

Holtsmere End - Drug Education Policy

Date: February 2010

Review: February 2012

Staff responsible: P. Evison - Headteacher

N. Lucas - PSHE Co-ordinator

B. Whitford - Chair of Governors

The process of policy writing involved consultation between the Headteacher, representatives of teaching and non-teaching staff, school governors, parents/carers, the school council

Further guidance came from the Hertfordshire county Council Drug education guidance document and national guidance, specifically DfES 'Drugs: Guidance for Schools' (February 2004). Include healthy school, national curriculum, QCA guidance and every child matters- staying safe and being healthy.

Definition:

A 'drug' is any substance that affects the way in which the body functions physically, emotionally or mentally and includes tobacco, alcohol, solvents, over-the-counter and prescribed medicines as well as illegal substances.

[definitions & terminology; section 1.3 and glossary]

Values and aims:

Set in the broader context of a programme for Personal, Social, and Health and Emotional Education and the National Curriculum for Science.

The school is committed to:

- Enable young people to make healthy, informed choices through helping them to increase their knowledge, challenging and exploring attitudes and practising skills.
- Provide good role models to help further develop a sense of self-worth and self-esteem.
- Share responsibility for drug education with parents and carers through effective communication and co-operation.
- To listen to young peoples thoughts, feelings and concerns and counteract any inaccurate messages and myths surrounding drugs.

This policy will apply on school premises and beyond, wherever pupils are with the care of school staff. This includes school trips and educational visits and residential journeys.

All non-medical drugs on school premises are unacceptable [except the use of alcohol at social functions]. The school building and surrounding areas are a smoke free.

Rationale:

We believe that the purpose of drug education should be to give pupils knowledge skills and attitudes to appreciate the benefits of a healthy lifestyle and to relate this to their own actions, both now and in the future, enabling them to make healthy choices.

We aim to:

- To help young people to develop further a sense of self-worth and self esteem.
- To increase understanding about the implications and possible consequences of drug use and misuse.
- To help young people to distinguish between different substances, consider their use, misuse, benefit and harm.
- To listen to young people's thoughts, feelings and concerns and to ensure that drug education responds to their needs.
- To counter any inaccurate messages and myths which young people may receive about drugs with accurate information.
- To encourage an understanding for those experiencing or likely to experience drug use (including those dependent on medicinal drugs).
- To widen understanding about related health, social and legal issues.
- To enable pupils to identify where help and support can be found.
- To develop as a Health Promoting School.

We intend to achieve our aims through:

- A co-ordinated, integrated and consistent approach to the curriculum and to possible drug related incidents.
- An appropriate teaching programme which responds to pupils' needs.
- Clearly defined learning outcomes for lessons and other inputs.
- Reinforcement of key messages at different ages and stages and in different situations.
- Content and teaching approaches, which match the needs and maturities of all pupils, including those with special educational needs and / or English as an additional language.
- Involvement of the whole community, including staff, governors, parents/carers, pupils and visitors.
- Training and support for staff in the planning and implementation of drug education.
- Regular revision of policy and practice.
- Recognising that adults are role models for pupils and committing ourselves to a smoke-free environment; not using alcohol on premises; working in partnership with parents and carers and finding ways to avoid the need for over-the-counter drugs, such as finding a quiet room or corner for headache sufferers.

[Drug education: *Sections 2.1, 2.5, 3.1 and 3.7*]

Planning

Opportunities for drug education will be clearly identified on long, medium and short-term plans.

Special Educational Needs

In planning drug education for pupils with SEN, our teachers consider a range of responses. For example:

- Additional support given by staff;
- Activities may be differentiated or adapted;

- Programme aspects may need to be emphasised or expanded;
- Revisiting knowledge and skills in different contexts;
- Using strategies to increase access to drug education, such as theatre projects, ICT, school visits and specialist equipment.

[Pupils with special educational needs: *Section 3.1.4*]

Teaching – curriculum, materials and approaches

Drug Education opportunities include:

- Through planned elements of National Curriculum subjects, including Science and RE;
- PSHEe and Citizenship lessons;
- Pastoral time;
- Assemblies;
- Through occasional planned visits from school nurse, police officer or other appropriate people;
- Through the use of story, the literacy hour, Circle Time and other learning opportunities;
- Through informal curricular / extra curricular activities.

A wide range of teaching approaches is used and we particularly encourage active and accelerated learning methods, which involve children's full participation. Ground rules will be negotiated when appropriate and the sensitivity of the work will be recognised, safeguarding the interests of the pupil and everyone.

The work will be regularly monitored and evaluated by all staff and pupils.

[The needs of pupils: *Sections 3.15 & 4.1*]

Confidentiality

Some pupils may chose to mention instances of drug use in class or to individual members of the school community. While staff will want to be supportive, they need to follow our Child Protection guidelines and clearly state that they may not be able to guarantee confidentiality.

[Confidentiality: *Section 4.3*]

Working with visitors

We subscribe to the code of practice recommended by the Department for Children, Schools & Families and by the Hertfordshire Drug Education Forum (DEF).

Visitors can make a valuable contribution to drug education provision but do not constitute a comprehensive programme. The rationale for bringing in a visitor must be clear. It must enhance the overall educational experience and must educate rather than sensationalise. It must fit with the stated aims and objectives of our PSHEe, Science and drug education policy. School staff must always be present and the educational outcomes evaluated. Outside visitors should automatically be offered a copy of the school's drug policy.

Further details of visitor involvement can be obtained from www.hertsdef.org

Liaison between schools, with parents and the wider community

We will work with other schools in the area to develop consistent practices to support young people. This includes paying attention to the needs of young

people as they transfer from primary to secondary school. We recognise that this and other aspects of community liaison is an important area to which we can contribute with the support of colleagues throughout CSF, the Police, the local authority and other agencies. Our work is developing. The school ensures that the views of all parents are considered in the planning and delivery of drug education.

Roles and responsibilities

This policy relates to all members of the school community. All staff have a responsibility for drug education and must be fully aware of this policy and its implications for themselves and for others in the community. Whenever adults interact with children, they recognise that they may be influencing attitudes and behaviour.

All staff should consider themselves as role models whose behaviour the children are likely to notice and often follow. Staff also have a responsibility to know how they should respond to any possible drug related incidents. They receive training and support in delivering their responsibilities.

Teaching and support staff have a responsibility to contribute to the taught curriculum for drug education. They listen to the pupils and determine their specific needs. These needs are met in specific drug education inputs as well as through a wider programme of personal and social skills development.

The Headteacher and Senior Management Team (SMT) have the ultimate responsibility for ensuring that policy and practice in this area are fulfilled, including appropriate curriculum content and response to drug related incidents.

The Drug Education Co-ordinator is responsible for overseeing both curriculum implementation and other elements of school life contributing to drug education. This will include monitoring and evaluating drug education policy and practice throughout the school. The Drug Education Co-ordinator will work with other Co-ordinators to identify where other learning experiences contribute to drug education.

[Staff with key responsibilities for drugs: *Sections 3.7 & 4.2*]

The Governor with responsibility for drug education and drug related issues has received training in drug issues and understands the issues involved and how they relate to wider issues of behaviour and school ethos. S/he contributes to developing and reviewing drug education policy and practice.

[The role of governors: *Section 3.14*]

Response to possible drug related incidents

Our definition of a drug includes medicines (both prescription and OTC), alcohol, tobacco and solvents, and it is therefore important that all aspects of an incident are considered. The needs and circumstances of the pupil are paramount.

We will consider each situation individually and recognise that a variety of actions in response may be necessary to drug related incidents as recommended by CSF and national guidance. (Ref: "*Drugs: Guidance for Schools*" DCSF, February 2004).

If the situation leads to a medical emergency the school emergency aid procedures will be followed immediately.

In the absence of a medical emergency, the Headteacher must be informed, the Drug Co-ordinator will be informed and an appropriate response considered. We will refer to the DCSF guidelines on responding to drug related incidents to determine the necessary response. The implications of any action we take will be carefully considered. **The focus of any response will be the pupil not the substance and we will seek to balance the interests of the individual, other members of the school community and the wider community.**

Responses will be cross-referenced with related school policies such as:

- Behaviour
- Health and Safety
- Child Protection
- School Visits
- Inclusion / Exclusion

Unless there are exceptional circumstances, we will inform parents/carers or guardians at the earliest opportunity so that we can work together to support the pupil and resolve any difficulties.

We have a range of professional colleagues who can give / obtain advice, support and information in drug or alcohol related situations. These include:

- The school's Education Welfare Officer;
- The CSF Drug Education Consultant;
- The Hertfordshire Healthy Schools Co-ordinator;
- The school nurse;
- A Connexions Personal Adviser (Key Stage 3 & 4 only);
- The local police Youth Crime Reduction Officer (YCRO) / Police Community Support Officer (PCSO);
- Representatives of the local Youth Offending Team (YOT), whose role include supporting young people at risk of offending;
- Local Drug and Alcohol agencies and counselling services;
- The FRANK campaign (to register, go to: www.drugs.gov.uk/campaign);
- The Chairperson of the Herts Drug Education Forum (DEF).

These colleagues can provide guidance and information, and may be able to help with a needs assessment to support us in developing an appropriate response.

Contact details can be found on the DEF website www.hertsdef.org and in the Young People's Substance Misuse Services Directory.

The pupil/s will always be told when information is being passed on, in accordance with the school's policy on confidentiality.

Our aim is to enable all pupils to fulfil their potential. We will work with the pupil, their parents / carers and colleagues from other agencies to remove barriers to achievement and resolve any difficulties that exist. Drug related situations will be considered alongside other circumstances in the young person's life and not in isolation. Permanent exclusion, whilst it remains an option, will be used as the very last resort.

Fixed-period exclusion:

"Exclusion should only be considered for serious breaches of the school's behaviour policy, and should not be imposed without a thorough investigation unless there is an immediate threat to the safety of others in the school or the pupil concerned. It should not be used if alternative solutions have the potential to achieve a change in the pupil's behaviour and are not detrimental to the whole school community."

[Section 5.4.6]

Permanent exclusion:

"A decision to exclude a child permanently is a serious one. Permanent exclusion should usually be the final step in the process for dealing with disciplinary offences after a wide range of other strategies have been tried without success. Supplying an illegal drug is a serious breach of school rules and it may be one of the exceptional circumstances where the Headteacher judges that it is appropriate to permanently exclude a pupil, even for a one-off or first-time offence."

"Where pupils are permanently excluded for supplying an illegal drug, repeated possession and/or use of an illegal drug on school premises, the Secretary of State would not normally expect the governing body or an independent appeal panel to reinstate the pupil."

[Section 5.4.9]

Should a substance suspected of being illicit be found on the school premises it will be handed to the Headteacher and, in the presence of another member of staff, placed in a sealed container and both signed and dated. It should then be safely stored until it can be collected by a police officer. S/he will also be involved in advising the school on the most appropriate response to the situation. All such incidents will be recorded.

[Police involvement: *Section 4.6*]

Staff are also aware of the protocols surrounding the safe disposal of drug paraphernalia which may be found on the premises.

[Disposal of paraphernalia: *Section 4.9*]

All staff will be made aware of the legal constraints on gathering evidence (including personal searches), and questioning those involved. They will not take action without involving the Headteacher and/or Drug Co-ordinator.

[Management of drugs at school: *Sections 4.5, 4.7 - 4.10, 5.3 - 5.5*]

This policy will apply to parents/carers and other visitors to the school.

[Parents/carers under the influence of drugs on school premises: *Section 5.5.2*]