained to deal with discarded injecting equipment appropriately. The equipment for disposal will be kept in the cleaning cupboard where it may only be used by the trained staff. Whenever the sharps bin has been used for an incident it will be disposed of appropriately and steps to replace it will be taken immediately.

Records

Records will be kept using a drug-related incident record form for all drug related incidents. These will be kept securely by the head teacher and only shared with key people with the consent of the head teacher and PSHE subject leader.

Confidentiality

Young people wishing to disclose drug use by themselves or their peers to teaching staff will be informed that staff cannot guarantee confidentiality and may have to take the issue further for the pupil's safety. Any information will be recorded and treated sensitively in line with the school's confidentiality policy. Procedures for dealing with disclosure are included in the document "Managing Drug Related Incidents in Barnet Schools: A Guide to Best Practice".

If a pupil wishes to discuss their own drug use or that of their friends or family confidentially, they will be referred to the school nurse, school counsellor or young people's drug service. If there is any evidence that the pupil's safety is at risk the person providing support will work in partnership with the pupil to ensure that they are given appropriate support or intervention. This will be carried out in consultation with the designated Child Protection Teacher or the Education Social Work Service. Child Protection procedures supersede any confidentiality agreement.

Disclosure

The main purpose of drug education is to explore young people's attitudes and values and not their personal drug use. For this reason this point must be addressed within the first lesson so that neither staff nor pupils will discuss their own drug use. Everybody should have the opportunity to share their opinions and have them valued. Disclosure from staff or pupils within the school drug education should be avoided at all times. At the start of any drug education pupils and staff will draw up a contract that will include this as one of the ground rules. If any staff member is asked about their

own drug use they will draw pupil's attention back to the contract.

Drug-Related Incidents

There are six situations that would constitute a drug-related incident outlined below. Procedures to deal with these are given in the accompanying document "Managing Drug Related Incidents in Barnet Schools: A Guide to Best Practice".

- Emergencies – where a pupil has lost consciousness or gone into a coma;
- Intoxication – being intoxicated/'high', when it is difficult to communicate with the person (under no circumstances should an interview take place at this stage to inform sanctions).
- Discovery/observation – where a young person is discovered using, holding, supplying or offering to supply a substance not permitted on the school premises;
- Disclosure – where a pupil discloses to a member of staff that s/he has been using drugs, or that they are concerned about someone else's drug use (friend, parent or sibling);
- Suspicion or rumour – staff should be wary about acting on the basis of rumour or suspicion.
- Discovery – this may be discovery of a restricted drug or paraphernalia that is used in conjunction with its use.

Sanctions

There will not be an automatic sanction applied to any drug related incident in school. Any response will be taken after considering all the facts about a young person and their emotions and circumstances in which any drug-related incidents have come about. Training on procedures, assessments and sanctions will be given to all staff that will implement procedures or decide sanctions.

The school drug co-ordinator, at least one member of the SMT (usually the head teacher) and any other agency that can extend support to the school or young person will be involved in implementing the action applied.

Any school response will be taken from the range available

These are:

- Put together an individual teaching plan, personal support programme or other support plan.
- Change things at school, i.e. Teaching set, tutor group, subject options.
- Make sure the young person is not a victim of bullying or similar treatment.
- Rewards system for appropriate behaviour changes.
- Positive input to school, i.e. Participation in peer education programme, monitor duty/playground duty.
- Assessment by the educational psychology department.
- Attendance at a counselling/youth/drug agency.
- Consultation with support services.
- Sanction system for inappropriate behaviour.
- Supervision of break/lunch times.
- Referral to the school nurse.
- Referral to the young people's drug service.

- The parents/guardians being asked to attend the school
- A letter home to the parents/guardian
- The school will also consider involving the police for more serious offences or where there is a lack of co-operation from the pupil or parents and may still impose additional sanctions to help the pupil benefit from the experience and use them as a deterrent within the school.

This will be part of a supportive network developed to ensure that the school uses its powers to protect the long-term welfare of the pupils in the school. Fixed term or permanent exclusion may be used when other options have been explored or where it is demonstrated that there is a significant risk to the safety or welfare of staff or pupils.

Drug Education

Drug education will be taught via the science or PSHE curricula:

- Key Stage 1; 5-7 year olds. The role of drugs as medicines.
- Key Stage 2; 7-11 year olds. Alcohol, tobacco and other drugs can have harmful effects.

To be effective, drug education will be taught throughout the curriculum although the main vehicle will be the Personal Social Health Education curriculum. Using the PSHE curriculum the school seeks to assist young people in their personal and emotional development and allow time for reflection with opportunities for exploration of attitudes and values.

The content of what will be taught is outlined in "The Right Approach; Quality Standards in Drug Education" written by SCODA and produced in partnership with DfEE.

Drug education will use a number of strategies such as:

- Exposition;
- Role-play – discussion and feedback;
- Group work;
- Structured games;
- Visual aids;
- Active learning techniques;
- Appropriate use of outside speakers.

Outside Speakers

If outside speakers are used to complement the work in school they will be properly briefed beforehand and the content of their sessions will be agreed with the teacher co-facilitating the lesson. The speaker will be incorporated into a programme of drug education and not used in isolation from the programme. A member of staff will participate in any deliveries from outside agencies and careful attention paid to follow up work. Outside speakers will be given a copy of the school drug policy prior to the visit to ensure that they are aware of the ethos of the school and how to deal with an incident if it occurs.

Monitoring and reviewing

Whatever strategies are used the lessons will be properly planned and evaluated using formative and summative evaluation ensuring that young people reflect with the teacher what they have learned in terms of knowledge, skills and understanding, this can be carried out in a variety of formal and informal ways. Teachers will record their observations relating to any development in pupils group work skills and changes in attitude. Time will also be made to ensure that teachers can reflect what they have learned from the education programme which will inform future drug education.

Further guidance and easy reference diagrams can be found in the accompanying document "Managing Drug-Related Incidents in Barnet Schools: A guide to best practice".