

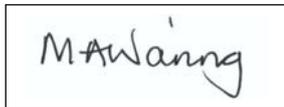


Scalford C of E Primary School

DRUGS EDUCATION Policy 2015

Please also refer to First Aid, Asthma, Medical Conditions, Child Protection and Safeguarding Policy and all relevant risk assessments.

Headteacher Signature:

A rectangular box containing a handwritten signature in black ink that reads "M. Wainwright".

Date: 6th October 2015

Approved By Governors: February 2016

This policy has been developed using the Leicestershire Healthy Schools Programme outline which has been developed in line with 'Drugs: Guidance for schools' DfES 2004 and also includes examples of good practice from local primary schools.

Location and dissemination:

A copy of this policy will be available in the Headteacher's office and on the school website and may be reviewed on request.

Context:

This policy has been developed as part of a whole school ethos to develop healthy children with high self-esteem who are able to take responsibility for their own learning and actions.

It links with the following policies:

- Health and Safety
- Behaviour and Anti Bullying
- First aid
- Administration of medicines
- PSHE
- Science
- Child Protection and Safeguarding

Guidance documents used to form the policy include:

- Drugs: Guidance for Schools DFES 2004
- Drug, alcohol and tobacco education -curriculum guidance for schools at key stages 1-4 (QCA 2003)
- Leicestershire Constabulary Guidance for School on involving the police around drugs
- Leicestershire Healthy Schools 'A Toolkit for Schools'
- 'School Drug Policy Review Process' Blueprint Programme 2004 (www.drugeducationforum.co.uk)

2. The purpose of the policy:

The purpose of our school drug policy is to:

- Clarify the legal requirements and responsibilities of the school
- Reinforce and safeguard the health & safety of pupils and others who use the school
- Clarify the school's approach to drugs for staff, pupils, governors, parents/carers and the wider community
- Give guidance on developing, implementing and monitoring the drug education programme
- Enable staff to manage drugs on school premises, and any incidents that occur, with confidence and consistency, and in the best interests of those involved
- Ensure that the response to incidents involving drugs complements the overall approach to drug education and values and ethos of the school
- Provide a basis for evaluating the effectiveness of the school drug education programme and management of incidents involving illegal and other authorised drugs
- Reinforce the role of the school in contributing to local and national strategies

3. The Boundaries of the Policy

This policy relates to all staff, pupils, parents/carers, visitors whilst on the school premises, supporting class visits or involved in transporting pupils.

4. Definition of 'Drugs':

This policy uses the definition that a drug is:

'A substance people take to change the way they feel, think or behave'.

(United Nations Office on Drugs and Crime)

The term 'Drugs' includes:

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled injected or swallowed
- All over-the-counter and prescription medicines

5. Statement on Drugs:

Our school condones neither the misuse of drugs and alcohol, nor the illegal supply of these substances. The school is committed to the health and safety of all its members and will take action to safeguard their well being.

At our school we acknowledge the importance of its pastoral role in the welfare of pupils. At Scalford Primary School, the Headteacher and Governing Body take the final decision on any response to an incident in consultation with School Leadership team, the LA, school health service and the Police and Area Drugs Education Consultants. Our school aims and ethos support and are supported through this policy and our work in this area is evidenced in the achievement of Healthy School's status.

6. Responsible staff member:

The following staff are responsible for drug education and dealing with drug related issues:

- Mrs Dickson – PSHE coordinator and Senior Teacher. Also Designated Senior Person for Safeguarding
- Mrs . Waring – Headteacher and SENCO. Also Designated Senior Person for Safeguarding

7. Drug education:

Will...

- Outline key learning objectives
- Specify or refer to the content to be provided with reference to the frameworks for the 2015 National Curriculum Science Programmes of Study.

Education materials.

- Outline arrangements for timetabling, staffing and teaching
- How you will identify and meet the needs of pupils
- How pupils will be consulted on the programme
- Outline provision for vulnerable pupils and those with SEND and how issues of pupil diversity will be addressed in the programme
- Use external agencies where appropriate (e.g School Nurse etc)
- May include visits to places such as Warning Zone

8. Learning methods

- Role-play
- Discussions (including with speakers)
- Drama
- Creative writing
- Questionnaires

- Circle time
- The Life Education Bus/Programme
- Invitations extended to other health professionals such as the school nurse to visit us.

9. Staff Support and Training:

Training may also be provided through:

- Induction.
- Shadowing other members of staff, team teaching, study time.

10. Assessment and Monitoring:

We are committed to monitoring the effectiveness of the programme. This is achieved by

- Pupil feedback
- Staff review and feedback
- Parental feedback
- Ofsted inspection
- Governor Visits

11. Management of drugs at 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 Two).

Medicines- See: Administration of Medicines policy

Tobacco- We have a No-Smoking policy on the school premises.

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 - The school ensures that 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 (following risk assessments and polices/guidance)

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 Three.

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

See Appendix 2 which shows how we as a school can respond to drug related incidents.

12. Confidentiality:

Refer to our data protection policy and in relation to the relevant points below, please see the identified policies or documents.

A number of scenarios may arise and this policy is therefor in conjunction with a number of other polices

- Searching pupils and pupils property - Positive Handling and SEN
- Responding to the needs of those involved in any incident – Positive Handling
- Managing pupils or parents under the influence of substances Positive Handling
- Involving the police

All contact with the police will be conducted in accordance with local guidance developed by the Leicestershire constabulary and First Response Children's Duty (Safeguarding numbers are listed in the School Office)

- Addressing the wider pastoral needs of pupils and making pupils aware of the various internal and external support structures – SEND policy
- Referring to external support agencies (see Appendix 2)
- Recording incidents

Sensitive information will only be disclosed internally or externally with careful attention to pupil and families' rights and needs but always within the guidelines of Safeguarding procedures.

13. Involvement of parents/carers:

In most cases at Salford 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/Safeguarding
- 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 Drugs Policy and will be invited to comment.

Reviews of the policy will involve a parent governor.

14. The role of the Governors:

Governors will agree this policy. It will be reviewed regularly. A nominated governor for Safeguarding 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 the school.

15. Liaison with other schools:

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:**
2. Drugs: Guidance for Schools, DfES/0092/2004 www.dfes.gov.uk/drugsguidance
3. (archived)
4. • School Drug Policy Review Process - Blueprint 2004
5. • Creating A Drug Policy For Your School – Guidelines on the Creation and Maintenance
6. of a Drug Policy – Devon County council,
7. 2. Additional useful websites
8. • <http://www.pshe-association.org.uk/content.aspx?CategoryID=1027>
9. • <https://www.gov.uk/government/publications/national-curriculum-in-england-primarycurriculum>

Support websites for students and families

- <http://www.nhs.uk/Livewell/drugs/Pages/caring-for-a-drug-user.aspx>
- <http://www.drugscope.org.uk/resources/faqs/faqpages/where-can-i-get-help>
- The Leicester and Rutland Drugs and Alcohol Action Team - <http://www.drugs.org.uk/>
- Leicestershire Substance Misuse Strategic Team -
- http://www.leics.gov.uk/index/community/yjsc/leicestershire_daad.htm

Appendix One

Leicestershire Healthy Schools Programme:

External contributors to drug education in schools 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 school's 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).

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.

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*

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

Details of D.A.R.E. can be found on the DARE website: <https://lifeskills-education.co.uk/>

Appendix Two

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 Headteachers with this specific advice and guidance on what to expect if the decision is taken to contact the Leicestershire Constabulary.

DfE and ACPO "Drug Advice for schools" (Sept 2012 - Reference: DFE-00001-2012)

All schools should refer to this document published by the DfE in Sept 2012. 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. Pages 5 & 6 give a summary of the relevant laws and Appendix B gives a list of useful organisations. It can be accessed online at

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

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).

In 2011, Cannabis was re-classified as a Class B drug. As such it remains an illegal substance.

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.

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).

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 can suggest training, guidance and support on drugs policies and best practice for drugs education to primary and secondary schools:

Appendix Three

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.

October 2015

To be Reviewed October 2017