



The Fellowship of All Saints Kirkby Overblow and North Rigton Church of England Primary Schools

Drugs Education Policy

Definitions

Drug Education is one element of The Fellowship School’s work in Science and in Personal, Social and Health Education and Citizenship (PSHCE).

Our Drug Education Policy recognises that drug taking covers a broad spectrum: from medicinal drug taking (e.g. on prescription), to socially accepted, recreational drug use (e.g. alcohol), through to problematic drug taking which frequently involves a drug dependency, often using illegal drugs. We also recognise that our society has an ambivalent attitude to drug taking and drug takers and that young people frequently receive very mixed, and often contradictory, messages. As such it is important that we are clear and consistent in our use of language. The definitions below are used:

Drug refers to a substance people take to change the way they feel, think or behave. Drugs include:

Over the counter and prescription medicines	Legal drugs	Illegal drugs
eg aspirin; asthma inhalers; antibiotics	eg alcohol; tobacco; volatile substances (those giving off a gas or vapour which can be inhaled eg glue, aerosols); ketamine, khat, poppers (alkyl nitrites)	<i>also known as controlled drugs (Misuse of Drugs Act 1971)</i> eg cocaine, ecstasy (Class A); amphetamines (Class B); cannabis (Class B)

Drug use / taking involves the use of any drug; any drug use can potentially lead to harm.

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

Drug education is the provision of opportunities for pupils to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy

lifestyle, relating this to their own and others' actions. It is a major component of drug prevention.

Drug prevention aims to: minimise the number of young people engaging in drug use that is not medically advised; delay the age of onset of first use; reduce the harm caused by drugs; and enable those who have concerns about drugs to seek help.

Rationale and Statutory Requirements

All Saints and North Rigton C.E. recognises that young people are exposed from an early age to messages about drug use from the media, family and older friends. We wish to promote the development of the 'whole person', which encompasses physical, mental, emotional, social and environmental health; by equipping pupils with the knowledge, skills, attitudes and values to handle their lives effectively in the present and prepare them for adulthood.

We believe that effective teaching of drug education not only increases children's knowledge about drugs but also enables children to:

- improve their self esteem
- make informed choices and decisions
- develop personal initiative and responsibility
- recognise personal skills and their qualities in others
- maintain and develop relationships
- develop self-confidence
- develop assertiveness in appropriate situations
- develop the motivation to succeed.

Drug Education is taught through PSHE and Science lessons and is included in both school's long term plans.

Aims

Drug education should enable pupils to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions. It is not just about giving information on drugs; it also aims to help our pupils make responsible and healthier informed choices. It has the following specific desired learning outcomes

Attitudes, Values and Skills

- develop and demonstrate sense of responsibility towards themselves and others
- develop values and attitudes and the personal skills needed to make responsible choices: become aware of self and develop their self- esteem and self-discipline
- develop positive attitudes towards personal health
- have an understanding how they can influence their peers
- acquire an awareness of attitudes and values towards drugs and drug issues within their own community.

Knowledge, Understanding and Skills

- know about the effects of substances taken into the body
- understand that many drugs have medicinal benefits but that all substances can also be harmful including, if not used properly, medicines
- know about rules and laws relating to drugs
- develop and demonstrate skills to avoid pressure, exploitation and abuse
- know where and how to find help and advice
- develop and demonstrate especially of assertiveness, communication and decision-making

Roles and Responsibilities

The Head teacher

The Head teacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning.

The Head teacher's responsibilities in respect of Drug Education are to:

- liaise with the PSHCE Co-ordinator at both schools
- keep the governing body fully informed of issues and progress in Drug Education
- act upon any concerns which may arise from pupil disclosure during Drug Education sessions
- act upon any incidents concerning drugs in school, including drugs or paraphernalia found on school premises (see Appendices 3 and 4).

The Teacher

Teaching children about drugs is a whole-school process and all teachers are sensitive to each individual pupil's needs. Teachers promote positive, healthy choices on a daily basis, through reference to our Code of Behaviour and in assemblies, for example.

It is the responsibility of all Fellowship staff to teach Drug Education in line with the principles and statements set out in this policy, and in particular,

- to establish with pupils a set of ground rules which set the parameters for discussion
- to recognise when there is a concern and to follow concerns under Child Protection procedures (see Child Protection and Confidentiality section, below)
- promote the spiritual, moral, cultural, mental and physical development of pupils at the schools
- prepare pupils for the choices, pressures and responsibilities of adult life
- approach the teaching of drug education with an awareness of the children's needs in this area
- inform children about drugs and their effects as part of the Science and PSHE curriculum
- inform the headteacher about any pupil disclosure during Drug Education sessions

When teaching any work in Drug Education, sensitive questions may arise. Teachers should:

- deflect questions that are of a personal nature
- delay answers to some questions to allow clarification

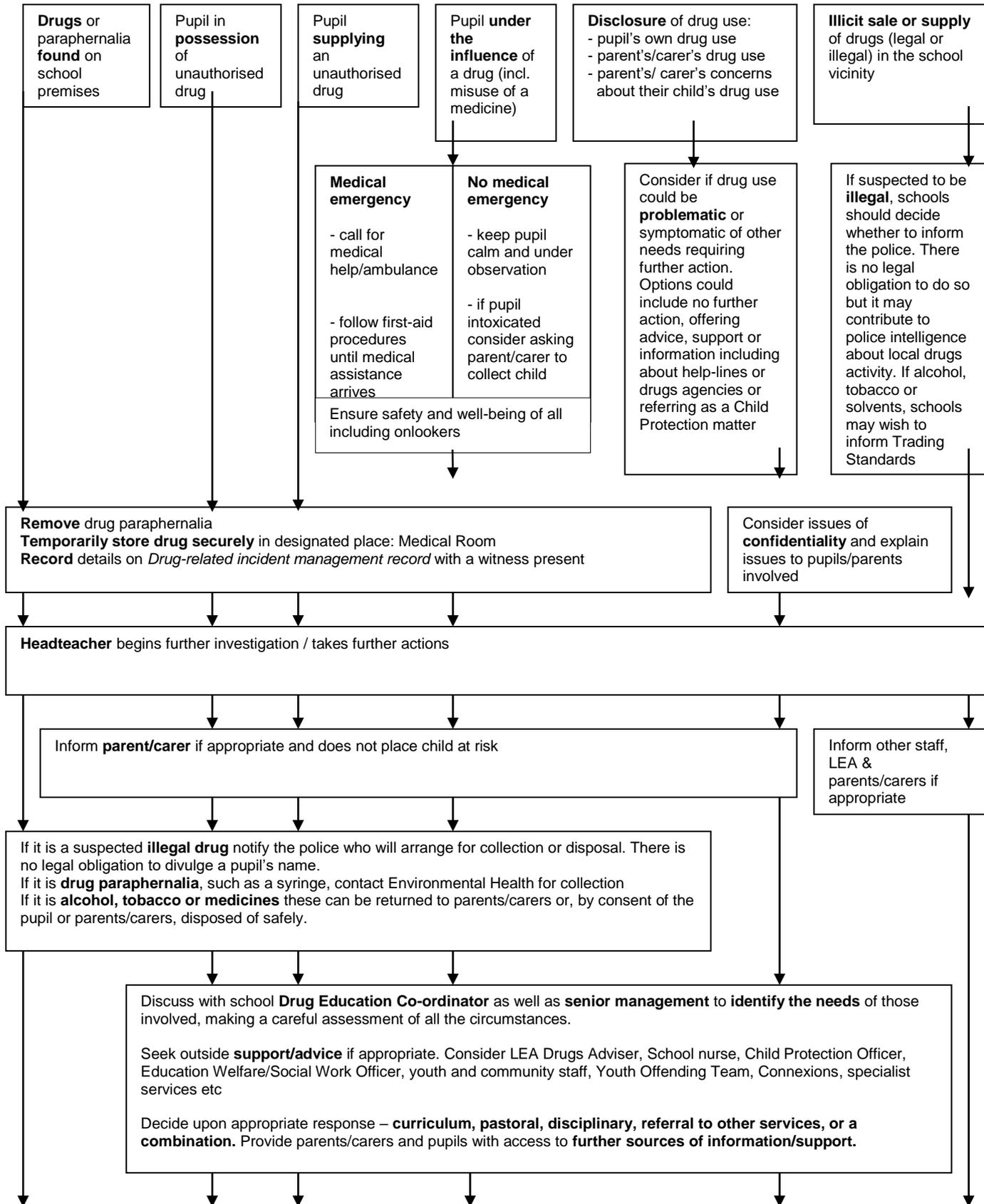
Equality of Opportunity

The nature of PSHCE lends itself to study by children with a range of different abilities. Children can work on the same content at different rates and levels. Young people may have varying needs regarding Drug Education depending on their circumstances and background. The Fellowship Schools strives to ensure equality of opportunity in the learning and teaching process.

Dealing with Drug-Related Incidents

Guidelines for dealing with drug-related incidents are outlined below. A Drug-Related Incident Management Record should be completed after all incidents involving drugs in school. Both documents can also be obtained from the School Offices. They closely follow guidance from the LA. It is ultimately the responsibility of the Headteacher to ensure that the correct protocol is followed. Teachers should inform her about any drug-related incident or disclosure from the outset.

Responding to Incidents Involving Drugs



Guidance

Priorities

- Deal with any medical need – send for specialist emergency-aid help.
- Secure any suspected substance, have a witness and stay in the location with it.
- Send for colleagues to help and stay until senior member of staff takes responsibility.
- Secure the scene and witnesses – try to write details or draw a sketch immediately.

Information – needs to be done immediately

- Note date, time and location of incident. Write down what is said, by whom and to whom.
- Collect names, forms of those involved including witnesses.
- Detail the event on paper with words / drawings / bullet points.
- If a substance has been found seal it in a plastic bag. Describe any substance in simple factual terms e.g. “pink tablet” or “a quantity of white powder” rather than making an inspired guess at what it might be.

Protocols

- Refer to flowchart in policy: Responding to Incidents Involving Drugs (Appendix 3)

Formal review

- Every incident should result in a formal review to assess the need for changes to policy, practice, curriculum etc.
- Training needs should be reviewed and addressed as necessary.
- Management of information flow should be assessed. Ensure those responsible for curriculum delivery are fully involved.
- Identify ways of minimising a repeat of such incident(s) and plan a different approach if necessary.

The Law

- There is no **legal** obligation to inform the police of a drug-related incident or to contact parents of children involved. These are **management** issues that should be addressed in the drugs policy. This said, schools normally will want to contact parents in most cases and the police, almost always, when there is any suspicion or evidence of sharing or dealing drugs.
- Possession of an illicit drug is a criminal offence, however there are statutory defences but the onus of proving that possession was taken for a lawful purpose, i.e. to hand it to the police, lies with the possessor. If a suspected illegal drug is found, it is the finder’s responsibility to pass it to someone with lawful authority to have it (i.e. a police officer, not another colleague). If Court proceedings follow, the police will want documentary evidence of a continuous chain of possession. Therefore the person finding the substance should note all actions, for example *“kept in my personal possession and locked in the school safe at (time) on (date) until (time and date) when I handed it to PC 123 of the North Yorkshire police”*. If possible have a witness corroborate your actions and sign your notes.

Record of incident on (date):

Involving (name / names):

Lead contact regarding this matter is:

Drug-Related Incident Management Record

Key Facts	Examples
Date of incident:	
Time:	
Location:	
Give brief, factual account of what happened; if helpful attach a drawing/plan:	Reported allegation Voluntary disclosure Caught in possession of alleged substance(s) Random find of drugs or drug paraphernalia without known ownership
Who was involved and what role did they allegedly play?	Examples
Name(s):	
Class:	
Role played:	Culpability Leader Follower Onlooker Mixed age range
Reporting the incident	Examples
Name:	Peer Parent Other adult Teacher Other staff member Anonymous Concerned friend
Date:	
Time:	
Substance	
Factual description of substance(s) involved:	Pill Powder Plant material Gas/solvent Tobacco Alcohol Unknown substance
Did anyone state what the substance(s) was believed to be? If so, who and what?	
What did you do with it?	
Who witnessed this?	
Medical Response	
Medical Response (if any):	First aid Ambulance Hospital/GP referral Sick room rest
Given by:	
Time:	
Place:	
Outcomes:	