



## **Beever Primary School Drug Policy – September 2014**

This policy was developed by staff as part of the Healthy School's initiative.

### **1 INTRODUCTION**

Our school believes that the misuse of drugs endangers not only our pupils but also affects the wider community in which we live. It is the school's responsibility to ensure the child's health and safety while in our care and we also strive to promote their personal and social wellbeing. Drug misuse undermines this and hinders the development of the young person.

The policy provides a focus for the school to consider how drugs education should be implemented and developed within the curriculum, and outlines the roles, responsibilities and legal duties of key staff. From a wider perspective, it gives parents and the local community an opportunity for involvement in drug issues. The policy forms an integral part of our existing health education and personal and social education programmes, and the drug education programme complements this.

#### **1.1 RATIONALE**

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

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.

#### **1.2 DRUGS EDUCATION IN CONTEXT**

A life skills approach to drug prevention is essential and within the programme, pupils are taught about raising self-esteem, self confidence and assertiveness to prepare them for making informed decisions about drug use, the main focus being on knowledge, social skills, attitudes and values.

## 2 THE RANGE OF SUBSTANCES

*'A drug is any substance which, when taken, has the effect of altering the way a person behaves, feels sees or thinks. As well as everyday substances such as tea and coffee, drugs include:*

- *alcohol and tobacco*
- *'over the counter medicines' such as paracetamol for headaches*
- *prescribed drugs, such as antibiotics and tranquilisers*
- *volatile substances such as glues and aerosols*
- *illegal drugs such as cannabis, LSD and ecstasy*

The school recognises that this policy focuses mainly on illicit drugs.

Procedures for handling alcohol and tobacco misuse are outlined in Appendix along with the procedures for handling prescribed medicines and volatile.

If the Head Teacher has reasonable grounds to suspect that drugs are being used or supplied on the school premises, they will take appropriate steps to inform the relevant bodies in order to avoid any liability as a 'manager or occupier' of premises.

If staff have taken possession of a substance for the purposes of protecting a pupil from harm and from committing an offence; they should under no circumstance, try to analyse or identify it. If they suspect it to be LSD, they should wear gloves when handling it, to avoid ingestion through the skin. The drug should be immediately stored in a safe place, and the police contacted.

## 3 PROCEDURES FOR HANDLING AND REPORTING INCIDENTS

A suspected drug related incident is described as

- Suspect drugs found on the school premises
- A pupil suspected of being in possession of drugs
- A pupil found to be in possession of drugs
- A pupil suspected of being under the influence of drugs
- An adult suspected of being under the influence of drugs

When an incident occurs the member of staff involved should:

- Make the situation safe
- Send for support
- Administer first aid if necessary
- If an illegal drug is found it should be secured in a safe place until dealt with by the police
- Report the incident

The incident will be in the first incidence reported to the Head Teacher who will contact the police in this area. The parents will also be contacted and made aware of the situation. The incident will be recorded by the teacher involved and by the designated teacher.

All staff are made aware of the procedures and where necessary emergency procedures will be followed. If a search needs to be made the Head Teacher will conduct this with an appropriate witness.

### **3.1 EMERGENCY PROCEDURES**

For the purposes of this policy, an emergency is considered to be either:

- A situation in which a pupil or member of staff is in danger, or
- A sequence of events which require urgent attention.

### **3.2 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. 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.

## **4 THE PLACE OF DRUGS 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.

At Key Stages 1 and 2, the statutory curriculum for pupils includes the cross-curricular theme of Health Education. This theme provides opportunities for young people to develop their knowledge and understanding of the use, misuse, risks and effects of drugs and other potentially harmful substances, their effects of health and lifestyle.

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

## **5 THE AIMS AND OBJECTIVES OF THE DRUGS EDUCATION PROGRAMME**

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

### **5.1 AIMS**

- To promote positive attitudes towards personal health.
- To develop self-discipline and self-respect.
- To build pupils' self esteem.
- To develop decision-making skills which may delay or prevent the onset of experimentation.
- 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.

## **5.2 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.

## **6 THE DELIVERY AND ORGANISATION OF THE DRUGS EDUCATION PROGRAMME**

Drugs Education is a whole staff issue. Beever 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. Where possible staff received in-service training on drug issues.

### **6.1 OUTSIDE AGENCIES**

Beever 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.

## **7 LINKS WITH PARENTS, 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.

Beever 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 discrete manner, and in keeping the best interests of the child concerned in mind.

## **8 THE ROLE OF THE HEAD TEACHER FOR DRUG RELATED INCIDENTS**

The Head Teacher is responsible for the co-ordination of the arrangements to deal with individual cases of suspected or actual drug misuse. His role includes:

- Implementing procedures as outlined in this policy for dealing with an incident
- Receiving any substance found in school
- Liaison with the appropriate authorities on any drug related incident
- Regularly updating staff on the policy and the procedures for dealing with a drug related incident
- The induction of new staff as appropriate
- Liaison with outside agencies in relation to drug related incidents
- Reviewing and updating the school drug policy, when required

## **9 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.

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

The policy is available to parents if they request it.

## **APPENDIX 1**

### **PROCEDURES FOR HANDLING ALCOHOL MISUSE**

The school premises are an alcohol free zone. The school does not allow any alcohol to be brought onto or consumed in school premises. This applies to visitors, staff and pupils.

Adults breaking this rule will be referred to the Head teacher directly.

Pupils will be dealt with under the school's behaviour policy.

### **PROCEDURES FOR HANDLING TOBACCO MISUSE**

The school is a restricted environment with no one being permitted to smoke on the school premises.

Adults breaking this rule will be advised by other members of staff.

Pupils breaking this rule will be dealt with under the school's behaviour policy.

### **THE MANAGEMENT OF PRESCRIBED MEDICINES**

At the start of the school year, parents must complete a medical form 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:

- All medication should be handed in to the office and a medical form filled in. This form identifies the child's name , the name of the medication, the time it must be taken and the dosage.
- The completed form must be signed by the Head teacher .
- Medication will be stored securely in the school office.
- Medication will be administered by the Head teacher or other suitable member of staff and recorded in the school office.

### **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. Pupils *are* permitted to bring felt tip pens to school.

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 – AREAS OF STUDY FOR DRUGS EDUCATION PROGRAMMES

### KEY STAGE 1

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

## KEY STAGE 2

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






