

Gretton Primary School

Drug Education and Dealing with Drug-Related Incidents Policy

1. Rationale

Gretton School acknowledges that we cannot solve all the problems of drug misuse in society but we recognise that education can play a key role in ensuring that young people know the risks of taking drugs, have the knowledge and skills to make informed decisions and know how to access support and help if needed.

Gretton School is committed to safeguarding and promoting the welfare, health and safety of its children and staff and will not 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 thoroughly investigated and sanctions applied when necessary. School staff and other adults on site 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, unless the Headteacher have agreed for the rules to be altered for a particular occasion.

2. Definitions

A drug is a substance, legal or illegal that can alter the way the mind or body works. Therefore this policy will include alcohol, tobacco products, caffeine, solvents and other volatile substances, over the counter drugs and medicines, prescribed medicines including tranquilisers and painkillers and illegal drugs.

3. Aim

Our aim and approach is in line with the National Curriculum, the Government's 10 year Strategy for Tackling Drug Misuse and advice from the Department for Education and Skills (DfES/0092/2004).

- To provide a protective framework within which staff can teach and pupils can be taught
- To help children and young people resist drug misuse in order to achieve their full potential in society
- To ensure that all pupils are given opportunities to develop skills, explore attitudes, consider consequences and increase knowledge and understanding in order to make healthy informed choices about drug use and misuse

4. Objectives

- To provide pupils with accurate information about substances in order to dispel myths;
- To increase understanding about the implications and possible consequences of drug use including related health and social issues;
- To develop personal and social skills such as communication, assertiveness and decision making skills;
- To develop and enhance self esteem and self confidence.

5 Strategies and procedures

5.1 Procedures in dealing with drug-related incidents (in line with DfE and ACPO Drug Advice for School guidance January 2012)

There are a variety of situations that would constitute a drug-related incident outlined below:

- Pupil under the influence of drugs/alcohol
- Discovery - drugs/alcohol/paraphernalia found on pupil
- Supplying by pupil/school staff/parents/carers/persons external to the school community
- Disclosure
- Suspicion or rumour
- Drugs/alcohol/paraphernalia found on premises
- School staff/parents/carers/person external to the school community under the influence of drugs/alcohol on school premises

5.2 Boundaries and school responsibility

Pupils 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 school day. The policy will also apply to pupils on their journey to and from school and if they leave the school premises during the school day. Pupils will also be expected to adhere to this policy whilst they are attending an event, or on a residential or school trip. 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 may impose additional procedures/sanctions.

5.3 Support and 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 relevant facts and information about a young person and the circumstances in which any drug-related incident has come about. We recognise that drug-related incidents may be a symptom of other issues, for example being abused or witnessing violence (for procedures for children being abused, see Safeguarding Policy).

Depending upon the severity of the incident, the Headteacher and any external agency that can extend support to the school or young person may be involved in implementing the support and/or

sanction applied. The school response will be part of a supportive network developed to ensure that the school uses its powers to protect the long-term welfare of all the pupils in the school.

There is a range of possible responses that the school may implement:

- establish an individual teaching plan or other support plan.
- make sure the young person is not a victim of bullying or similar treatment.
- use the rewards system for appropriate behaviour changes.
- encourage positive input to school, e.g. participation in peer education programmes,
- monitor duty, playground duty.
- assessment by the educational psychology service.
- consultation with support services.
- access to counseling.
- application of school's sanction system for inappropriate behaviour.
- supervision of break and lunch times.
- referral to the school nurse.
- a letter home to parents and carers.
- the parents and carers being asked to attend the school.
- the police - The school will consider involving the police for serious offences or where there is lack of co-operation from the pupil or parents.
- 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.

5.4 Records

Records will be kept using the LA's drug-related incident record form for all drug-related incidents. These will be kept securely by the Headteacher and will only be shared with key people.

5.5 Confidentiality (and disclosure)

Young people wishing to disclose drug use of any kind which affects them to school staff are informed that confidentiality cannot be guaranteed and that the issue may need to be taken further for the pupil's safety. Any information will be recorded and treated sensitively in line with the school's Safeguarding Policy.

5.6 Public disclosure

The main purpose of drug education is to develop young people's knowledge, skills, attitudes and values and not to find out about their personal drug use. For this reason, this point is addressed within the first lesson of any drug education programme so that neither staff nor pupils will discuss any personal drug use. Public disclosure from staff and pupils should be discouraged at all times. However, the staff should make it clear to pupils that they can talk with them privately on matters that are concerning them. At the start of the drug education programme, pupils and staff are encouraged to draw up a set of ground rules/a contract, which will include issues of confidentiality as part of the group agreement. If any member of staff or a pupil is asked about

personal drug use, they will refer back to the ground rules/contract.

5.7 Collecting evidence

The law permits school staff to take temporary possession of a substance suspected of being a controlled drug for the purposes of protecting a pupil from harm and/or committing an offence of possession. The substance should either be handed to the police who will be able to identify if it is an illegal drug or it should be disposed of in the presence of a witness, but its identity cannot be claimed in retrospect. School staff should not attempt to analyse or taste an unidentified substance.

It is open to a member of staff to search a student's possessions where s/he has reasonable cause to believe it contains unlawful items. This should be done in the presence of a witness and the pupil. Where pupils are suspected of concealing illegal substances on their persons, every effort should first be made to secure the voluntary handing over of any unlawful substance by, for example, asking them to turn out their pockets.

The teacher must be careful to ensure that there is no opportunity for allegations of assault or improper conduct to arise, and therefore a witness should be in attendance at any interview or search of belongings.

Intimate physical searches should never be made by a teacher - the powers to search by the police, are clearly defined in law.

5.8 Needle disposal

When deemed necessary, the Headteacher will be trained to deal with discarded injecting equipment appropriately and ensure the equipment for disposal is securely stored in the Main School Office.

6. Roles

6.1 Members of staff responsible:

Headteacher and the Chair of the Curriculum Committee of the Governors.

6.2 Role of staff professional development and training

Training is available for all staff on dealing with drug-related incidents as part of an on-going professional development programme. There are also training opportunities available for addressing:

- signs and symptoms of drug use and misuse
- drug awareness
- delivering effective drug education.

7. Review period and date of next review

The Headteacher will take the lead on monitoring the school policy and its implementation, and acting on any resulting recommendations. This will happen informally on an annual basis, with a formal review and any necessary re-writing of the policy on a two year cycle, which will report to the Curriculum Committee.

Last reviewed: **Summer 2016** Next review date: **Summer 2017**

8. Guidance on teaching

8.1 Aim

To be effective, drug education will be taught through the formal and informal curriculum, although the main vehicle will be the PSHE and Citizenship curriculum in conjunction with Science. The Headteacher plan the delivery of the drug education programme, in consultation with other members of staff, so it is clear who is delivering which aspects, how and when. This ensures that there is not repetition or omission, but that topics are introduced and reinforced appropriately. The school also actively co-operates with other agencies such as the police and the LEA to deliver its commitment to drug education and to deal with drug-related incidents.

The programme aims to build on existing knowledge, skills and attitudes. Lessons are carefully planned, with appropriate grouping of pupils for different activities, clear learning outcomes for each topic and strategies for assessment. The whole programme is monitored at regular intervals throughout the year and the programme annually evaluated. The Headteacher take the lead on these reviews and any subsequent amendments.

8.2 Teaching approaches

Effective drug education should encourage the active participation of young people and use a wide variety of teaching approaches. We therefore encourage the use of:

- role play
- Mind maps
- structured games
- audio and visual aids
- Life Education Bus
- theatre groups
- outside speakers

8.3 Outside speakers and contributors

When outside speakers/contributors are used to complement the work of the school, the sessions are jointly planned beforehand with the Headteacher and/or the teacher(s) co-facilitating the session(s). This will include agreement on the content, learning outcomes, methods of evaluation, and any possible follow up work. The visitor's contribution will be incorporated into the

programme of drug education and not used in isolation from it. Outside speakers/contributors will be given a copy of the school drug policy and any other relevant school policies prior to the visit, to ensure that they are aware of the ethos of the school and how incidents are dealt with should any occur.

8.4 Assessment and recording

Lessons will be carefully planned using formative and summative assessment to ensure that the pupils reflect with the teacher on what they have learned in terms of knowledge and understanding, development of skills, and how their attitudes and values may have changed. This is carried out in a variety of formal and informal ways. Teachers also have the opportunity to reflect on what they have learned from the programme.

Teachers are required to report on personal and social development in pupils' annual school reports.

The Headteacher will lead on monitoring and evaluating the teaching programme.

9. Links

This policy links particularly to the Supporting children with medical needs policy (guidance on handling drugs). It also links to our Safeguarding, Health & Safety and PSHE Policies.