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Congerstone Primary School

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Drugs Education for Children Policy

(including LA guidance on responding to an illegal drug related incident in school)

Adopted from: **School Policy based on guidance from Leicestershire Healthy Schools**

Policy to be reviewed: **Every 3 years**

Last reviewed: **Feb 2013, Feb 2016 Feb 2019**

Date of next review: **February 2022**

Signed: Date:
Chair of Governors

Name:

Signed: Date:
Headteacher

Congerstone Primary School is a caring school, which endeavours to create a supportive environment where sensitive issues can be discussed. We accept joint responsibility with parents for developing pupils' awareness, understanding and ability to make healthy and informed decisions about the use and misuse of drugs. The school approaches this as part of a broad and balanced health education curriculum. The school building and grounds are non smoking.

This policy uses the definition of a drug as;

'A substance people take to change the way they feel, think or behave.'
United Nations Office on Drugs and Crime

“All young people need high quality drug and alcohol education so they have a thorough knowledge of their effects and harms and have the skills and confidence to choose not to use drugs and alcohol. Schools have a clear role to play in preventing drug and alcohol misuse as part of their pastoral responsibilities to pupils”. (DFE Drug strategy 2010)

“As part of the statutory duty on schools to promote pupils' wellbeing, schools have a clear role to play in preventing drug misuse as part of their pastoral responsibilities.” (DFE 2012)

Aims

- To increase knowledge to enable pupils to make healthy and informed choices.
- To foster and develop pupil's self-esteem so they will develop the ability to resist inappropriate use of drugs.
- To acknowledge peer pressure and challenge stereotypical attitudes.
- To help our children to respect their own bodies and in so doing reduce the likelihood that they will become involved in drug misuse
- To create a comfortable climate where children can discuss their own families' use of drugs.
- To provide accurate up to date information about drugs (including tobacco, alcohol, substance abuse) involving outside agencies where necessary.

Teaching and learning

At Congerstone Primary School we regard drug education as a whole school issue, and believe that opportunities to teach about the importance of living a healthy lifestyle occur through the curriculum. The school PSHE curriculum is part of this whole school curriculum and covers medicines, alcohol, tobacco and illegal drugs. Class teachers teach drug education to their own class using age-appropriate resources and lessons and use specialist help where appropriate. All pupils participate at their own level.

The Foundation Stage

In the foundation stage the role of drugs as medicines is discussed in work about 'Myself'. Teachers introduce drugs as part of children's integrated learning through structured play, role play and Circle time activities. The school nurse and/or parents who work in healthcare are invited in to speak if appropriate.

Key Stage One

The teaching is planned and delivered through the National Curriculum schemes of work for Science and Citizenship. PSHE and SMSC include circle time and SEAL activities that develop self-esteem and confidence. Activities include role-play situations and open discussions, which are teacher led. The work focuses on the role of drugs as medicines. In Year 2 pupils discuss drugs they may have heard of that can be harmful and are made aware of some of the negative consequences of taking them. They learn that some household products, including medicines, can be dangerous.

Key Stage Two

The teaching of drugs is planned and delivered through National Curriculum Schemes of work for Science and Citizenship as in Key Stage One. Most areas of study are approached through practical discussion and the development of decision-making and understanding the importance of relevant information. Circle time and role-play are used and more detailed resources covering aspects of personal safety, hygiene and health, they are taught that tobacco, alcohol and other drugs can have harmful effects. All medicines are drugs but not all drugs are medicines. Staff work with the School Nurse when appropriate.

The above elements represent the statutory minimum that schools must deliver to all pupils and young people. (See appendix 1 for more detail)

Use of external contributors in helping to teach drug education

(See Appendix 2- Leicestershire Healthy Schools Programme- *External contributors to drug education in schools briefing paper*)

Pupils with special needs

The school is aware that due consideration should be given to the educational entitlement of all pupils in its care and that they are taught appropriately.

Parents

We wish to build a positive partnership with parents of our children and this can only be achieved through mutual trust and co-operation.

In addition, we will:

- Make available materials and resources used to teach drug education for parents to view.
- Answer parental questions about drug education and where necessary signpost a parent to the relevant support agencies.
- Inform parents about best practice with regard to current drugs education so that they may support key teaching points being given to the pupils in school.

Monitoring

Specific monitoring should take place as part of Science and PSHE and should be both formal and informal. This may include the scrutinising of planning, classroom observation, peer assessments, sampling of work and discussions with the pupils (See PSHE policy)

Confidentiality

See Safeguarding Policy and Data Protection Policy.

Use of prescribed medicines

The school is aware of and follows the Department of Health guidelines on the administration of medicines in schools. (See also Management of medical conditions in school policy)

Staff development

It is vital that staff are given regular support in providing quality learning experiences and using good resources. The school's designated person (the Headteacher) will attend up-dates as required

Links to other policies

- PSHE policy
- SMSC policy
- Science policy
- Safeguarding policy
- Medical conditions in school policy
- Data protection policy
- Behaviour and discipline policy

APPENDIX 1

OVERVIEW OF DRUGS EDUCATION (INCLUDING ALCOHOL, SOLVENTS, MEDICINES, ILLEGAL DRUGS)

Drugs Awareness will be achieved for **Key Stage 1** students by;

Increasing their knowledge and understanding:

- In relation to school's rules relating to medicine;
- Providing basic information about how the body works and ways of looking after the body;
- The role medicines play (both prescribed & over the counter) in promoting health and reasons people use them;
- That all drugs can be harmful if not used properly;
- Simple safety rules about medicines and other substances used in the home, including solvents;
- People who are involved with medicines (e.g. health professionals, pharmacists, shop keepers);
- People who can help children when they have questions or concerns;

Increasing their skills in:

- Communicating feelings such as concern about illness and taking medicines;
- Following simple safety instructions;
- knowing when and how to get help from adults;

Enabling them to develop positive attitudes:

- Which value their own body and recognise its uniqueness;
- Towards medicines, health professionals and hospitals;

For pupils at **Keystage 2** Drugs Awareness will be achieved by;

Increasing knowledge and understanding of:

- School rules relating to medicines, alcohol, tobacco, solvents and illegal drugs;
- More detailed information about the body, how it works and how to take care of it;
- The general effects of alcohol and tobacco on the body and on behaviour;
- Different types of medicines (both prescribed and over the counter), legal and illegal drugs including their form, their effects and their associated risks;
- Introduction to the law relating to the use of legal and illegal drugs; e.g tobacco and alcohol
- People who can help children when they have questions or concerns;
- Dangers from handling discarded syringes and needles;

Developing skills for

- Identifying risks;
- Coping with peer influences;
- Communicating with adults;
- Decision making and assertiveness in situations relating to drug use;
- Giving and getting help;
- Safety procedures when using medicines;

Helping promote attitudes towards

- Valuing oneself and other people;
- Different drugs and the behaviour of people who use or misuse them;
- The media and advertising of alcohol, tobacco and other legal drugs;
- Taking responsibility for one's safety and behaviour
- Towards the use of alcohol and cigarettes;

Responding to illegal drug related incidents in school

The first concern in managing drugs or drugs incident is the health and safety of the school community and meeting the pastoral needs of the pupils.

As this is a primary school it is highly unlikely that we will have to deal with a drug-related incident, however there needs to be procedures in place just in case a drug related incident occurs.

It is also highly unlikely that the police will need to become involved, however if in the unlikely event that the police are contacted this will be handled in line with the Leicestershire Constabulary Guidance for Schools doc. (See appendix 3).

Medicines- see Medical Conditions in School Policy.

Tobacco- We have a No smoking Policy on the school premises (including E cigarettes)

Alcohol- We comply with the Licensing Act 1964 not to sell alcohol without a licence.

Any alcohol found in pupil's possession will be confiscated and returned to parents. We do not allow drinks such as shandy containing alcohol to be bought to school or included in packed lunches.

Solvents- School ensures potentially harmful substances are stored safely and pupils are supervised carefully in the event of them having to be used in the course of their work. The use of correction fluid and aerosol sprays by children is prohibited. Premises Officer's materials are well labelled and locked in a secure cupboard.

Illegal Substances- *The possession, use or supply of illegal and other unauthorised drugs within school boundaries is clearly unacceptable and in dealing with drug related incidents the schools primary concern will be with the health and safety of those involved and of the school community as a whole.*

Drugs (legal or illegal) related incidents can generally be placed into one of three categories

- Rumours of use or dealing on or off the premises
- Actual use or dealing on or off the premises, including a first aid response
- Disclosures of own or others use from a student or parent and requests for help and support

Responses will need to be equally varied from the punitive to the pastoral. Consider the range of possible drug related scenarios given in Appendix 4.

- How would these incidents be handled currently in the school?
- Would the response be consistent?
- Can the response be improved?

See Drugs: DfE and ACPO drug advice for schools- September 2012

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf

School response to drug related incidents including when to contact the police and external agencies:

- Dealing with drugs or drug paraphernalia including storage, disposal and safety(refer to LCC Code of Practise No 5)
- Searching pupils and pupils property (Physical Restraint policy)
- Responding to the needs of those involved in any incident
- Managing pupils or parents under the influence of substances
- Involving the police (see Appendix 3). Include contact details *All contact with the police will be conducted in accordance with local guidance developed by the Leicestershire constabulary and attached as appendix?*
- Addressing the wider pastoral needs of pupils and making pupils aware of the various internal and external support structures (SEN policy)
- Referring to external support agencies (see Appendix 2)
- Recording incidents (appendix 11 Drugs: Guidance for Schools)

Confidentiality: (See section 4.3).

Outline in this section the schools approach to ensuring that sensitive information is only disclosed internally or externally with careful attention to pupil's and families rights and needs.

Involvement of parents/carers: (See sections 3.13, 5.4.1, 5.5 and 6.3.2 DfES doc).

In most cases at Congerstone Primary School we would fully expect to involve parents at the earliest opportunity with regard to the unauthorised use of drugs and this will be made clear to pupils. However, there may be occasions where a request for confidentiality should be honoured unless this is not possible in relation to

- Child protection
- Co-operating with a police investigation
- Referring to an external agency

An agreement to keep information confidential will always include the Headteacher as well as the member of staff concerned

Parents/carers will have access to the new school Drug Policy and be invited to comment. Reviews of the policy will involve a parent governor.

The role of the Governors: (See section 3.14 DfE doc).

Governors will agree this policy. It will be reviewed regularly. A nominated governor for Child Protection will monitor the effectiveness of this policy through discussion with the Headteacher and staff.

The chair of governors will be informed of any drugs issues as they affect school.

Liaison with other schools: (See section 2.5)

Establish that the local drug situation, the content of drug education, the management of incidents, training opportunities and transitions between schools will be routine elements of liaison between local schools

Notes

1. Key documents which have informed this policy outline:

- Drugs: Guidance for Schools, DfES/0092/2004 www.dfes.gov.uk/drugsguidance
- School Drug Policy Review Process - Blueprint 2004 www.drugeducationforum.co.uk
- Creating A Drug Policy For Your School – Guidelines on the Creation and Maintenance of a Drug Policy – Devon County council, www.devon.gov.uk/dcs/perseduc/index.html

2. Additional useful websites websites

- www.teachernet.gov.uk/pshe
- www.qca.org.uk

3. Support for students and families

- New Direction

Leicestershire County Council is a partner in the DART (Drug and Alcohol Response Team) network. This is a local network of statutory and non-statutory agencies committed to providing high quality and consistent advice, support and treatment to young people and families with substance misuse problems. It is recommended that schools promote and use the services of **New Direction 0116 2229559**, a county and city-wide young peoples service.

Links to other policies

Behaviour and discipline Policy

Child protection Policy

Medical Conditions in School Policy

Health and Safety Policy

PSHE Policy

Restraint policy

Appendix 2

Leicestershire Healthy Schools Programme:

External contributors to drug education in schools;a briefing paper.

The purpose of this paper is to give schools a quick checklist for external contributors' input to drug education in schools.

'Teachers should always maintain responsibility for the overall drug education programme. External contributors should not be used as substitute teachers, nor should they constitute the entirety of a schools drug education programme. When working directly with pupils they should add a dimension to the drug education programme that the teacher alone cannot deliver'. (DfES Drugs Guidance for Schools Document p 38).

External contributor's role:

'Used appropriately external visitors have a valuable role too play in supporting schools and working alongside teachers'. (DfES Drugs Guidance for schools document page 39). **Contributions could include**

- To support schools and work alongside teachers
- To assist in programme planning
- Supporting staff through training or team teaching
- To provide support for both parents and carers
- Provide classroom input
- Support pupils of the school who may need support, guidance or specialist help

External contributors:

Schools are strongly recommended to liaise with their LA's and their local Healthy Schools Programmes, who will inform the schools of a wide range of individuals and agencies who can support drug education programmes. As these quickly become out of date our first contact point would be the school nurse, whi may direct us to any of the following in the table below

List of contributors:	Write down Contact numbers
<ul style="list-style-type: none"> • School nurses • Youth workers 	01455 441883
Other agencies	Contact numbers
<ul style="list-style-type: none"> • Community pharmacists • Specialist drug or alcohol services • Health promotion specialists • Young people services • The police • Theatre-in-education groups • DART, Drug Action Response Team • Primary Care Trust Representatives 	

Vetting external contributors and child protection:

Schools should ensure that:	Checked	Checked
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	YES (Tick)	NO (Tick)
<ul style="list-style-type: none"> • Non DBS checked visitors should work alongside the teachers and NOT be left alone with groups or individuals or pupils 		
<ul style="list-style-type: none"> • Visitors if unsupervised or working regularly in the school have had a Criminal Records Check (DBS) check 		
<ul style="list-style-type: none"> • All visitors need to be clear about the school policies on <ul style="list-style-type: none"> ✓ Confidentiality and disclosure ✓ The child protection procedures ✓ The schools values and approach to drug education and managing substance related incidents ✓ Any other relevant policies 		
<ul style="list-style-type: none"> • Visitors are clear about the required learning outcomes 		
<ul style="list-style-type: none"> • The visitors input and involvement are integrated into the schools programme, not just a one off event 		
<ul style="list-style-type: none"> • Visitors should be clear about their roles and responsibilities and boundaries when working <ul style="list-style-type: none"> ✓ Within the curriculum ✓ On a one to one basis ✓ Supporting teachers in following up disclosures ✓ Supporting teachers and the school community 		

Schools should ensure that:	Checked YES (Tick)	Checked NO (Tick)
<ul style="list-style-type: none"> • Visits reflect <ul style="list-style-type: none"> ✓ The overall aims of the schools drug, alcohol and tobacco education programme ✓ Is pupil centred ✓ The messages are consistent with the over all aims of the programme ✓ The education meets the skills, knowledge and attitudes of pupils ✓ Meets the needs of the pupils 		
<ul style="list-style-type: none"> • The visitors are competent educators and facilitators and do not input out off their remit and expertise 		
<ul style="list-style-type: none"> • Involving ex-users: <ul style="list-style-type: none"> • When considering using ex-users schools need to <ul style="list-style-type: none"> ✓ Be very careful ✓ Without sensitive handling they may arouse interest ✓ Glamorise drug use or describe experiences which young people may find it hard to relate to ✓ In some cases they may without knowing it imply that their own drug use represents a safe limit ✓ They need to be a skilled facilitator in pupil learning and not simply because of their former status (a user) 		

Pupil participation:		
<ul style="list-style-type: none"> • Where possible pupils are given a voice and are involved at the onset of the programme and follow-up work i.e. writing invitations and thank you letters 		

Used appropriately visitors will enhance the drug, alcohol and tobacco education already being delivered within the establishment by adding a dimension that the teacher, facilitator alone could not deliver. It also enhances and addresses some of the PSHE and Citizenship learning opportunities whereby pupils' reflect and evaluate what they have learnt from the outside visitors.

Resource list

Department for Education and Skills *The DfES Drugs Guidance for Schools Document* External contributors to drug education (page 38-40)

Julian Cohen (2004) *The New Primary School Drugs Education Pack* using outside experts in a limited and planned way (page 17)

QCA Guarding Standards (2003) *Drug, alcohol and tobacco education curriculum guidance for schools at key stages 1-4 teacher's booklet*

The use of visitors to support drug, alcohol and tobacco education (page 24-25)

Tacade and London drug Policy Forum (1997) *Making the most of visitors - using outside agencies in school drug education*

Association of Chief Police Officers (ACPO) Drugs Sub-Committee with Roehampton Institute (1999) *executive Briefing: Drug Education in schools: Identifying the added value of the police service within a model of best practice*

Websites:

Details of local agencies can be found on the Home Office National drugs Strategy website at www.drugs.gov.uk

Guidance for schools: Drugs – Involving the Police

The misuse of drugs in Leicester, Leicestershire and Rutland is a growing issue for all areas, from the larger urban centres to the most rural communities. Misuse of drugs is often associated with levels of poverty, deprivation and crime. While there is some correlation, the growth in drug misuse is such that it affects all our communities irrespective of social disadvantage or privilege and new ways of tackling substance misuse issues have to be found.

Whilst schools should have an effective education programme and policy and procedures for dealing internally with drugs related incidents, there are occasions when circumstances arise which cause schools to involve the police.

Police drug operations within schools are an emotive subject that requires careful planning and clarity of search powers. Recent publicity about the use of "sniffer" dogs has caused further questions as to the legality of certain actions.

It has been decided therefore to provide head teachers with this specific advice and guidance on what to expect if the decision is taken to contact the Leicestershire Constabulary.

DfES "Drugs: Guidance for schools" (February 2004 - Ref: DfES/0092/2004)

All schools should refer to the document "Drugs: Guidance for schools" published by the DfES in February 2004. This is a comprehensive document which outlines how to deal with substance misuse incidents, what should be included in a schools drug policy, and who should be involved in the consultation, dissemination and evaluation of the policy. Appendix 3 provides a summary of the relevant laws.

Police Involvement

Schools have no legal obligation to report an incident involving illegal drugs to the police. Nevertheless, not informing the police may prove to be counter-productive for the school and wider community.

The law permits school staff to take temporary possession of substances suspected of being illegal drugs for the purposes of preventing an offence from being committed or continued - provided that all reasonable steps are taken to destroy the substance or deliver it to a person lawfully entitled to take custody of it (see DfES guidance para 4.7 for further advice).

Cannabis has been re-classified as a Class C drug. As such it remains an illegal substance. Small quantities of this substance coming into the possession of staff may be disposed of independently but with a second member of staff present and the incident being recorded.

The following are the most common Class A & B drugs and substances suspected of being any of these should be retained for disposal by the police: heroin; ecstasy; LSD; cocaine; crack cocaine and amphetamines.

When suspected illegal substances are handed over to the police, there is no obligation to identify the person from whom they were taken. However, the police will expect to be given any information that may assist in identifying those dealing in drugs.

Schools should be aware that once a police officer (as opposed to a member of school staff) finds illegal drugs on a pupil, the school's discretion as to what action to take no longer exists.

Urgent action required

Where a school has recovered drugs from a pupil, or suspects that a particular pupil is in possession of an illegal substance the police may be asked to attend. Where the pupil is suspected of having possession but has refused to hand it over to a member of the teaching staff, only a police officer has powers available to search under the Misuse of Drugs Act 1971. The police officer attending will seek to obtain the reasonable grounds required for searching from information given by school staff.

Non-urgent action required

Schools may have cause to suspect that illegal drugs are in wider circulation in or around the school. If the decision is taken to involve the police in seeking a resolution, initial contact must be with the Local Policing Unit (LPU) Inspector. This can be done by calling 0116 2222222 and asking for the LPU Commander for your area.

Joint discussions about the perceived problem need to take place before a decision is made as to whether/what type of police action is required. From a police perspective, any operation will only be based upon recent and credible intelligence.

Head teachers are not empowered to authorise the police to conduct general searches of pupils or their personal property. Under normal circumstances the police will not use passive¹ or proactive² dogs to search pupils and their property unless there has been sufficient evidence to obtain a search warrant under the Misuse of Drugs Act from a magistrate. (See DfES guidance para 4.10.2 and appendix 10). There are serious implications for schools when "sniffer" dogs are used. These are outlined in appendix 10 of the DfES guidance and need to be considered carefully.

Because of limited resources, demonstrations of drugs searches by police dogs are not available on request but are sometimes arranged as part of a wider response to suspected drug use. Where such a demonstration is arranged it will not be used surreptitiously as a detection exercise and participating volunteers will be sought from staff and not pupils.

If Police are invited to become involved in dealing with suspected illegal drug possession, the school should have procedures in place of how to deal with the aftermath of such operations. Involvement of the police should be covered in the schools drug policy or as a separate set of procedures (see DfES guidance, appendix 10 to ensure that all eventualities have been covered).

These guidelines must be read in conjunction with the Drugs: Guidance for schools document, which outlines police involvement (section 4.6).

Options other than police action

- 1) Existing Drugs Education Programme that is being delivered in the school
- 2) Heightened awareness via assemblies
- 3) Further support via Healthy Schools Advisors who provide training, guidance and support on drugs policies and best practise for drugs education to Local Education Authority (LEA) primary and secondary schools:

Tel: 01572 758484 (Rutland)

Tel: 01530 278125 (County)

Tel: 0116 2222624 (City)

¹ Dogs will be led by Police Employee and will indicate possible presence of an illegal substance by sitting.

² Dogs will search property and retrieve any potential substances.

Primary Drug Scenarios

- A pupil demonstrates, perhaps through actions or play, an inappropriate level of knowledge of drugs for their age, e.g. a year 4 pretends to roll/build a joint/spliff in the playground.
- Drugs or associated paraphernalia are found on school premises; e.g. a year 3 pupil finds a used syringe on the playground.
- A pupil is found in possession of drugs or associated paraphernalia E.g. a year 5 pupil drops from their school bag a packet of large cigarette papers with some of the card torn off.
- A pupil is found supplying drugs on school premises, e.g. a year 6 pupil is selling cigarettes.
- A pupil, parent/carer or staff member is thought to be under the influence of drugs, e.g. a drunken parent arrives to take a child home.
- A staff member has information that the illegitimate sale or supply of substances is taking place in the local area, e.g. a teacher overhears a pupil saying that they knew another pupil who bought lighter fuel from the local shop.
- A pupil discloses that they or a family member/friend are misusing drugs, e.g. a year 3 pupil drops a piece of cannabis on the floor and when asked what it is and where he got it he says he doesn't know what it is, but his dad was cutting it up on the kitchen table.