

ALL SAINTS' C.E. PRIMARY SCHOOL, ALREWAS

DRUGS POLICY

As a school we recognise that there is a drug problem in society. Schools alone cannot solve the problem of drug misuse in society but an effective programme of drug education in schools can be an important step in tackling it. The school is aware that the misuse of drugs by young people may have a serious impact on their health, well-being and academic achievement. The school has a part to play in reducing the risks to its pupils. This policy outlines our approach to drug education in school and our policy for dealing with drug-related incidents.

For the purposes of this policy the word 'drug' includes both legal and illegal substances, volatile substances (solvents), alcohol and tobacco and prescribed medicines.

The Process for Policy Development.

Lead person is Mr. Jeff Gray. The policy development began in September 1999. Those consulted include:

Teaching Staff
Support Staff
Representatives of Parents
Representatives of Governors
HPS advisor
LEA Drugs Advisor
Alrewas Surgery
Local Police

Statement of Policy on Substance Use and Misuse.

- * the school condones neither the misuse of drugs and alcohol by members of the school, nor the illegal supply of these substances
- * the school is committed to the health and safety of its members and will take action to safeguard their well being
- * the school acknowledges the importance of its pastoral role in the welfare of young people, and through the general ethos of the school will seek to persuade those pupils in need of support to come forward

The school believes that it has a duty to inform and educate young people on the consequences of drug use and misuse. The school takes a pro-active stance on this matter,

believing that health education is a vital part of the school curriculum. Fundamental to our school's values and practice is the principle of sharing the responsibility for education for young people with their parents, by keeping them involved and informed at all times. Effective communication and co-operation is essential to the successful implementation of this policy.

We believe and support the following educational aims in respect of substance use and misuse:

- to enable pupils to make healthy, informed choices by increasing knowledge, challenging attitudes and developing and practising skills
- to provide accurate information about substances
- to increase understanding about the implications and possible consequences of use and misuse
- to widen understanding about related health and social issues
- to enable young people to identify sources of appropriate personal support

These aims are fulfilled through aspects of the pupil's experiences in the taught curriculum and through opportunities for extra-curricular activities. We deliver the taught curriculum through PSHE, Science and English areas, but other opportunities to reinforce learning will occur in other parts of the teaching programme. The school will actively co-operate with other agencies such as the Police, the LEA, Health and Drug Agencies in order to deliver its commitment to Drugs Education and to deal with incidents of substance use and misuse. Visiting speakers on this subject will be informed of the values held within this policy.

Roles and Responsibilities in Drug Education and Incidents.

The Headteacher.

The headteacher takes overall responsibility for the policy and its implementation, for liaison with the Governing Body, parents, LEA and appropriate outside agencies, and will have general responsibility for handling the daily implementation of this policy. The headteacher will ensure that staff have appropriate training.

In instances following substance misuse or supply on the premises, and following discussion with staff members who know the pupil well, parents will be informed at the earliest opportunity by the headteacher. The school and the parents can then work together to support the young person involved.

If a young person admits to using or supplying substances off the school premises, then the teacher's discretion will be involved, but informing the headteacher is appropriate action, who will then inform the parents.

There is no legal obligation to inform the police, though they may be able to give relevant advice and support. However, a school cannot knowingly allow its premises to be used for the production or supply of any controlled drug, or the preparation or smoking of cannabis or opium. Where it is suspected that substances are continuing to be sold on the premises, details regarding those involved will be passed to the police.

The school will consider each substance incident individually and recognises that a variety of responses will 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. Permanent exclusion is seen as a last resort. The staff involved will consult the Drugs Guidance Manual for Staffordshire Schools before any action is taken.

The headteacher will take responsibility for liaison with the media. As the issue of substance misuse is an emotive one, and likely to generate interest from the local and national media, the school will take appropriate advice and guidance from the LEA. Press Officer and Legal Department to ensure that any reporting of the incident remains in the best interests of the young people, their families and the school.

Drug Education Curriculum

The Drug Education programme in school is part of a wider curriculum of Personal, Social and Health Education. Those responsible for teaching the programme are all the staff. Those responsible for managing the programme are the headteacher and the PE co-ordinator.

The aims for the programme are to develop children's knowledge and understanding, skills and attitudes.

The Programme in this school is set out in Appendix 1.

Teaching Materials and Approaches

Drug Education may involve a wide range of teaching approaches and is often best taught where children have the opportunity to discuss openly, express their anxieties in a non-threatening environment and have the opportunity to be listened to. For this reason, it is important that sufficient time is allocated to the subject. Although it is difficult to set exact times for Drug Education, each class should expect as a minimum to have at least three taught sessions a year, with more for the older children.

It is also the policy of the school to work hard at building children's self-esteem since it is known that high self-esteem minimises the long-term harm to children. This is done through our PSHE programme, especially Circle Time activities, and through our positive Behaviour and Discipline Policy.

The school leads the programme but outside visitors may have a role. However, the community police liaison officers no longer deliver teaching sessions in school on drugs. They may support parent, staff and governor training sessions. Where adults other than teachers work in a classroom they will be accompanied by a member of staff and will be made familiar with this policy.

Resources for Drug Education.

All staff teach drug education and have access to materials to assist them in the delivery of these lessons. A list of available resources can be found in Appendix 1.

Professional Development of Staff.

Staff will receive appropriate training in respect of drug awareness and the delivery of drug education:

Managing Drug Incidents.

The member of staff responsible for co-ordinating the school's response to drug incidents is the headteacher.

The primary concern of the school is the care and welfare of children and young people. The school will seek to balance the safety and security of the school with the individual needs of pupils.

Any incident involving the misuse of drugs will take into account:

- the age and maturity of the pupil
- the intention of the pupil and the circumstances of the incident
- the nature and legal status of the substance involved
- any previous incidents of drug misuse by the pupil
- action being taken through the criminal justice system
- the availability of support for the pupils and family from other agencies

The range of sanctions available to the school is described in the school's Behaviour Policy. Where younger children are involved it is likely that the school will treat a drug incident according to the school's Child Protection Policy.

The school considers that the education it provides offers, for many youngsters, their best chance of resisting the long-term harm which may be the result of drug misuse. Wherever possible it will sustain the involvement of the child in formal education.

Where illegal drugs are found on the school premises or in the possession of a pupil the school will follow the flow chart and advice in 'Drugs – A Guidance Manual for Schools in Staffordshire' which is attached to this policy. The following relevant sections apply:

- 2 Indicators of Possible Drug Use
- 5 Possession
- 6 Confiscation
- 7 Medical Emergency
- 8 Contacting the Police
- 9 School Policies
- 10 Informing Parents
- 12 Responding to the Media

Documents to refer to:

DFEE Circular 4/97 Drug Prevention and Schools

Drugs A Guidance Manual for Schools in Staffordshire

Drugs A Guidance Manual for Parents and Carers in Staffordshire

Drugs and Alcohol Basic Training Pack (SPIDER)

The Right Choice Guidance on Selection drug education materials for schools

Managing and making policy for drug –related incidents in schools SCODA

Quality standards in drug education SCODA

The policy will be disseminated to all staff and Governors by supplying them with a copy of the relevant documents.

APPENDIX 1

ALL SAINTS' C.E. PRIMARY SCHOOL, ALREWAS

OUTLINE OF TEACHING PROGRAMME FOR DRUG EDUCATION

KEY STAGE 1.

Year R

Myself Autumn 1

What goes onto my body?
What goes into my body?
How can I keep safe?
What happens when I am ill?

Safety Summer 2

Keeping myself safe- good smells, bad smells
Good secrets, bad secrets
How do medicines make me better?
Why must we be careful with medicines.

Year 1

Making our local area safer Spring 2

Who helps to keep me healthy?
The jobs of doctors and nurses
Are all places clean and healthy?
Where are safe places in my area

Food/Health and Growth Summer 1

Making healthy choices
What do I eat and drink?
What is it safe to put in my mouth - good tastes, bad tastes
Who helps me when I am ill?
Looking after medicines

Year 2

Ourselves Autumn 1

Things that keep us healthy, things that can make us ill
Making sensible choices
What do I do to my body to keep it healthy?
What happens when you need medicines or injections

Our Village

Summer 2

Who tells me what to do?

Who can I trust?

Where are safe places?

Where do we keep dangerous things?

What dangerous things can I reach?

What makes things, places and people safe?

Saying no.

KEY STAGE 2

Year 3

Moving and Growing

Autumn 1

Making healthy choices, learning to say no

What is a healthy lifestyle?

Things I put into my body and how it reacts

Year 6

Keeping Healthy Summer 2

Knowing about different drugs
The effects of alcohol, smoking, sniffing, drugs
Saying 'no', responding to peer pressure
Taking responsibility for my body and things I put in it
Making healthy lifestyle choices
What happens when we live dangerously or carelessly?

These areas are linked to themes taught in other areas of the curriculum and also to the PSHE scheme. Some of the programme may also be taught in dedicated weeks e.g. Rules Week(Autumn Term) and Safety Week (Summer Term).

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