

# ALFRED STREET JUNIOR SCHOOL

## DRUGS EDUCATION POLICY

At Alfred Street Junior School Drugs Education is an integral part of the curriculum. It plays an important role in ensuring that we are a Healthy School.

### **Terms used in this document**

A drug is "a substance people take to change the way they think, feel or behave" (United Nations Office on Drugs and Crime).

Drugs may be legal (including alcohol, tobacco or volatile substances), illegal, or be medicines available over the counter or by prescription.

### **Context**

The school recognises its responsibility to the children in its care, not only within the school boundaries but during travel to or from school, or whilst involved in a school trip or visit.

Drug use and misuse are becoming increasingly common in our society. As schools are part of society we must be prepared to deal with a broad range of possible drug-related incidents and situations which may occur in the lives of our pupils and other people involved in the life of the school.

Children need sensitive and informative advice about the effects of drug use and misuse, and should be given sufficient information from our Drugs Education Programme to enable them to make informed healthy decisions regarding their lifestyle. Staff will need to be aware of, and sensitive to, the fact that some children may have prior experiences of the misuse of drugs.

### **Organisation and policy development**

The Headteacher has the ultimate responsibility for the policy and its implications but this is delegated to the Deputy Headteacher who will liaise with the Governing Body, parents/guardians, and appropriate outside agencies. The Deputy Headteacher will also act as PSHE and Drugs Education Co-ordinator within the school. The Governing Body will appoint a Lead Governor responsible for drugs education.

This policy has been formulated with reference to the legal requirements and guidelines provided by the DFEE and LEA policy, and in consultation with the NIAS Curriculum Advisor for Drugs - Tessa Parkinson. It has been circulated to all teaching staff and governors, and will be made available for parents to view, if requested, at the school office. All new members of teaching staff will be made aware of its contents through induction.

### **Drugs Education provides opportunities for pupils to:**

- Develop confidence in talking, listening and thinking about feelings and responsibilities
- Describe how their bodies work and to name parts of their body
- Protect themselves and to ask for help and support
- Develop and practise skills of decision-making and risk awareness

Drugs Education contributes to aspects of the Science curriculum, and to Personal, Social and Health Education (PSHE) and Citizenship. It enables children to make progress towards achieving the five outcomes of Every Child Matters: Change for Children (Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution, Achieve Economic Well-being).

### **The aims of the School in teaching Drugs Education**

The aims of the school in teaching Drugs Education are to:

- Identify medicines as drugs and to understand their effects
- Raise awareness of legal and illegal drugs and the effects that these can have upon individuals, the family and to society, in the short and long term
- Enable pupils to make healthy, wise and informed choices which enable them to meet their full potential
- Encourage positive and challenging attitudes and increased self-confidence
- Identify adults that pupils can trust and ask for help

Drugs Education contributes especially to:

- moral development - responsibility to oneself and to others, to know that actions have consequences and be able to anticipate the results of them, when it is appropriate to resist peer pressure
- social development - developing assertiveness to deal with situations of pressure and conflict, understanding the nature of relationships between

friends and within the community, understanding social and health issues around drugs, knowing how to say no and when to ask for help

- emotional development - recognising one's own self-worth, developing decision-making skills and building self-esteem
- cultural development - why being different can provoke bullying and why this is unacceptable, the media's role in forming attitudes

Drugs Education contributes to other policy documents in the School, including Child Protection, Behaviour and Health and Safety. It contributes to the school's aim of being a Healthy School.

## **Equal Opportunities and Special Educational Needs**

The School seeks to ensure that the Drugs Education, Programme takes into account the experiences that pupils will have had or will be having as they progress through classes within the school. Pupils have diverse backgrounds and teaching within the school recognises this, with no child being discriminated against on the grounds of race, gender or social background. Management and teaching staff will be made aware of relevant Child Protection issues through the implementation of the school's Child Protection policy. (See also Confidentiality).

The Tackling Drugs in the Primary School document (NIAS, 2004) includes a range of teaching and learning activities which can contribute to a differentiated approach. All pupils can participate in Drugs Education and can achieve and have their achievement recognised. Selecting activities and experiences to suit the particular needs of individual children will enable the teacher to enhance pupil's development. Differentiation in the activities carried out in the Programme of Study will enable the syllabus to be accessible to all pupils.

## **Planning and units of work**

Planning is based on the needs of the pupils in each year group. Each year team constructs a medium term plan for the units designated, ensuring that the syllabus requirements are met. The class teachers or year group then produce their own weekly plan from this, ensuring that there is continuity and progression. Drugs Education units may be taught through blocks of work or through a series of lessons across the year. Consideration should be given as to the appropriate level of detail necessary for each group of children and which questions it would be appropriate or inappropriate to answer.

Reference is made to:

- a) QCA Science units of work - there is a statutory requirement that 'pupils should be taught about the effects of tobacco, alcohol and other drugs, and how these relate to their personal health'.
- b) The non-statutory framework for Personal, Social and Health Education and Citizenship at Key Stages 1 and 2 and the School PSHE grid. Aspects relating to Personal Issues, Citizenship, Health and Relationships are taught through designated PSHE lessons, and may also be discussed in circle time or through Class or School Council.
- c) The Programme of Study outlined in the units of work in the Tackling Drugs in the Primary School document (NIAS, 2003), and in Health for Life.

## **Resources, visitors, staff support and training**

Many of the resources needed to teach these lessons can be found in the yellow Drugs Education box which is stored in the PSHE co-ordinator's classroom. Copies of the appropriate Tackling Drugs in the Primary School lesson plans are kept in the blue year group PSHE planning files, together with the relevant Tackling Drugs and Health For Life materials.

Because of the sensitivity required when teaching Drugs Education, we make use of the expertise of the Life Education Centre's Mobile Classroom in Years 5 and 6. Follow-up activities are available in the booklet Working Together for Drug Prevention Education. In addition, a Police Youth and Schools Liaison Officer meets annually with Year Six pupils to raise awareness of drugs issues.

The Drugs Education co-ordinator is responsible for advising colleagues about the practical delivery of this policy, and for advising staff of suitable in-service courses and support.

## **Working with parents**

It is our aim to work in partnership with parents/ carers. If there are issues or concerns of a general nature then the school nurse may be contacted, or Tessa Parkinson (NIAS Curriculum Advisor for Drugs) is available to deliver practical drugs awareness sessions for parents. Individual matters of concern may be guided towards the Educational Welfare Officer or an appropriate outside agency, a list of which is available in Appendix 1.

## **Confidentiality**

If a child wishes to raise personal issues we will not promise them unconditional confidentiality. We will undertake to safeguard the pupil's welfare but must inform them that it may be necessary to tell somebody else, for example their parents (if appropriate) or an outside agency. It is not appropriate for us to advise on specific health matters, for example alcoholism.

The class teacher must tell the Headteacher immediately of any concerns that he or she has with regards to Child Protection or welfare, in particular about behaviour likely to cause harm to the pupil or to others.

## **Management of incidents in school**

Procedures for the administration of prescribed drugs are set out in the Health and Safety Policy. Designated first aiders are responsible for the administration of first aid within the school.

In the event of a class teacher discovering that a child has been using or supplying drug substances off the premises in their own time, he/she should inform the Drugs Education Co-ordinator and Headteacher so that the matter can be investigated and parents will be alerted if there is a situation of potential risk.

If incidents occur involving pupils in the use and/or supply of any drugs - legal or illegal within the school boundaries, or during travel to or from school, or whilst involved in a school trip or visit - discussions will be held within school and parents will be informed by the Headteacher or his representative. Substances which are apparently illegal should be confiscated in the presence of a second adult witness, stored in a secure place, and handed to police. The Police Youth and Schools Liaison Officer or the Community Police Department should be contacted (see Appendix 1 for details). Whilst the law does not require the school to divulge the name of the pupil from whom the drugs were taken, it is expected to cooperate fully with any police investigation.

Legal drugs such as medicines, alcohol, tobacco and high caffeine-content drinks (eg Red Bull) should be stored in a secure place and arrangements made for parents/ carers to collect them. Parents/ carers should be informed if volatile substances are confiscated and these substances should be safely disposed of.

A record of any Drug related incidents, excluding medicines, will be kept in the Headteacher's office (see Appendix 2). Each incident will be dealt with on an

individual basis. School and parents, if appropriate, will then work together to support the child involved in seeking suitable help and guidance.

A fixed-period exclusion may be an appropriate sanction in such circumstances, in line with NCC guidelines ie 1-5 days for possession of illegal drugs or 5-15 days for supplying of drugs or repeated possession. Further incidents may lead to permanent exclusion, although the advice of support services and agencies should be sought before such a decision is made. **All confirmed drug related incidents must be reported to the school's Education Welfare Officer as soon as possible, and within two weeks at the latest.**

The Governing Body will be kept informed of developments within drugs education in the school. A daily check will be made of the school site and any potentially hazardous items recovered and disposed of in a safe manner and children will be warned of this danger. A record of any drug paraphernalia found will be kept in the Headteacher's office (see Appendix 2).

It is not appropriate for members of staff to carry out personal searches of pupils. If someone is suspected of having illegal or unauthorised drugs on them then efforts should be made to get them to hand them over voluntarily. If they will not and the school wishes to take formal action the police must be called. Parents should be contacted so that they can be present. Schools may not search personal property without consent. After any search involving pupils, regardless of the outcome, parents/carers should be contacted by the school. It is not considered appropriate to use sniffer dogs or urine testing to detect illegal drug possession in a Junior School.

In the event of concerns about an adult who appears to be under the influence of a substance within school boundaries or upon collecting a child, staff should attempt to maintain a calm atmosphere. If a member of staff has concerns about a child's safety these should be discussed with the parent/ carer and if necessary arrangements made for another member of the family to take the child home. If it is felt that the child is placed at risk or the parent/carers becomes abusive or violent the school should consider using its child protection guidelines and/or the police.

Members of staff must set appropriate standards in the presence of pupils, both on school premises or on educational visits. Any incident of inappropriate drug misuse by staff members will be considered in accordance with LEA Guidelines. Counselling and support should be offered in the first instance but there may be occasions when disciplinary action is the appropriate first step. The headteacher must take emergency action when they consider a teacher may have become medically incapable of performing teaching duties and/or is putting others at risk.

In accordance with Northamptonshire County Council, Alfred Street Junior School is a non smoking site. Non smoking signs are displayed in prominent positions around the school and we have been recognised with the Northamptonshire - Working Towards a Smoke Free Community Diamond Award.

## **Monitoring and Evaluation**

It is important that individual units of work are evaluated by teaching staff to assess whether knowledge has been gained, whether there has been a development of skills or to measure any change in attitudes (Assessment for Learning). The whole school staff and governors will need to review the Drugs Education programme and policy on an annual basis to ensure that future programmes are effective.

There is no requirement to report specifically to parents on a pupil's progress in Drugs Education but a child's progress will be relevant to and inform their attainment in Science and PSHE.

## **Publications and further information**

Guidance To Support Schools in Drugs Education and the Management of Drug Related Incidents (NCC 2007)

Tackling Drugs in the Primary School (NIAS 2003)

Working Together for Drug Prevention Education (Life Education Centre)

Every Child Matters: Change for Children

Drug, Alcohol and Tobacco Education - curriculum guidance for schools at Key Stages 1- 4 (QCA 2003)

PSHCE and Drug Education: Support for Schools (Life Education Centres 2002)

The Right Approach - Quality Standards in Drug Education (SCODA 1999)

The Right Responses- Managing and Making Policy for Drug-related Incidents in Schools (SCODA 1999)

I Am, I Know, I Can (Tacade 2001)

Health For Life (2000)

This policy has been written in consultation with teaching staff and representatives of the governors, including parent governors. All new members of teaching staff will be made aware of its contents through induction.

John Kidney

February 2009

Reviewed by John Kidney July 2012 and July 2014