

St Mary's Bryanston Square Church of England Primary School

Drugs Education and Substance Use and Misuse Policy 2010

The principal reason for this policy is the education, wellbeing and welfare of our pupils and the school community. It applies to teachers, support staff, parents/carers, governors, pupils and any other adults on the school premises. New members of the school community will be made aware of the policy through the welcome pack/prospectus, or a member of staff responsible for induction or coordination.

1. Preface

This policy aims to:

- clarify the legal and educational responsibilities for staff at the school
- reinforce and safeguard the health and safety of pupils and others who use the school against substance misuse
- clarify the school's approach to drugs for all staff, pupils, governors, parents/carers, external agencies and the wider community
- give guidance on developing, implementing and monitoring the drugs education scheme of work
- 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 the values and ethos of the school.

Within this document, the title 'Head Teacher' refers to the Head Teacher or his/her nominated representative. This policy takes into account national and local guidance and in particular, guidance from the DfES ref: 0092/2004 and National Healthy Schools guidance. It should be considered in conjunction with other relevant school policies.

Definitions

We accept the following definition of a drug given by the United Nations Office on Drugs and Crime: *A substance people take to change the way they feel, think or behave.* The term 'drugs' and 'drug education' is used throughout this policy to refer to:

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

2. Drugs education

Curriculum

The school delivers a balanced curriculum which

- promotes the spiritual, moral, cultural, mental and physical development of pupils
- prepares pupils for the opportunities, responsibilities and experiences of adult life.

Drug education is a major component of drug prevention and is an important aspect of the school curriculum. It aims to provide opportunities for pupils to develop both their knowledge and understanding about drugs, and the attitudes and personal and social skills that will help them lead fulfilled lives without the misuse of substances. It aims to help them appreciate the benefits of a healthy lifestyle, relating this to their own actions and those of others. The programme provides information about substances relevant to the pupils' age and maturity, is responsive to pupil needs and is part of our whole approach and commitment to being a healthy school. We acknowledge the importance of our pastoral role in the welfare of our young people, and through the general ethos of the school will seek to educate all pupils and will facilitate support for those who need it.

Aims of drugs education

1. Increase pupils' knowledge and understanding and clarify misconceptions about the:
 - rules and laws relating to drugs
 - short- and long-term effects and risks of drugs
 - impact of drugs on individuals, families and communities
 - complex moral, social, emotional, health and political issues surrounding drugs.
2. Develop pupils' personal and social skills in order to make informed, responsible decisions and keep themselves safe and healthy, including:
 - assessing, avoiding and managing risk
 - communicating effectively
 - resisting pressures
 - finding information, help and advice, eg from parents and teachers
 - developing self-awareness and self-esteem
 - devising problem-solving and coping strategies.
3. Enable pupils to explore their own and other people's attitudes towards drugs, drug use and drug users, including:
 - challenging stereotypes, and exploring media and social influences
 - promoting positive attitudes towards healthy lifestyles

- encouraging an understanding for those experiencing or likely to experience substance use.

Drug education is delivered through a well-planned cross-curricular programme, mostly through PSHE but also including science, assemblies and drama lessons. The aims above are achieved through the taught curriculum, the informal curriculum and through opportunities for extra-curricular activities. On the whole teachers teach drug education but, where appropriate, outside visitors may contribute to it. Outside contributors will be aware of the school's drugs education policy and any other policies relevant to it.

Key Stages 1 and 2

See Appendix 1 for an overview of our school's drugs education coverage, and Appendix 2 for the more detailed scheme of work.

Methodology and resources

- drug education is delivered within a safe, secure and supportive learning environment
- ground rules are set out; teachers' and pupils' right to privacy is respected. Boundaries of discussion are made clear
- group agreements are made to help foster mutual respect and an environment in which pupils feel comfortable and ready to listen to and discuss each other's opinions
- distancing techniques can be adopted through role-play or anonymous question boxes
- staff are advised to sometimes answer difficult questions on an individual basis
- a variety of teaching resources are outlined in the PSHE scheme of work
- external contributors may include the school nurse and Rotaltec's Life Education bus. Parents are informed when this visit takes place and are invited to school to find out more. The school may cooperate with other agencies such as the police (youth affairs officer), social services or health and drug agencies to deliver its commitment to drugs education.

Monitoring and reviewing

The teaching of drug education will be monitored in line with the school teaching and learning policy.

Our school, parents and carers

As a school we share responsibility for the education of our pupils with parents and carers. The school, parents and carers inform and involve each other through open communication and cooperation to achieve the successful implementation of this policy.

Training for teachers

Teachers have access to on-going support and training as part of their own professional development, and teaching materials are reviewed for quality and relevance.

3. Substance Use and Misuse

Possession, use and supply of drugs

Controlled substances

The school has a zero tolerance policy towards the possession, use or supply of illegal and other unauthorised drugs within the school boundaries.

The school will manage drug related incidents as outlined in the section below on management of drugs at school.

Medicines

Where pupils require medicines that have been prescribed for their medical condition during the school day they should be administered in accordance with the administrations of medicines policy. No medicine, prescribed or otherwise, will be administered under any circumstances by a member of the school staff, except in known cases of the risk of anaphylactic shock, or unless that member of staff is responsible for a child with a long term medical condition and has been trained appropriately.

Volatile substances

All volatile substances are stored securely (in line with COSHH regulations) and managed to prevent inappropriate access or use. Arrangements are set out in the school's health and safety policy - see below:

- The school only uses substances authorized by the LEA. All reps attempting to sell cleaning materials are refused.
- The highest standards of safety regarding COSHH substances are implemented, e.g. locked cupboard for cleaning fluids, locked cupboard in Site Manager's office for paints, aerosols, thinners etc - no direct access from inside school building
- A high shelf in the cleaners' cupboard is used for cleaning substances. The cupboard is locked in school hours.
- Washing detergent is stored out of children's reach.
- All deliveries are locked away immediately by the site manager.
- No staff are allowed to store any chemical that is not used by the school. The site manager and cleaning staff are the only staff permitted to use cleaning chemicals.
- Where aerosols are kept and used, they must be stored securely.
- Bleach is NOT to be used on the school premises.
- Cleaners are monitored regularly by their employing company and by Westminster LA.

Alcohol

Use and consumption of alcohol at school can only be authorised by the Headteacher. In keeping with the statutory duty of care, employees are not permitted to be under the influence of, or consume, alcohol during the school day, or at any time when they will be subsequently supervising children. The school recognises that there may be occasions when a

member of staff may experience difficulties in relation to alcohol misuse outside of school. Staff are encouraged to discuss this with line managers so that support can be put in place.

Tobacco

Smoking is not permitted anywhere on the school site.

Staff with key responsibility for drugs

The Head Teacher takes overall responsibility for the policy and its implementation, for liaison with the governing body, parents, LEA and appropriate outside agencies. If any member of staff has concerns about any drug related incident then they should immediately inform a member of the SMT. The Head Teacher will ensure that all staff dealing with substance issues are adequately supported and trained.

Management of drug related issues in school: Pete Hadfield.

Drugs education coordinator: Alison Glover

Substances found or used at our school

The school believes that the possession and misuse of substances in school or during the school day is totally inappropriate. Misuse of the substances covered in this policy are not permitted to be bought, sold or otherwise obtained on school premises or during the school day, including when pupils are on school visits. Individual exceptions may be made for pupils who need to take prescribed medicines; this is detailed in the school medicines policy.

An overview of our school's responses to incidents involving substances

If there are instances involving substance misuse or supply on the premises, following discussion between staff members who know pupils well, the Head Teacher will inform parents/carers at the earliest opportunity. We (the school and parents/carers) can then work together to support the young person involved.

The school will consider each substance incident individually and recognises that a variety of responses may be necessary to deal with incidents. The school will consider very carefully the implications of any action it may take. It seeks to balance the interests of the pupil involved, the other school members and the local community. As a last resort permanent exclusion may be warranted when all other reasonable steps have been taken.

Management of drugs at school

Searches

Should it be considered necessary to search a pupil, a member of staff or other adult on the school premises, in exceptional circumstances, the school will seek consent and ensure that a second adult witness is present. If this is refused the school will consider whether to call the police. Searches will be conducted in such a way as to minimise potential embarrassment or distress and take account of the age of the pupil(s) concerned.

Personal searches

When a pupil, staff member or other adult is suspected of concealing illegal or other unauthorised drugs, staff will request to carry out a search of outer clothing and inside pockets. Every effort will be made to persuade the person to hand over voluntarily any drugs, in the presence of a second adult witness. Where the individual refuses and the drug is believed to be illegal, and the school wishes to proceed along formal lines, then the police will be called.

Searches of school property

Staff may search school property if they believe drugs to be present. Prior consent will be sought. However, individuals will be made aware that if consent is refused, the school will balance the likelihood that an offence has been committed against the risk of infringing the individual's privacy without just cause.

Searches of personal property

Staff will not search personal property without consent. Where consent is refused the school will consider notifying parents/carers (where applicable), who may persuade their child to give consent, or, if we wish to proceed along formal lines, the school will consider calling the police.

After any search involving pupils, parents/carers will normally be contacted by the school by letter or telephone, regardless of whether the result of the search is positive or negative.

Seizure of drugs

Illegal substances: The law permits school staff to take temporary possession of a substance suspected of being an illegal drug for the purposes of preventing an offence from being committed or continued in relation to that drug, providing that all reasonable steps are taken to destroy the drug or deliver it to a person lawfully entitled to take custody of it.

In taking temporary possession and disposing of suspected illegal drugs staff 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 and details of the witness present
- store it in a school safe
- immediately notify the police, who will be asked to collect it and then store or dispose of it
- while the law does not require a school to divulge to the police the name of the pupil from whom the drugs were seized, the school will normally do so in the case of an illegal drug or controlled substance
- liaison with the police, as appropriate, will take place to ensure the safe disposal of any substances
- where a pupil is identified, the police will be required to follow set internal procedures

- staff will record full details of the incident, police reference number, including notes of any discussions with the pupils, dates, time, place and people present.

Where formal action is taken against a pupil, the police will make arrangements for them to attend a local police station accompanied by an appropriate adult for interview. Only in exceptional circumstances should arrest or interviews take place at school. An appropriate adult, preferably a parent/carer or duty social worker, must always be present during interviews.

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.

Alcohol and tobacco: Where a pupil is found to be in possession of alcohol and/or tobacco this will be confiscated and their parents/carers informed. In cases where a staff disciplinary proceeding is necessary, items will be disposed of once this has taken place.

Volatile substances: The school will confiscate all volatile substances and arrange for their safe disposal. Pupils' use of solvents in lessons, such as 'fixer' in art, will be supervised.

Medicines: Parents/carers will be informed and will be asked to collect and dispose of unused or date-expired medicines, as outlined in the health and safety policy.

Drug paraphernalia: In instances where needles, syringes or other injecting paraphernalia are found on school premises, the items will be placed in a box ready for collection by Westminster Pest Control (020 7641 1522).

Police contact

First point of contact - Marylebone police station 020 7486 1212

Referral and external support

A list of local support services and national helplines/websites is available for pupils and parents from the Westminster Drug and Alcohol Action Team. The Head teacher, SENCO and senior management team are responsible for referral to agencies.

Confidentiality

Please refer to the confidentiality policy, bearing in mind that staff have the professional responsibility to share relevant information about the protection of children with other professionals, particularly investigating agencies. (*Para: 26/7, P. 8; Protecting Children from Abuse, Circular 10/95*)

Parents and carers

Should an incident regarding illegal and/or other unauthorised drugs involve a pupil, then the school's child protection coordinator will be consulted immediately and local child protection procedures will be followed.

In instances where there are concerns regarding the safety of a child at home or suspicions of abuse or neglect, then the school's child protection coordinator will be consulted immediately and local child protection procedures will be followed.

In any incident involving illegal and/or other unauthorised drugs the school's protocol is that it will normally involve the child's parents/carers and explain how they intend to respond to the incident and to the pupil's needs. Where the school suspects that such actions may put the child's safety at risk, then it will exercise caution when considering involving them.

If parents/carers are suspected of being under the influence of drugs or alcohol on school premises, staff should attempt to maintain a calm atmosphere and call for a second adult if necessary. On occasion, a teacher may have concerns about discharging a pupil into the care of a parent/carer. In such instances, the school will implement its child protection policy.

School Governors

The governing body will be involved in drug education and drug-related incidents in the same manner as any other matter concerning the direction of the school. Any incident involving legal/illegal substances and their misuse will be referred to the Chair of Governors.

Monitoring, evaluation and review

Monitoring and evaluation of this policy will be carried out in line with the school assessment policy. The school governors will review this policy in line with the review policy timetable.

Signed (Headteacher)

..... (On behalf of School Governor)

Appendix 1: drugs education coverage

The Foundation Stage Early Learning Goals for PSED and physical development include:

PSED Dispositions and attitudes, self-confidence, esteem, control and care, making relationships, behaviour and community

PhyDev Health and body awareness, some understanding of what it means to keep our bodies healthy

<http://www.standards.dfes.gov.uk/eyfs/site>

The science order enables our pupils to be taught:

KS1: *about the role of drugs as medicines (Sc2 - Life processes and living things, 2d); that taking exercise and eating the right types and amounts of food help humans to keep healthy (Sc2 - Life processes and living things, 2c)*

KS2: *about the effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health (Sc2 - Life processes and living things, 2g); about the importance of exercise for good health . (Sc2 - Life processes and living things, 2h)*

Non-statutory end of key stage statements for PSHE Relevant statements for KS1:

- Children can set themselves simple goals
- *They can make simple choices about some aspects of their health and wellbeing*
- *Talk about the harmful aspects of some household products and medicines*

Non-statutory end of key stage statements for PSHE

Relevant statements for KS2:

- Children can make choices about how to develop healthy lifestyles
- They can make judgements and decisions and can list some ways of *resisting negative peer pressure* around issues affecting their health and wellbeing
- *They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these*
- They can identify and explain how to manage the risks in different familiar situations (eg discussing issues connected to personal safety).

The Citizenship document provides a framework for us to teach pupils:

KS1: *that all household products, including medicines, can be harmful if not used properly (Developing a healthy, safer lifestyle, 3f); rules for, and ways of, keeping safe ... and about people who can help them to stay safe (3g)*

KS2: *which commonly available substances and drugs are legal and illegal, their effects and risks (Developing a healthy, safer lifestyle, 3d); that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong (3f); to talk and write*

about their opinions, and explain their views, on issues that affect themselves and society (Developing confidence and responsibility and making the most of their abilities, 1a); to make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking) (Breadth of opportunities, 5d)

We also use the 'Statement of Values' included in the NC handbook

The values include the self, relationships and society. They start with the understanding of the self, self-esteem, responsibility and life choices, and are used flexibly to inform practice and policy.

Our school boundaries

The policy in relation to 'our school' refers to activities that take place within the school premises during school time plus any activities where school staff are directly responsible for the welfare of our pupils. In addition the policy applies to school trips. Premises used by staff and pupils for 'off site' activities are subject to normal school policy, rules and regulations regarding substance use and misuse.

Appendix 2: Drugs education scheme of work

Year 1

Aims:

1. What are medicines? (Know that medicines are drugs)
2. How can I keep safe around medicines? (Safety with medicines and substances)
3. What are the risky substances at home and at school? (Identifying risky *situations* and substances, inc. medicines, tablets, solvents and household products; know that all substances can be harmful if not used properly)

Some resources:

Drugs and their dangers at KS1 (Freeway) file: don't be put off by the title. It's notionally for Y2, but is very good: adapt to suit

Will Power's early years book of choices (choose from activities in section 6, eg p.75 (Only eat what you know), p.76 (Are they sweets?), p.78-80 (A safe place)

Cambridgeshire SOW resources

Stanley Thornes Health Ed. (Blueprints), KS1/KS2: section on medicines and drugs, eg C4 (containers and shapes) from KS1 and C2 (medicine chest) in KS2 book

Life Education Centres visit to school and accompanying material to use as appropriate (Y1 - My wonderful body)

See also general health education resources

School nurse

Year 2

Aims:

1. Why do people use medicines? (Role of medicines)
2. What can I do if I feel poorly?
3. What do I think about doctors, nurses and hospitals? (Ways to feel well)
4. What are alcohol and tobacco, and why do people use them?

Some resources:

Drugs and their dangers at KS1 (Freeway) file: check on coverage from last year.

Will Power's early years book of choices (choose from activities in section 5 on making decisions, and section 6 on who can help, what to do, medicines, etc)

Cambridgeshire SOW resources

Books - *Getting Better* (lift-the-flap book) and *Going to the doctor*

Story book: *Why, Charlie Brown, Why?* (about classmate being treated for cancer)

David's story (a book about surgery) - could use with SEAL posters about feelings

Life Education Centres visit to school and accompanying material (Y2 - Feelings)

School nurse

Stanley Thornes Health Ed. (Blueprints), KS1/KS2: section on medicines and drugs (check on what was done last year, adapt activities as necessary)

See also general health education resources

Year 3

Aims:

1. Why do some people need medicine and who gives medicine? (Essential use of medicines)
2. What should I do if I find something risky?

Some resources:

The Good Health Guide To Drugs (T Brown and J Bennett), section A (pages 16-19): some good, relevant practical lesson ideas (*use as appropriate for class*); see also section D (skills) and choose '*situation 4' (medicine)*

Cambridgeshire SOW resources

Life Education Centres visit to school and accompanying material to use as appropriate (Y3 - Meet the brain)

School nurse

Year 4

Aims:

1. How do my friends and the media influence and persuade me? Why do companies advertise drugs? (Influence of friends and others)
2. What medicinal and legal drugs do I know about and what are their effects? (Different types of medicines, legal drugs)

Some resources:

The Good Health Guide To Drugs (T Brown and J Bennett), activities B1 and B2 (pages 20 - 23): some good, relevant practical lesson ideas (*use as appropriate for class*); see also section D (skills) and choose relevant situations

Video - Channel 4 Schools *The good health guide to drugs, Programme 1*, 'Drugs: What are they?' (view first and *use as appropriate for class*)

Play, Stay, Keep Safe brochure: page 79, *Making decisions*

Book - Health Matters: Drugs and your health (nb *not chapters on illegal drugs, from pg 22*)

Cambridgeshire SOW resources

Video - Fighting asthma together (edit)

Book - Let's Talk About ... Why do people take drugs? (pages 6-11 only)

Life Education Centres visit to school and accompanying material to use as appropriate (Y4 - It's great to be me)

School nurse

For fun, there's some great and useful games and exercises in *TalkWorks* (BBC, Learning to be you), which is all about verbal communication

Year 5

Aims:

1. How do drugs affect the way my body and brain work? (Physical effects of drugs: apply to *tobacco and alcohol*)
2. What influences people to start, continue and stop smoking (or not smoke at all)?
3. What influences people to start, continue and stop drinking (or not drink at all)?
4. How can this knowledge help me make informed choices and resist peer and other pressure?

Some resources:

The Good Health Guide To Drugs (T Brown and J Bennett), activities **B3 - B6** (pages 24 -28): some good, relevant practical lesson ideas (*use as appropriate for class*); see also section D (skills) and choose relevant situations

Video - Channel 4 Schools *The good health guide to drugs, Programme 2*, 'Under Pressure' (view first and *use as appropriate for class*)

Play, Stay, Keep Safe brochure: page 65, *How to be assertive*, pp 67-71, *Smoking*, pp 72-75, *Alcohol*

Cambridgeshire SOW resources

The teachers' book '*We've Seen People Drinking*' (Alcohol education for primary schools) has lots of very good suggestions for lessons. Choose as appropriate from:

1. Introducing alcohol (page 16 ff)
2. The effect of alcohol on the body (page 33 ff)
3. Why do people drink? (page 40 ff)
4. People who choose not to drink (page 45 ff)

The pack '*Thinking About Drinking*' has some good ideas for teaching about peer pressure, along with the teachers' book above. Use this section and the section headed Science 1. A

good starting point, suggested by both resources, is to brainstorm what is a healthy/unhealthy person.

Life Education Centres visit to school and accompanying material to use as appropriate (Y5 - Friends, esp on peer pressure; cigarettes, alcohol)

School nurse

Year 6

Aims:

1. What *legal and illegal drugs* do people use (be able to list some) and how does this affect society?
2. What does misusing a drug mean? (Misuse of substances)
3. When and how should I check information I am given? (Reliable information)
4. What risks should I look out for around substances? (Reactions to risk)
5. What skills can I use to keep myself safe around substances? (Being assertive in risky situations)

Some resources:

Book - Health Matters: Drugs and your health (nb *include chapters on illegal drugs, from pg 22*)

The Good Health Guide To Drugs (T Brown and J Bennett), activities in **section C** - good, relevant practical lesson ideas (***use as appropriate for class***); see also section D (skills) and choose relevant situations

Video - Channel 4 Schools *The good health guide to drugs, Programme 3*, 'You choose' (view first and ***use as appropriate for class***)

Book - Let's talk about ... Why do people take drugs?

Cambridgeshire SOW resources

Book - How do we think? (about the brain and nervous system)

Metropolitan Police pamphlet *Drug misuse - know the facts*

Various pamphlets, eg *A parent's guide to drugs and alcohol/to drugs and solvents; Let's find out about drugs together; drug abuse (either for teachers' ref. or use with chdrn as appropriate)*

Life Ed Centres visit to school and accompanying material (Y6 - Decisions)

School nurse

Theatre company *Adad ('Wasted')*

Junior Citizenship programme

NB Invite Y6 parents to visit Life Ed. bus (& possibility of outside visitor?) for info. on drugs education, especially for help with terms of phrase used for different drugs.