

Rationale:

Alexander Hosea Primary School recognises that young people are exposed to the risks associated with the drug culture that exists in today's society.

The school wishes to promote the development of the 'whole person' which encompasses physical, mental, emotional, social and environmental health; by equipping pupils with the knowledge, skills, attitudes and values to handle their lives effectively in the present and prepare them for adulthood.

Drugs education should therefore form an integral part of the school curriculum. This policy is underpinned by the School's vision (Roots to Grow-Wings to Fly) and ASPIRE aims:-

- Adaptable
- Self-belief
- Perseverance
- Inclusive
- Respect
- Enquiring

Definition of drugs for this policy:-

The definition of drugs used in this policy is the definition given by the United Nations Office on Drugs and Crime: "A substance people take to change the way they feel, think or behave".

This refers to all drugs whether:

- Illegal drugs (those controlled by the Misuse of drugs Act 1971) such as ecstasy, cannabis, crack/cocaine, heroin and LSD, ketamine, GHB, anabolic steroids and khat (regular updates on illegal drugs can be found in safeguarding updates from local authority)
- Drugs that are legal to use but are covered by some legislation such as selling to under 18 year olds including alcohol, tobacco, shisha and volatile substances (solvents)
- Drugs that are legal to use and buy such as poppers
- Over the counter and prescription medicines
- And other drugs such legal highs/Novel Psychoactive Substances that are illegal to sell for human consumption and e-cigarettes that currently have no restrictions (although laws about selling to under 18s and use in public places are to be put in place)

Definitions of other key words

Drug use describes any drug taking. Any drug use can potentially lead to harm, including through intoxication, breach of the law or school rules, or future health problems.

Drug misuse is drug taking which leads to social, psychological, physical or legal problems through intoxication, regular excessive consumption and/or dependence.

Aims:-

The following aims complement those for Science in the Primary National Curriculum 2014. Government PHSE review 2013 concluded that there would be no new programmes of study and that it would be a non-statutory subject. The DfE has however stated as part of its national curriculum framework 2014 that '*All schools should make provision for PSHE education, drawing on good practice*'.

- To promote positive attitudes towards personal health.
- To develop self-discipline and self-respect.
- To build pupils' self-belief.
- To develop decision-making skills
- To inform pupils of the effects of drug abuse, and the risks involved.
- To help pupils to understand how they can influence their peers.
- To develop knowledge and understanding of themselves and others as individuals
- To promote the law on drugs
- To inform pupils of what to do if presented with a drugs related situation

Objectives:-

Drugs Education should enable pupils to develop a knowledge and understanding about drugs and drug issues, as well as the skills needed to cope with challenges they will encounter.

Pupils should be able to:

- Understand their own personality, needs, abilities and interests.
- Understand the process of reasoning required to make informed choices.
- Explore their own attitudes towards drugs and drug issues.
- Develop coping strategies to deal with peer pressure.
- Develop a competence in challenging attitudes and patterns of behaviour associated with drug misuse.
- Develop self-discipline.
- Understand what is meant by 'a drug' and the definition of 'addiction'.
- Understand how some drugs affect the body.
- Be aware of the benefits of healthy lifestyles.
- Recognise potential drug exploitation and how to take avoiding action.
- Be aware of the current drug culture and the effect of advertising campaigns.

Drug education within the curriculum

Drug education should not be seen as a one off topic but as a continuous process which involves the development of skills and attitudes enabling pupils to make informed choices. Effective drug education should take account of not only the individual, but also the family, their peer groups, and the wider community. Where possible, the school promotes the partnership between the parent and child, when addressing drug issues.

Drugs education is specifically included within the Programmes of Study for Science, and within other subjects, such as Religious Education, English, and Physical Education, there are opportunities for considering drug-related issues from a variety of perspectives. Year 6 also attend LIFE SKILLS, where they take part in a number of scenarios concerning their personal wellbeing.

Drug education can be dripped through the curriculum when teaching values and ELLI (Effective Lifelong Learning Inventory) skills as raising self-esteem, self-confidence and assertiveness will prepare them for making informed decisions about drug use, the main focus being on knowledge, social skills, attitudes and values.

Aims and objectives of the drug education programme

The school's drugs education programme is grounded in the following aims and objectives:

- Develop self-discipline.
- Understand what is meant by 'a drug' and the definition of 'addiction'.
- Understand how some drugs affect the body.
- Be aware of the benefits of healthy lifestyles.
- Recognise potential drug exploitation and how to take avoiding action.
- Be aware of the current drug culture and the effect of advertising campaigns.

Delivery and organisation of the drug education program

Drugs Education is a whole staff issue. Alexander Hosea Primary School ensures that staff are regularly updated with changes in the curriculum and changes to the policy, which have an effect on their delivery of the curriculum.

The PHSE education programmes held in APPENDIX 3 will be used as it offers a outlines a progression from YR to Y6.

Where staffs identify a need they may decide to challenge thinking as the need arises. It would be suggested that this is discussed with the Head teacher.

Outside Agengies:-

Alexander Hosea Primary School may use outside agencies to help delivery the drug education programme if the teacher ensures that the following criteria are met:

- The content and delivery of the programme has been jointly agreed.
- The programme and methods of delivery are consistent with the aims and objectives outlined in this policy.
- The Head Teacher has given approval for the use of the outside agency.
- CRB disclosure will be required from any person delivering drug education.

As with other areas of the curriculum, events and resources that make the subject more relevant and appealing to the children will be used: Life Bus visits and visits to the Life Skills Centre are currently used.

Links with parents/ carers, the community and the police.

Parents play a vital role in the prevention of drug misuse. They are involved in the planning of the school drug policy and they should be involved fully in the education of their child. This is especially so with the drug education programmes. Parents are encouraged to play an active role in homework tasks, and discuss drug issues with their child whenever possible. Parents are also aware of the school's procedures for dealing with drug related incidents.

The school endeavours to work closely with the local community to help reduce the number of drug related incidents.

Alexander Hosea Primary School has developed good working relationships with the local police. This helps to ensure that if a drug related incident is reported, it will be dealt with in a professional and discreet manner, and in keeping the best interests of the child concerned in mind.

DRUG RELATED INCIDENTS

Definition of a drug-related incident

In this school, a drug-related incident includes any incidents involving any drug that is unauthorized and therefore not permitted within the school boundaries.

Drug related incidents in a primary school rarely involve illegal substances but can involve:

Pupils smoking cigarettes in school, a parent/carer collecting their child whilst drunk, pupils selling cigarettes to other pupils, misusing another pupils' asthma inhaler, disclosing concern about a family member who has a drug problem, giving medicines to another pupil, a teacher with information about the illegal sale of cigarettes at a local shop, the school keeper finding used syringes in the playground, a member of the public phoning the school to say they have seen pupils smoking in the community.

School responses to drug-related incidents

In all drug-related incidents the following principles will apply:

- the Head Teacher will be informed immediately
- All situations will be carefully considered before deciding on the response
- The needs of the pupil(s) will always come first, whilst also taking account of the needs of the school as a whole
- Parents/carers will be involved at an early stage and throughout any investigation
- Support agencies, including the Police will be involved as appropriate and in keeping with legal requirements
- A range of responses will be considered including disciplinary and counselling/supportive responses.
- Permanent exclusion will not be the automatic response and will only be used in the most serious cases and as a final resort
- Any action taken will be in line with the school's behaviour policy.
- Decisions about the response will depend on the severity of the situation, whether the offence is one of a series or a first time and whether the person involved is putting themselves and others at risk. The Head Teacher, in consultation with SLT will decide whether a disciplinary and/or counselling action should take place.
- Incidents will be reported to the Chair of Governors

Possible responses might be:

(i) Support and counselling

If a pupil has a concern about drugs or has been involved in a drug related incident or is themselves at risk of drug misuse, we will seek support from First Point and if appropriate refer to a specialist agency, such as Childline.

(ii)Sanctions

Where a school rule related to drug use, is broken, sanctions will be given. The type of sanction will depend on the nature and degree of the offence. Decisions about sanctions will be made by the Head Teacher and consistent with the behaviour policy. In the unlikely event of an incident involving illegal drugs, permanent exclusion will be considered and used if needed

Procedures for managing incidents*Reporting a drug-related incident*

All drug-related incidents are reported to the Head Teacher

Although there is no legal obligation to report an incident involving drugs to the police, they will be informed immediately of any incident involving a suspected illegal drug. Incidents involving legal drugs will remain school matters, although we will contact Trading Standards or the Police about the sale of tobacco, alcohol and solvents to under age students, from local shops.

Recording the drug-related incident

All drug-related incidents are recorded using a drugs incident form. The form is given to the Head Teacher and kept confidential in the school office.

In all drug-related incidents the Head Teacher, in consultation with SLT, will decide on the responses, including the use of sanctions and/or counselling and support.

It is very rare for primary-age pupils to misuse drugs in school, however we believe it is important to be prepared should such an incident occur.

Medical emergencies when a pupil is unconscious as a result of drug use

Staff with first aid qualifications should be called immediately but the pupils not left alone. The pupil will be placed in the recovery position and an ambulance called immediately. Parents/carers will be informed immediately.

Intoxication, when a pupil is under the influence of a drug

The pupil will be removed to a quiet room and not left alone. The first aider and Head Teacher called. The pupil will be helped to calm down and medical assistance sought immediately. Parents/carers will be informed and called to the school.

Discovery/observation

When a person is discovered using, supplying or holding a substance that is not permitted on school premises and which is described in this policy.

If the substance is suspected to be illegal, staff can take temporary possession of it

- it will be confiscated, in the presence of a second member of staff as witness
- the sample will be sealed in a plastic bag with details of the date and time of the seizure/find and witness present and stored in a secure location (eg a safe or lockable container) with access limited to the Head and Deputy Head
- the pupil will be taken to the school office and the Head or Deputy Head called and the pupils questioned
- Police will be notified immediately, who will collect it and store or dispose of it, in line with locally agreed protocols.

- The Head Teacher will record details of the incident, including the police incident reference number
- The Head Teacher will inform the pupil's parents/carers and they will be asked to come into school, unless it is not in the best interests of the child to do so
- identify any safeguarding concerns and develop a support and sanctions response including internal exclusion whilst investigations are carried out.

If the substance is legal (but unauthorised in school) it will be disposed of or handed to the parent/carer.

Searches

Staff are allowed to confiscate pupil's property, as a disciplinary penalty, where reasonable to do so, including substances, whether legal or not.

If staff find other substances which are not believed to be illegal/controlled drugs these can be confiscated where staff believe them to be harmful or detrimental to good behaviour.

If school staff are unable to identify the legal status of a drug, it should be treated as an illegal drug.

If a member of staff has reasonable grounds for suspecting that a pupil is carrying illegal drugs on them or in their personal property, they will ask the pupil to voluntarily produce the substance, in the presence of two members of staff. In circumstances where a pupil refuses to do this the member of staff will discuss with the Head Teacher who may decide to carry out a search in the presence of another member of staff. The Head Teacher is the only person authorised to carry out a search, unless they are not the same sex as the pupil and then the Head Teacher will authorize two members of staff to carry out the search. The search will take place in school or where staff have lawful control of pupils.

We will keep a record of the search and inform parents if a substance is found, although there is no legal requirement to do this or inform parents before or after a search or seek their consent to search a child.

Teachers can search pupils' bags/trays and in circumstances where a member of staff believes drugs have been stored there, they will seek the pupils' consent and search with a Senior member of staff present. If consent is refused the decision to search will be taken by the Head Teacher.

Dealing with drug-taking materials

School site staff make regular checks of the school grounds and know how to deal with drug-taking materials, including needles, in line with health and safety advice.

Pupils are taught what to do if they come across needles on the school premises and know not to touch needles and to inform a member of staff immediately.

Disclosure when a pupil discloses to a member of staff that he/she has been using drugs, or is concerned about someone else's drug use.

In these situations, staff will be non-judgemental and caring and will show concern for the pupil. Pupils know that teachers cannot promise total confidentiality. The Head

Teacher or Deputy should be informed as soon as possible so that appropriate support can be found.

Suspicion/rumour. Staff should not assume use of drugs on the basis of rumours or behaviour alone. However, if there is a suspicion, evidence will be collected over a period of time before a decision is made to question the pupil(s) involved.

Intoxicated parents/carers

Our school's rules for drugs apply to all people who are on the school premises and we expect that parents/carers will adhere to these rules. If a parent/carer comes to school and appears to be under the influence of drugs or alcohol, they will be asked to leave. If they have come to collect their child, we will sensitively offer to phone for someone else to come and collect the child. If we are concerned that the child is at risk then we will follow the Child Protection procedures.

Needs of pupils

We are sensitive to the needs of students whose parent/carers or family members have problems with drugs. Where problems are observed or suspected or a pupil discloses problems, we will assess the pupils' welfare and support needs and if needed, involve external support for the child and, where appropriate, for the family.

Confidentiality

Where a pupil discloses to a teacher that he or she is taking drugs, the teacher should make it clear that he or she can offer no guarantee of confidentiality. Alexander Hosea School will always fully co-operate with relevant authorities and fully disclose all the relevant facts. However the teacher can advise the pupil of other sources of confidential information or advice. Pupils should also be encouraged to talk to their parents. A record will be made of the disclosure and the Head Teacher is to be informed.

Monitoring and Evaluating

The school drug education policy is periodically reviewed to reflect changing circumstances and trends in drugs use. The programmes of study for drug education are continually reviewed and any changes deemed necessary are implemented.

This policy is reviewed every three years.

If an incident should occur, the policy is reviewed in the light of that incident.

The review will include feedback from the evaluations of drug education, included in the annual review of PSHE and Citizenship.

The induction of new staff and governors will include introduction to this policy.

The policy is available to parents if they request it.

Responsibilities

The PSHE Lead is responsible for the development, monitoring and review of the drug education curriculum, supporting and training staff and liaising with any external agencies to support the curriculum.

The Headteacher has overall responsibility for drugs issues including managing drug-related incidents, liaising with the Police and other external agencies, including support services.

This policy has been screened for Equalities Impact Assessment to ensure that we give 'due consideration' to equality of opportunity.

This policy will be reviewed in 3 years or following an incident.

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Position	Teacher	Date ratified	11/6/15
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APPENDIX 1**THE MANAGEMENT OF PRESCRIBED MEDICINES**

At the start of the school year, parents must complete a care plan indicating any medical illness their child has. The parent is also advised that the school will not, as a matter of course administer medicine to a pupil. If an emergency arises, the parent will be contacted and permission sought if necessary.

If a pupil needs to bring a prescribed medicine into school, the following guidelines must be adhered to:

- *The school will only administer medication where a request to administer medication form has been completed by the parent / carer of a pupil which explains the medical condition and the dosage required*
- Members of staff will become the designated administrator after any necessary training. Pupils, in consultation with parents, will be encouraged to administer their own medication under adult supervision.
- No pupil is to carry their own medication
- All medicines kept in school must be clearly marked with the child's name and instructions for use by the designated person i.e. Teacher, Teaching Assistant, Administrative Assistant, Headteacher, SMSA (see Health Care Plan), and normally kept locked in the First Aid cupboard in the main school office.
- The medicine will be handed into the office and not be brought into the classroom
- The office staff will store the medicine in a locked cabinet in its original packaging
- The care plan will be followed to support the child in taking the medicine

THE MANAGEMENT OF SOLVENTS

Pupils are not permitted to bring solvents or aerosols into school. This includes tippex fluid and pens, tippex thinners, glue, marker pens and spray deodorants.

All members of staff are responsible for the safe storage and usage of solvents in their classroom. Where possible they should be locked away when not in use. This includes white board markers, glues and paints. The cleaners and caretakers should also ensure that their stores are locked when not in use and that solvents are held in a secure place.

APPENDIX 2 – EMERGENCY FIRST AID

Emergency Action for all members of the school community:

In the event of finding someone collapsed and unconscious, summon help and follow these procedures until help arrives:

1. Check that the mouth is free of obstruction and the airway clear.
2. If necessary pull the tongue forward
3. Loosen clothing at the neck-line
4. Place the person in the recovery position with the head forward (refer to illustrations of recovery position next page)
5. Check for chest movement and colour of face, lips and tongue; if these begin to turn blue, a person qualified in first aid should resuscitate

APPENDIX 3 – AREAS OF STUDY FOR DRUGS EDUCATION PROGRAMMES**KEY STAGE 1**

KNOWLEDGE AND UNDERSTANDING	SKILLS	ATTITUDES
<ul style="list-style-type: none"> · Basic information about how the body works and ways of looking after the body · Safe and unsafe substances in the home · Simple safety rules · Medicines and tablets – reasons why they are used. · School rules · People who are involved with medicines and drugs · People who can help pupils when they have concerns · Introduction to the drugs pupils may encounter · Understanding that drugs can be harmful if not used properly 	<ul style="list-style-type: none"> · Personal likes and dislikes · Being friends with others · Communicating feelings and concerns about illness and taking medicines · Following simple instructions to keep themselves and others safe · When and how to get help from adults · Knowing how to say NO 	<ul style="list-style-type: none"> · Respect and caring for yourself and valuing the uniqueness of your own body · Respect and caring for others · Realising that it is sometimes appropriate and important to say "NO" · Realising that adults or older children are not always "friends".

KEY STAGE 2

KNOWLEDGE AND UNDERSTANDING	SKILLS	ATTITUDES
<ul style="list-style-type: none"> · Detailed information on how the body works and how to keep it healthy · Different types of medicines, the value of some drugs, safety when using medicine · Effects of caffeine, alcohol and tobacco on the body and associated risks of drug taking · School rules relating to medicines, alcohol, tobacco, solvents and other drugs · Consideration of why some people take drugs · People who persuade others to take drugs: friends, known adults, peers, older children · Identifying pressures and influences. · Dangers from handling discarded drug-related equipment · First aid, where to get help, the law relating to legal and illegal drugs 	<ul style="list-style-type: none"> · Personal strengths and weaknesses · Handling social relationships · Expressing and communicating feelings and concerns about drugs and their use · Identifying risks · Coping with peer influences · Communicating with adults · Making choices and knowing the consequences of actions · Keeping safe, giving and getting help 	<ul style="list-style-type: none"> · Valuing yourself and others · Attitudes towards the use of alcohol and tobacco within the home and the wider society · Parents’ and teachers’ reactions to drugs and their use · Attitudes and beliefs about different drugs, the people who use/misuse them, and why they use them · Responses to media and advertising presentations of medicines, alcohol, tobacco and other legal drugs

Suggested outline for drugs education programme

TOPIC/SKILL AREA	SUBJECT	YEAR	TEACHING CONTEXT	RESOURCES

1. Name of Pupil / Young person _____ DOB _____
Address _____
School / Youth Club _____

2. Date of Incident _____ Reported by _____
Time of Incident _____ Location of Incident _____

3. First Aid given YES / NO Administered by _____
Ambulance/Doctor Called YES / NO Time of Call _____
Drug Involved (if known) _____ Sample Found YES / NO

4. Parent Informed YES / NO Date _____ Time _____
By whom _____

5. Where sample retained _____ or
Date Sample Destroyed _____ Time _____
Witnessed by _____

6. Police Informed YES / NO Date _____ Time _____
By _____ Name of Station / Officer _____

7. First Point Informed YES / NO Date _____
Time _____ By whom _____

8. Form completed by _____ Date _____
Position _____
Countersigned by School Principal/Board Officer _____
Dated _____