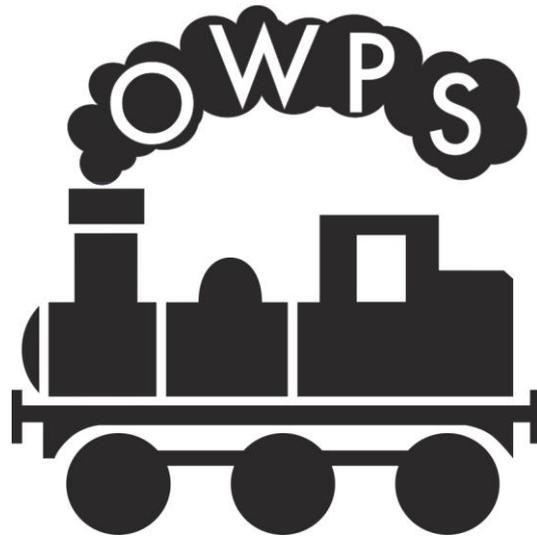


# Orton Wistow Primary School



## Drug Education Policy

Status	Other
GB Monitor	FGB
Staff Lead	Deputy Headteacher
Senior Lead	Headteacher
Version	LA Model Policy
Publication Date	Sum/18
Next Review	Sum/20

Date Agreed:	
Headteacher:	
Chair of Governors:	

<b>How will governors assure that the Drug Education Policy has been implemented?</b>	Deputy Headteacher to liaise with PHSE and SMSC and update governors.
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# PETERBOROUGH COMMUNITY DRUG PROJECT

## Orton Schools Group

### 1 INTRODUCTION

#### 1.1 Definition of Drugs

Where the document refers to drugs, this includes alcohol, tobacco, illegal drugs, medicines, new psychoactive substances ("legal highs") and volatile substances, unless otherwise specified.

#### 1.2 Aims of the Policy

To provide information and guidance about drug education.

- to ensure that the approach taken on the issue of drugs is a whole school one and is part of our commitment to and concern for the health and well-being of the whole school community
- To develop healthy children with high self-esteem who are able to take responsibility for their own learning and actions.
- To enable pupils to make reasoned, informed choices about drugs and alcohol,
- To minimise pupils' experimentation with substances that are illegal and/or cause harm,
- To present clear procedures for responding to any drug related incidents
- To enable young people and staff to gain access to support structures, eg Connexions, counselling and treatment,
- To help parents and carers, staff and pupils identify what they need to learn about drugs and how they can take responsibility for their actions.

These aims will be addressed by:

- Providing a safe, healthy, happy environment in which pupils and staff can learn and develop,
- Ensuring that all members of the school community know and understand the rules of the school, how they are expected to behave and the policy regarding drug incidents,
- Ensuring that everybody understands how drug incidents will be managed in the school,
- Encouraging and enabling the pupils to appreciate the benefits of a healthy lifestyle now and in the future,
- Addressing the needs of the school and local community in relation to drugs including differences and diversity within the school community,
- Monitoring, evaluating and reviewing learning outcomes for pupils,
- Working with the LA and partner agencies, including the voluntary sector, to secure and support a balanced delivery of a drug education programme.
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### 1.3 Values and Ethos

The drugs/substances covered by this policy are not to be bought, sold or otherwise exchanged or brought onto school premises during the school day, during evening activities or while pupils are on school visits. **Any legal substances brought onto the premises must be with adult supervision and stored away from pupils e.g. alcohol for Christmas hampers.** Individual exceptions may be made for pupils who require prescription medicines. This will be with the agreement of the head teacher and storage of the drugs will be in accordance with the health and safety policy.

The governors and staff of Orton Schools:

- acknowledge the importance of its pastoral role in the welfare of young people and recognise that the first concern in managing drugs is the health and safety of the school community,
- are committed to the health and safety of its members and will take action to safeguard their well-being,
- will not condone the misuse of drugs, alcohol and tobacco by members of the school, or the illegal supply of these substances,
- are committed to creating an environment that does not promote to young people, directly or indirectly, the use of alcohol and illegal or non-prescription drugs.

This will involve:

- supporting the alcohol ban in designated areas of Orton,
- the application of a no-smoking policy across the whole site,
- careful and clear procedures for the storage, administration and use of medicines.

This policy

- is consistent with the government Drug Strategy 2010 and DfE and ACPO drug advice for schools 2012, and with the School's status as a 'Healthy School'

### 1.4 Development of the Policy

The policy was developed in consultation with the whole school community. It:

- is consistent with the government Drug Strategy 2010 and DfE and ACPO drug advice for schools 2012, and with the School's status as a 'Healthy School'
- encourages a joint approach to drug education and managing situations and incidents across the community, so that young people and those who live and work with them receive consistent messages,
- promotes informed decision making by young people whilst recognising the damage drug misuse can cause for both individuals and communities.

Sanctions for incidents will be consistent with the school's behaviour policy. This policy should also be read in conjunction with:

- PSHE policy
- Medicines policy
- Health and safety policy
- Behaviour policy
- **Safeguarding and child protection policy**

**Permanent exclusion for a drug related incident will only take place if a wide range of other strategies have been tried without success.** Supplying an illegal drug is a serious breach of school rules and the head teacher may judge it appropriate to permanently exclude a pupil even for a first time offence. In making this judgement the head teacher will consider the precise circumstances of each case and consider a wide range of other support strategies.

This policy applies at all times to the school premises and to school visits/trips/residential etc.

## **Monitoring and Review**

The policy will be reviewed every three years in consultation with other groups in the community. It will be monitored and evaluated at this stage.

## **2. THE DRUG EDUCATION CURRICULUM**

### **2.1 Content**

The school provides a planned drug education curriculum through the following:

- 2.1.1 The National Curriculum science order outlines the content of the *statutory* drug education:
- 2.1.2 PSHE, through discretionary topics that reflect knowledge, understanding, attitudes and social skills.

The Entitlement Curriculum for Drug Education is set out in Appendix 1. Orton Wistow Primary school will follow the Cambridgeshire PSHE and Citizenship Scheme of Work.

### **2.2 Delivery**

On the whole it will be teachers who will teach drug education but, where appropriate, outside visitors may make a contribution. Such visitors should

be used in a planned way and their contributions evaluated (see Appendix 2).

Outside visitors should never be left in sole charge of students.

Pupils with special educational needs (SEN) within all educational settings will receive their entitlement to drug education.

Teachers will be sensitive to pupils' varying attitudes towards drugs, which are influenced by their cultural and religious backgrounds and their life experiences, values and beliefs.

Teachers and other staff will have access to on-going advice, support and training as part of their own professional development. The school actively co-operates with agencies such as the LA, police, health, drug agencies and the local Healthy Schools programme.

### **2.3 Monitoring and Evaluation**

Progress on the development of drug education in our schools will be monitored using the following indicators:

- a co-ordinated and consistent approach to curriculum delivery,
- a flexible approach to delivering the 'entitlement curriculum' that responds to young people's needs,
- ensuring there are clearly identified learning outcomes for all drug education activities,
- built-in opportunities for pupils of all ages to reflect on and record their own learning against the planned learning outcomes,
- using, where appropriate, opportunities for cross-curricular approaches,
- clear and consistent procedures for dealing with drug related incidents,
- policy and practice is regularly revised and involves staff, governors and where appropriate young people,
- opportunities for parents, carers and members of our community to consider the purpose and nature of our Drug Education, for example, through drug awareness parent evenings,
- the occasional but regular uses of information and data gathering techniques to gain a clear picture of pupil attitudes, knowledge and needs such as the 'Draw and Write' procedure
- the impact of training for staff and governors is evaluated.

## STATUTORY DUTY OF THE SCHOOL

### 3.1 Responsibilities

The governing body will be involved in drug education and in drug related incidents in the same way as any other matter concerning the direction of the school.

The head teacher takes overall responsibility for the policy and its implementation, for liaison with the governing body, parents, LA and appropriate outside agencies and for the appointment of a drug education/substance co-ordinator who will give advice on the practical application of the policy.

The head teacher will ensure that all staff dealing with substance issues are adequately supported and trained.

The school will not knowingly allow its premises to be used for the production or supply of any controlled drug (eg the preparation of or smoking of cannabis). Where it is suspected that substances are being sold on the premises, details regarding those involved, as well as much information as possible, will be passed to the police.

Whilst the police will not normally need to be involved in incidents involving legal drugs, the School will inform trading standards or police about the inappropriate sale or supply of tobacco, alcohol or volatile substances to pupils in the local area.

### 3.2 General power to confiscate

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

Where the person finds other substances which are not believed to be controlled drugs these will be confiscated if a teacher believes them to be harmful or detrimental to good order and discipline. This would include new psychoactive substances or 'legal highs'. If school staff are unable to identify the legal status of a drug, it will be treated as a controlled drug

### 3.3 Controlled drugs

In taking temporary possession and disposing of suspected controlled drugs the school will:

- ensure that a second adult witness is present throughout;
- seal the sample in a plastic bag and include details of the date and time of the seizure/find and witness present;
- store it in a secure location, such as a safe or other lockable container with access limited to senior members of staff;
- notify the police without delay, who will collect it and then store or dispose of it in line with locally agreed protocols. The law does not require a school to divulge to the police the name of the pupil from whom the drugs were taken but it is advisable to do so;
- record full details of the incident, including the police incident reference number;
- inform parents/carers, unless this is not in the best interests of the pupil;
- identify any safeguarding concerns and develop a support and disciplinary response (see below).

(DfE and ACPO drug advice for schools 2012)

### **3.4 Personal Searches**

Staff may search school property - for example pupils' lockers or desks if they believe drugs to be stored there. Personal searches will be carried out in accordance with Child Protection policy, ensuring there is a witness present.

### **3.4 Sniffer Dogs**

The use of sniffer dogs is not consistent with the pastoral responsibility of the school to create a supportive environment and will therefore not be used as a deterrent or for detection of drugs. If sniffer dogs are to be used for demonstration or educational purposes the school will agree in advance with police what will happen should sniffer dogs indicate any trace on a pupil, member of staff or visitor to the school.

### **3.5 Parents/Carers Under the Influence of Drugs on the School Premises**

If a member of staff has concerns about discharging a pupil into the care of a parent/carer, alternative will be discussed. Where the behaviour of a parent/carer under the influence of drugs repeatedly places a child at risk or the parent/carer becomes abusive or violent staff will follow child protection procedures.

### **3.6 Implementation of The Policy**

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When dealing with drug-related incidents, Orton schools have adopted the procedures as laid out in 'DfES Drugs: Guidance for Schools':  
Appendix 1: the Entitlement Curriculum for Drug Education  
Appendix 2: Planning check-list for schools and external contributors  
Appendix 3: Drug situation - medical emergencies  
Appendix 4: Responding to incidents involving drugs  
Appendix 5: Record of incident involving unauthorised drug

### **3.6 Confidentiality**

In any case relating to drug use, we cannot guarantee confidentiality. Where there is a genuine risk to the safety of any young person or other people, information must be passed on to individuals and/or organisations that are in a position to ensure protection. It is likely that such responses will fall within the remit of other policies such as Behaviour, Health and Safety and Child Protection.

Information made available to a teacher or other responsible adult which is deemed to be of a serious nature will be communicated to the designated teacher for child protection immediately.

Parents and carers will be informed as soon as possible when a young person has been involved in a drug related incident or situation, except if, in the head teacher's judgement, such information could prejudice the safety of the young person.

Young people will be told clearly what information is to be passed on and to whom and will be supported in dealing with possible consequences.

### **3.7 Support for Pupils**

The school has a role in identifying pupils who have drug related needs. The school will involve or refer pupils to other services when necessary. These may not need to be drug specific agencies. Where possible the school will seek the involvement of the pupil and the pupil's parents/carers in such a decision. A list of support agencies can be found in Appendix 4 page 2:12.

The head teacher and designated teacher for child protection may wish to respect a young person's wish for confidentiality only in cases where:

- there is no cause to believe that confidentiality will endanger or put the child at risk,
- disclosure itself may place the young person at risk

Sensitive information will only be disclosed internally and externally with careful attention to pupils' rights and needs.

Safeguarding and child protection record keeping procedures will be followed when the school has any information regarding an incident involving an unauthorised drug.

### The Entitlement Curriculum for Drug Education

Age	Knowledge	Skills	Attitudes
<b>Age 3-5</b>	Learning what goes onto and into a young child's body - including pills, medicines and injections.	Identifying a range of substances that might harm a young child - at home or elsewhere.	Developing understanding of when adults take responsibility for young children.
	Learning basic safety rules for medicines.	Identifying feelings, expressing them and beginning to understand the effects they have.	Building an appropriate sense of self-responsibility.
	Learning why some people need medicines.	Asking for help, identifying who to ask and telling in different contexts.	Beginning to value the body, physical achievements and capabilities.
	Learning how to keep healthy.	Identifying when and how to say "No" and "Stop".	
<b>Age 5-7</b>	Learning that all medicines are drugs, but not all drugs are medicines.	Identifying physical and emotional needs which contribute to a happy healthy life.	Developing attitudes towards the use of alcohol and cigarettes.
	Learning that all drugs and many household substances can be harmful if they are not used properly.	Identifying situations where risky substances are available, being able to ask for advice and check or say "No, I won't."	Developing attitudes towards medicines, health professionals and hospitals.
	Learning about the role of medicines in promoting, improving and sustaining health.	Communicating feelings, how to deal with them and developing a range of people to share them with.	Beginning to value individuality and to recognise and celebrate emotions, gifts and talents.
	Learning basic safety rules for medicines, including rules for storage at home and at school and being able to follow these rules.		Valuing one's body and recognising its capabilities and uniqueness.
	Learning basic information about how the body works, ways of looking after the body and what happens when things enter the body.		Recognising that there are ways to feel good and ways to feel better without taking medicines.

	Considering alcohol and tobacco and their general effects on the body and on behaviour.		
<b>Age 7-9</b>	Learning about the dangers of handling discarded syringes and needles.	Understanding and practising how to act if dangerous items or unknown substances are found or offered.	Beginning to recognise influences from friends, the media and other sources and how to deal with these.
	Learning about different types of medicines (both prescribed and over-the-counter) and legal drugs including alcohol and tobacco, their form, effects and associated risks.	Identifying different risks, thinking ahead and having strategies to stay safe.	Developing attitudes and beliefs about legal recreational drugs and people who might use or misuse them and why.
	Learning more about the body, how it works and how to take care of it.	Communicating emotions, both positive and negative, with a growing vocabulary and identifying a greater range of supportive people.	Developing attitudes towards media and advertising of alcohol, tobacco and other legal drugs.
		Recognising an emergency and taking suitable action	Having a sense of responsibility for personal safety and behaviour.
<b>Age 9-11</b>	Beginning to learn about the law relating to the use and misuse of legal and illegal drugs.	Recognising a range of different risky situations, exploring personal reactions to risk and being assertive in decision making around these risky situations.	Beginning to value personality and character over appearance or possessions.
	Learning more about different type of medicines (both prescribed and over-the-counter), legal and illegal drugs including their form, their effects and associated risks and consequences for society.	Effectively communicating a greater range of positive and negative emotions with a widening network of supportive people. Beginning to be supportive to others who need help.	Developing attitudes and beliefs about illegal recreational drugs and people who might use or misuse them and why.

	Learning about solvents, their form, effects and associated risks.	Beginning to distinguish between fact and opinion in relation to drugs and to know where to check information and advice.	Developing attitudes towards growing up, self-image, changing emotions and new responsibilities and freedoms.
	Learning that all drugs and solvents affect the brain and the importance of the brain in controlling the body and personality.	Recognising influences and persuasion, their different sources and effects. Acting and negotiating to deal with these to maintain personal safety.	Developing attitudes towards role models
	Learning that all drugs, including medicines and some substances can be misused and reinforcing rules for safe use and storage of drugs and substances.	Beginning to be supportive to others who need help.	

### Planning check-list for schools and external contributors

Copies of this check-list can be held by the school and external contributor/partner (and LA where appropriate).

Time and place	
Date	From                      hrs to                      hrs
Venue	External contributor arrival time hrs
	Welcome/reception arrangements
Furniture layout	
Equipment: TV/Video/Sound/Flip-chart/OHP/Projector/Screen	
People	
School	External contributor(s)
	Name
Organiser	Introduce as
Class teacher (if different)	Specialism
Other teacher(s)	Agency
Additional staff	
Number of pupils	Have you discussed the visit and the school's citizenship and PSHE policies?  <b>Yes/No</b>
Class(es)	Have you discussed materials or resources that the external contributor(s) partnership(s) will give to the pupils?  <b>Yes/No</b>
Age of pupils	Have you discussed any gender, racial, cultural or special educational issues to be address?  <b>Yes/No</b>

Learning	
<i>Session title</i>	<i>Subject area</i>
Most relevant policies	Lesson context (previous work covered)
Learning outcomes	Level of teacher involvement
Lesson outline (overleaf)	Special needs
Evaluation, including involvement of external contributor	Any follow-up with external contributor

Agreements	
Expenses: Have you discussed and agreed any relevant expenses and fees? <b>Yes/No/NA</b>	Agreement: Have you and your external contributor signed an agreement for this visit? <b>Yes/No</b>
Profile: In the case of an on-going partnership with the external contributor/agency have you both created a profile? <b>Yes/No</b>	Quality standards: Have the school and partner/agency signed any joint agreement to ensure quality standards? <b>Yes/No/NA</b>

(Source: Citizenship and PSHE working with external contributors [QCA,2003])

Taken from Drugs: Guidance for schools - Appendix 6 (page 112) of the DfES Guidance February 2004 (Ref: DfES/0092/2204)

## Drug Situations - Medical Emergencies

The procedures for an emergency apply when a person is at immediate risk of harm. A person who is unconscious, having trouble breathing, seriously confused or disoriented or who has taken a harmful toxic substance, should be responded to as an emergency.

Your main responsibility is for any pupil at immediate risk, but you also need to ensure the well-being and safety of others. Put into practice your school's first-aid procedures. If in any doubt, call medical help.

Always:

- Assess the situation
- if a medical emergency, send for medical help and ambulance

Before assistance arrives

If the person is conscious:

- ask them what has happened and to identify any drug used
- collect any drug sample and any vomit for medical analysis
- **do not** induce vomiting
- **do not** chase or over-excite them if intoxicated from inhaling a volatile substance
- keep them under observation, warm and quiet

If the person is unconscious:

- ensure that they can breathe and place in the recovery position
- **do not** move them if a fall is likely to have led to spinal or other serious injury which not be obvious
- **do not** give anything by mouth
- **do not** attempt to make them sit or stand
- **do not** leave them unattended or in the charge of another pupil
- notify parents/carers

For needle/stick (sharp) injuries:

- Encourage wound to bleed. **Do not** suck. Wash with soap and water. Dry and apply waterproof dressing
- If used/dirty needle seek advice from a doctor.

***When medical help arrives***

- Pass on any information available, including vomit and any drug samples.

Complete a medical record form as soon as you have dealt with the emergency.  
(Adapted from: The Right Responses (DrugScope, 1999])

**'Drugs'** refers to **all drugs including medicines, volatile substances, alcohol, tobacco and illegal drugs**

**INCIDENTS INVOLVING DRUGS:****(RECOMMENDED PROCEDURE)**

- Pupil in **POSSESSION** of unauthorised drugs
- Drugs or paraphernalia **FOUND** on school premises
- Pupil **SUPPLYING** an unauthorised drug

1.	Remove drug/paraphernalia.
2.	Temporarily store drug <b>securely</b> in designated place.
3.	Record incident/details with a <b>witness</b> present.
4.	Inform headteacher/designated member of staff, who will begin further investigation
5.	After consultation with headteacher/designated member of staff inform parent/carer making sure this does not place the child at risk.
6.	<b>If illegal drug:</b> The school will assess the risk and notify the police if considered appropriate. The police will arrange for collection or disposal according to local agreed protocols. There is no legal obligation to divulge a pupil's name.
7.	Record contact number for local police.
8.	<b>Insert contact details for local police:</b> <div style="border: 1px solid black; height: 40px; width: 100%; margin-top: 5px;"></div>
9.	If legal: alcohol, tobacco or medicines can be returned to parent/carer or the drug can be disposed of safely.
10.	<b>Identify the needs</b> of those involved, making a careful assessment of all the circumstances. Decide upon appropriate response - curriculum, pastoral, disciplinary or referral to other services.
11.	Provide parents and pupils with access to <b>further sources of information/support</b>
12.	Seek outside support/advice if appropriate. Those who may be involved are: LEA; school health team; child protection officer; education welfare

	officer; police; YOT; Connexions; BEST; youth and community services; specialist agencies.
13.	<b>Insert contact details for local agencies:</b> <div style="border: 1px solid black; height: 50px; width: 100%;"></div>
14.	<b>Record all decisions</b> and monitor the outcome for the pupil and school community. Review effectiveness of policy and practice.

**INCIDENTS INVOLVING DRUGS:  
(Recommended Procedure)**

• **Pupil UNDER THE INFLUENCE of a Drug (including misuse of medicine)**

1.	<p><b>a) Medical emergency</b></p> <ul style="list-style-type: none"> <li>• call for medical help/ambulance</li> <li>• follow first-aid procedure until help arrives</li> </ul> <p><b>b) No medical emergency</b></p> <ul style="list-style-type: none"> <li>• keep pupil calm and under observation</li> <li>• if intoxicated consider asking parent/carer to collect child</li> </ul> <p>Ensure safety and well-being of other pupils - eg onlookers.</p>
2.	<b>Remove</b> drug/paraphernalia.
3.	<b>Temporarily store drug securely</b> in a designated place.
4.	<b>Record</b> the details with a <b>witness</b> present.
5.	Inform head teacher or designated member of staff, who will begin further investigation.
6.	Inform <b>parent/carer</b> if appropriate and do not place the child at risk.
7.	<p><b>Insert contact details for local police:</b></p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>
8.	<b>If legal:</b> alcohol, tobacco or medicines can be returned to parent/carer or the drug can be disposed of safely.
9.	<p><b>Identify the needs</b> of those involved, making a careful assessment of all the circumstances.</p> <p>Decide upon appropriate response - <b>curriculum, pastoral, disciplinary</b> or <b>referral</b> to other services</p>
10.	Provide parents and pupils with access to <b>further sources of information/support</b>
11.	Seek outside support/advice if appropriate. Those who may be involved are: LEA; school health team; child protection officer; education welfare officer; police; YOT; Connexions; BEST; youth and community services; specialist agencies.

12.	<b>Insert contact details for local agencies:</b> <div data-bbox="248 147 1428 246" style="border: 1px solid black; height: 44px; width: 739px;"></div>
13.	<b>Record all decisions</b> and monitor the outcome for the pupil and school community. Review effectiveness of policy and practice

**INCIDENTS INVOLVING DRUGS:****(RECOMMENDED PROCEDURE)**

- **DISCLOSURE of Drug Use**

- ❑ pupil's own drug use
- ❑ parent's/carer's drug use
- ❑ parent's/carer's concern about their child's drug use

1.	Offer further advice/Information. Further action may not be necessary for all disclosures - eg smoking. Consider whether drug use could be problematic or indicate other problems requiring further action.
2.	Consider issues of <b>confidentiality</b> and explain issues to pupils/parents involved.
3.	Inform head teacher or designated member of staff, who will begin further investigation.
4.	Inform <b>parent/carer</b> if appropriate and do not place the child at risk.
5.	<b>Identify the needs</b> of those involved, making a careful assessment of all the circumstances. Decide upon appropriate response - curriculum, pastoral, disciplinary or referral to other services.
6.	Provide parents and pupils with access to further sources of information/support.
7.	Seek outside support/advice if appropriate. Those who may be involved are: LEA; school health team; child protection officer; education welfare officer; police; YOT; Connexions; BEST; youth and community services; specialist agencies.
8.	<p><b>Insert contact details for local police:</b></p> <div style="border: 1px solid black; height: 50px; width: 100%;"></div>
9.	<p><b>Record all decisions</b> and monitor the outcome for the pupil and school community.</p> <p>Review effectiveness of policy and practice.</p>

**INCIDENTS INVOLVING DRUGS:****(RECOMMENDED PROCEDURE)**

- **ILLEGITIMATE Supply of Drugs (legal or illegal) in the school or its surrounding vicinity**

1.	If suspected to be <b>illegal</b> schools should decide whether to inform the police. There is no legal obligation but not to do so may be counterproductive. This includes the illegitimate sale of prescribed medicines (eg Ritalin). If <b>alcohol, tobacco or solvents</b> schools may wish to inform police or trading standards officer.
2.	Inform headteacher or designated member of staff who will begin further investigation.
3.	Inform other staff, LEA or local authority and parents/carers if appropriate.
4.	<b>Record all decisions</b> and monitor the outcome for the pupil and school community. Review effectiveness of policy and practice.