



WOODTHORNE PRIMARY DRUG EDUCATION POLICY & GUIDELINES FOR DRUG RELATED INCIDENTS

Document Control Table

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Author	Tom Hinkley (Headteacher)
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Document History

Date	Author	Note of Revisions
September 2019	TH	New policy devised from original Trust policy
August 2020	TH	Page 8 – Added lockable fridge and changed location of cabinet
September 2021	TH	Reviewed

Introduction

This policy document outlines the policy of Perry Hall Multi-Academy Trust Schools for:

- Drug Education
- Handling/prevention of drug related incidents on school premises

For this policy, the term 'drugs' refer to any substance that changes the way people think, feel or behave or the body or mind work. This includes:

- all illegal drugs (those controlled by the Misuse of Drugs Act 1971)
- all legal drugs, including alcohol and tobacco
- all over the counter and prescription drugs.

For example:

- Alcohol
- Tobacco.
- Electronic cigarettes and vaping devices
- Volatile substances (aerosols, solvents, glue or petrol)
- Caffeine and energy drinks
- Over the counter/prescribed drugs/medicines e.g. painkillers, antibiotics
- Illegal drugs e.g. cannabis, ecstasy, cocaine, heroin and New Psychoactive Substances (NPS) (formerly known as 'legal highs')

The Purpose of the Policy

- Clarify the legal requirements and responsibilities of the schools.
- Re-enforce and safeguard the health, safety and wellbeing of pupils and others who use our schools.
- Clarify the school's approach to drugs for all staff, pupils, parents/carers, external agencies and the wider community.
- Give guidance on developing, implementing and monitoring the drug education programme.
- Enable staff to manage drugs on the 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 the values and ethos of the Trust and individual schools.

At Perry Hall Multi-Academy Trust, we aim to ensure that our approach to drugs is a 'whole school' one, designed as part of our commitment to, and concern for, the health and wellbeing of our individual whole school community.

The policy is aimed at all staff, pupils, parents/carers and external agencies working with the schools. At Perry Hall Multi-Academy Trust Schools, we recognise that drug use and misuse in our society is a major threat to individuals, families and the wider community. Young people are influenced by their parents/carers, their peers, youth culture and the media.

An effective drug education programme in school will help to ensure that young people are aware of the risks of drug taking and have the ability to make informed decisions. Thus, we recognise our responsibility to treat drug use and misuse as an educational issue and to work, where appropriate, in partnership with the Police, health services, relevant outside agencies and parents/carers to inform and protect our pupils and manage any related incidents in an appropriate and pragmatic way.

The purpose of drug education is to mitigate drug use and experimentation amongst young people by ensuring that all pupils receive consistent, clear and well-planned lessons appropriate to their age and stage of maturity, understanding and knowledge. New statutory guidance on drug education requirements as part of Health Education are thoroughly embedded into our approach, and we recognise the cross-cutting links to other risky behaviours which can increase children's vulnerability.

Drug education contributes to children's health and safety; it is part of a broad and balanced curriculum. An understanding of drugs enables pupils to make informed decisions and forms part of the school's duties under safeguarding and promoting wellbeing.

We aim to ensure that the approaches and processes that we follow for drug related incidents are clear for all pupils, staff, parents and the wider community.

We aim to manage drugs in a way which enables pupils to access educational opportunities in a safe environment. We manage drugs, which are medicines, as well as legal and illegal drugs in a lawful, responsible way, which ensures the health and safety of individuals and the school community.

Policy Development

In the first instance the PSHE curriculum group have written this policy in consultation with the Headteachers, Executive Head Teacher, staff and Governors.

This policy is based on guidance provided by national organisations such as MENTOR, the Alcohol Education Trust and the PSHE Association. This policy is written using the Drug policy framework from the 2004 DfES Drugs: Guidance for

Schools and with reference to updated guidance in DfE and ACPO drug advice for schools, 2012.

This policy also relates to and complements other school policies. For example: Safeguarding, PSHE education, Curriculum , behaviour/discipline and anti-bullying. Medicines, staff code of conduct and equal opportunities and importantly our exclusion policy.

This policy can be found in the school policies file and the schools learning platform/website. Hard copies are available upon request from any Perry Hall Multi-Academy Trust school.

Staff with Key Responsibilities

The Headteacher and Executive Headteacher has overall responsibility for all drug issues within the school and will oversee the planning and co-ordination and the management of drug incidents.

Within the Trust, all class teachers will teach drug education but the Headteachers and PSHE education lead will offer advice and support if and when necessary.

There are identified qualified First Aiders in each Key Stage.

The Trust Board/Local Governing Body is responsible for:

- Authorising the Drug Education policy and any subsequent reviews of the policy and ensuring that the terms and ethos of this policy are followed.
- Reviewing the policy every two years.
- Monitoring the number and nature of any drug related incidents and the outcomes, including any disciplinary action.

The Head Teacher is responsible for:

- Ensuring that the terms and ethos of this policy are followed.
- Appointing a Senior Leadership Team to implement the policy, and ensure a planned drug education curriculum is delivered in line with recognised good practice and statutory guidance as required from September 2020.
- Ensuring that teachers are provided with the required training and guidance to deliver effective drug education and respond to drug related incidents.

- Ensuring that learners are aware of the rules on drugs and the consequences.
- Ensuring that clear procedures for drug related incidents with appropriate sanctions consistent with the school's behavior, exclusion and safeguarding policy are in place.
- Liaising with external agencies and organisations.
- Ensure that there is a named lead to deal with drug related issues in school, if this is not the Headteacher

The PSHE Lead is responsible for:

- Reviewing and updating the Drug Education Policy and PSHE Scheme of Work considering current research and local and national data.
- Monitoring the effectiveness and quality of the planned and delivered curriculum for PSHE/Drug Education.
- Providing leadership and training for teachers.
- Auditing and monitoring resources for effective teaching and learning.

Drug Education

Values

We have a whole school approach to drug education that reflects the ethos of our schools. Our drugs education reflects whole_school aims to provide a caring environment in which students learn to respect themselves and others and take responsibility for their own actions. We are committed to the health, safety and well being of all members of our school's community.

We wish to prepare pupils to encounter experiences related to drug education without making them unduly apprehensive or encouraging them to take an inappropriate interest. As such we take a positive approach which supports pupils to understand what they can do to keep themselves safe.

Aims and Objectives

- For the pupils to be taught about the use/misuse of drugs (including alcohol and tobacco) in an age-appropriate way before the age when they may be tempted to experiment.
- For pupils to understand that drugs as medicine are beneficial when used correctly and can contribute to a healthy lifestyle.
- That the same drugs can be harmful if misused.
- For pupils to know that there are illegal drugs that may be offered and that such drugs can be extremely dangerous and addictive.
- For pupils to use and understand the correct definitions and terminology when referring to medicines and drugs.
- Enable pupils to make informed healthy and safe choices by increasing their knowledge, challenge their understanding and develop their skills and values.
- Support pupils to develop positive self-esteem and resilience in order to help them assert themselves, respond to pressure, assess risks and seek help, support and advice to keep them and others safe from harm.
- Provide accurate, factual and up to date information about substances.

Our Drug Education delivered via PSHE is part of a co-ordinated, spiral programme which addresses keeping safe, healthy relationships and understanding the world around you as part of a planned, progressive and age appropriate curriculum.

Definitions and Terminology

Drug use – drug taking, for example using illegal drugs, consuming alcohol or taking medicine. Any drug use can potentially lead to harm.

Drug misuse – drug taking which leads a person to experience social, psychological, physical or legal problems related to intoxication or regular excessive consumption.

The Delivery of Drug Education

Drug education is delivered by teachers in Science as part of national curriculum, as well as in PSHE education as part of statutory requirements around drug education which come into effect from September 2020. Other curriculum subjects also make contributions towards the teaching of drug education and cross-curricular links and opportunities in RE, English, Drama etc. should be utilised.

The delivery of drug education within PSHE education lessons is designed to give pupils a chance to explore and investigate the subject in several ways across the curriculum e.g. through;

- discussion
- factual based activities
- workshops run by outside agencies
- practical resources.

In PSHE we use a wide range of teaching and learning approaches. Myths and misinformation will be discussed, attitudes and values will be challenged, and realistic case studies and scenarios will be explored to help pupils assess risk, consider options and consequences.

Where appropriate. external agencies and visiting speakers will only be used to complement and support the planned curriculum.

Curriculum content

Perry Hall Multi-Academy Trust will ensure that all schools deliver the relevant curriculum content around drugs, alcohol and tobacco as required within statutory guidance for schools from September 2020.

Across Key Stage 1 and 2 we ensure the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking are covered within PSHE.

- Year 1 : To know what is safe and what is dangerous to eat and drink at home.
- Year 2: To know where medicines and household substances should be stored
- Year 3 : To highlight the dangers of not using medicines correctly .

- Year 4 : To inform young people about the dangers of volatile (household) substances.
- Year 5 :
 1. To allow children to discuss smoking-related issues.
 2. To help children resist pressure to smoke and to learn refusal skills.
 3. To address smoking related issues.
 4. To engage and actively encourage young people to participate in tobacco related education.
 5. To help pupils to make informed decisions about smoking.
- Year 6:
 1. 1. To give young people an understanding of why people might use drugs.
 2. To give young people an understanding of short and long term risks of drug use and risks to their immediate personal safety.
 3. To enable young people to research and feedback actual information.
 4. To develop skills to cope with a drug related situation.
 5. To feel more confident in a situation that is drug related.

Key Stage One

1. School rules relating to medicine in school i.e. an adult must bring the medicines into school and give it to an appropriate adult with written consent and instructions as to how it is administered.
2. The medicines are kept in a lockable fridge or cabinet in the PPA room and given to the child by a teacher or teaching assistant. Parents may come into school if they wish and give the medicines themselves. The two exceptions to this rule concern any children who need medicine for asthma or nut allergies. The child always needs rapid access to their reliever inhaler or epi-pen. So, these may be kept in the classroom, in a place known to the child (inhalers, epi-pens are kept out of the reach of children), so they can use the inhaler when necessary. These reliever inhalers will not harm a non-asthmatic child. Named members of staff are fully trained in administering epi-pens.
3. Children are taught basic information about how the body works and how to take care of it, so they are fit and healthy.
4. Explain the role of drugs as medicines and why people use them.
5. Understanding that all drugs can be harmful if not used properly. Never take medicine belonging to anyone else.
6. Children are taught about people who help us when we are ill.

7. Encourage children to confide in a suitable adult if they have any concerns or questions involving drugs.

Key Stage Two

1. School rules relating to medicines in school. Medicines must be kept in the lockable fridge or cabinet in the staffroom. The same applies as previously stated with regards to inhalers and epi-pens. School emergency inhalers are kept in the KS1 First Aid area, Early Years storage cupboard in between Reception classroom and in the KS2 First Aid kit in the staffroom.

2. Children are taught in more detail about how the body works and how to take care of it.

3. Work on different types of medicine, both legal and illegal substances, outlining safety procedures when using medicines and the risks involved in taking illegal substances.

4. Being assertive in situations relating to drug use. Dealing with peer pressure.

5. Children are encouraged to take responsibility for their own safety and behaviour.

6. Emphasise the dangers from handling discarded syringes and needles.

7. Provide opportunities for children to confide in a suitable adult if they have any concerns or question involving drugs.

Monitoring and Assessment

Various forms of assessment are employed when monitoring pupil progress and understanding within PSHE education and drug education. Methods of monitoring and assessment include;

- Feedback from pupils at the end of lessons in their progress, understanding and achievement
- Teacher assessment of activities undertaken, and work completed
- Pupil self/peer assessment

Evaluation

The PSHE lead in school's will be responsible for evaluating the effectiveness of the drug education curriculum. This will be achieved as part of a regular monitoring and evaluation cycle which will include areas such as:

- Monitoring of delivery and planning (e.g. lesson observations, learning walks, pupil interview etc.)
- Reporting on strengths/areas for development within the curriculum
- Review of curriculum content/consultation

Staff Support and Training

We understand that those involved in teaching drug education need opportunities to develop skills, knowledge and confidence through a programme of continuing professional development. Drug education must be delivered in a way that does not 'sensationalise' the subject. Teachers therefore need to feel comfortable with the information and how they educate young people with it.

The PSHE lead will take a pro-active approach to ensuring that he/she is up to date with any required training and ensure that any appropriate information or training is cascaded to other teachers. Any additional training required by other staff will be dealt with as appropriate but should be requested via the PSHE lead who will liaise with SLT.

Specific drug related incidents or concerns are discussed at staff meetings or as part of safeguarding protocol.

Members of staff need to be aware of procedures in relation to working and drug taking. Staff need to be clear about how they may access support, if required.

Handling/prevention of drug related incidents on school premises

Please see **Responding to Drug Related Incidents** flowchart included within this policy as an appendix. Below is a summary of the key approaches to handling drug related incidents within the Perry Hall Multi-Academy Trust.

When dealing with a drug related incident we will consider:

- The welfare of the child concerned.
- Whether parents must be involved appropriately.
- Legal requirements
- Recording of all incidents, decisions and monitor the outcomes for the pupil and school community.

Staff should note any significant changes in behaviour of any pupil, which may be attributed to the use of legal or illegal drugs. This should be brought to the attention of the Headteacher or designated person. If after further investigation the use of such drugs is confirmed:

- The pupil's parents will be informed (unless the welfare of the child is a concern)
- The Headteacher will inform the Schools Educational Social worker
- Any illegal substances discovered will be handed to the Police/ school liaison officers.

In the event of any incident that is believed to warrant Police involvement the Headteacher may choose to contact the schools Community Police Officer to seek advise and assistance.

It will be decided by the Headteacher if:

- an incident should be managed internally
- the Police should be informed or consulted
- the Police should be actively involved
- a pupil's name can be withheld and when it should be divulged to the Police. There is no legal requirement for schools to involve Police in drug related incidents, other than to inform them of any illegal substances being held and to hand these over to Police to dispose of them properly.

Any actions taken will always be recorded using appropriate school reporting tools so that a clear record of how incidents have been dealt with exists. The health and safety and welfare of the child should always be the principal concern when responding to all incidents.

Searches

In any such cases we would follow our procedures for managing drug related incidents, detailed earlier.

The [DfE and ACPO drug advice for schools](#) (2012) guidance document makes it clear that schools should not consider the legal status of a substance as a hindrance to confiscation, and says where the legality isn't clear the substance should be treated as a controlled drug.

Should any suspicious items be found (e.g. drug paraphernalia, illegal substances/unknown substances) then we will follow the relevant steps from our procedures for managing drug related incidents.

Perry Hall MAT Trust will always conduct any searches following specific guidance on searching and confiscation taken from DfE guidance which can be found in [Screening, Searching and Confiscation; Advice for Head Teachers, Staff and Governing Bodies](#) (Jan 2018)

Managing Medicines

Most medication prescribed for a pupil will be able to be administered once, twice or three times a day. In these circumstances parents/carers will be able to manage this before and after school and there is no need for medication to come into school. However, some pupils may require medicines that have been prescribed for their medical condition during the school day.

An adult (parent/carer) must bring the medicines into school and give it to an appropriate adult with written consent and instructions as to how it is administered.

Any medicines are kept securely in the staff room/designated area and given to the child by a designated teacher or teaching assistant as directed. Parents/carers may arrange to come into school if they wish and give the medicines themselves.

The two exceptions to this rule concern children who need medicine for asthma or nut allergies. These children always need rapid access to their reliever inhaler or epi-pen. So, these medicines may be kept in the classroom, in a place known to the child (inhalers, epi-pens are kept out of the reach of children), so they can use the inhaler when necessary. These reliever inhalers will not harm a non-asthmatic child.

Named members of staff are fully trained in administering epi-pens.

Referral and External Support

If we have any concerns over an individual child's drug and / or alcohol use, or if they are affected by someone else's, we will refer to pupils and/or parents to relevant outside agencies. If such action is needed it will be made in accordance with our child protection policy and confidentiality policy.

Involvement of Parents and Carers

Parents/carers have an important role to play in supporting drug education within our schools. We encourage parents into school to discuss our approach to drug education, and if they have any concerns about drug related issues.

Parents and Carers Under the Influence

If it is found or suspected that a parent/carer is under the influence of drugs on the school premises a calm, responsible approach must be taken. The focus

should always be on the child's welfare. It may be necessary to discuss, where possible, with the parent/carer if alternative arrangements could be made, e.g. is another responsible adult available to take the child home?

Where this becomes a regular pattern, or the parent/carer becomes abusive or violent, consideration will be taken whether to begin child protection procedures and/or involve the Police.

Confidentiality

It is important that staff and pupils know the boundaries of confidentiality before embarking on a drugs education programme. If a pupil wishes to disclose information of a personal nature to a member of staff, it should be made clear to the pupil that total confidentiality cannot be promised.

If information is disclosed of a sensitive nature, not generally known and which the pupils asks not to be passed on, then the member of staff should honour this request unless it is unavoidable for them to fulfil their professional duties in relation to:

- child protection
- co-operating with a Police investigation
- referral to external services.

Sensitive information will only be passed on in exceptional circumstances and the pupils will be informed first to endeavour to explain why this needs to happen. These exceptions are defined by a moral or professional duty to act:

- where there is a child protection issue
- where a life is in danger

