

Hemdean House School



Drug Education and Drugs in School Policy Statement

Policy on Drug Education and Drugs in School

Definition of the term drug

A drug is a substance which when taken in by the body has an effect on the physical and or mental functioning of that body.

The term drug in this policy includes alcohol and tobacco and encompasses other legal and illegal drugs including:

- prescribed and non-prescribed medication including anabolic steroids
- Solvents and volatile substances
- Illegal drugs such as cannabis and ecstasy.

The aims of drug education

- To increase pupils' knowledge and understanding of the risks and consequences of legal and illegal drugs
- To enable pupils to explore their own and others attitudes and values towards drugs and drug users
- To develop the personal and social skills of each pupil so they feel able to communicate effectively, recognise choices, make informed decisions and access help when needed.

We believe drug education is best supported by a whole school approach which includes a supportive school climate, environment and culture created and owned by pupils, parents, governors, teaching and non teaching staff and community organisations. All of these groups mentioned have contributed in some way to the development of the school drug education policy.

This policy and school practice is developed in line with legal requirements and non-statutory guidance to compliment our drug education. The school is committed to the health and safety of its members and will take appropriate action to safeguard their well-being.

The whole school Curriculum aims to:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society in general.
- Prepare pupils in the school for the opportunities, responsibilities and experiences of adult life.

The key principles for drug education

- Create a supportive school ethos and management structure
- Start drug education in the primary school, exploring the role of medicines in the initial stage.
- Use effective teaching strategies such as role play and discussion.

- Work from pupil's existing knowledge, experience and perceptions as a starting point
- Ensure drug education progresses as pupils move through the key stages
- Information and approaches should take account of gender, social and cultural issues and local trends.
- The range of substances covered includes medicines, alcohol, tobacco, solvents and illegal drugs.
- Links are made between drugs and other related issues, such as sexual health
- Content is age appropriate and includes skills development and attitude exploration
- The pupils are involved in the planning and evaluation of drug education
- Drug education is principally delivered as part of PSHE and Citizenship
- Teachers are trained and confident
- Home and school links try to involve parents and carers in drug education.
- Pupils' learning and progress is assessed (see section on assessment)
- Teaching strategies are monitored and evaluated for future need.
- Input from outside agencies is planned as part of a comprehensive drug education programme.
- Links exist between the school and the community.
- Pupils know where and how to access support.

(National Healthy School Standards 2004)

Drug education is a planned component of PSHE and Citizenship and follows the QCA Framework (Feb 2004). It also includes the statutory requirements of the National Curriculum in Science.

We believe that in the context of PSHE pupils become more confident and assertive while gaining greater self esteem, which enables them to explore attitudes and make decisions about healthier and safer lifestyles.

Drug education in the primary phase

The Foundation Stage of the National Curriculum supports children in developing an understanding of what keeps them healthy and safe.

Key Stage 1 builds on this and pupils learn about being safe with medicines and household substances and the basic skills of making healthy choices and following safety rules.

Key Stage 2 is where pupils learn about the effects and risks of alcohol, tobacco and volatile substances and illegal drugs and learn the basic skills to manage risky situations. They learn how to make informed choices about their health, how to resist pressure to do wrong and to take more responsibility for their own actions.

Drug education in the senior phase

Key Stage 3 is where pupils learn more about the effects and risks of drugs and the laws relating to drugs. They learn the skills to recognise and manage risk and to resist pressures. They

continue to develop the skills to make choices for a healthy lifestyle and learn about where to go for help and advice.

Key Stage 4 is where pupils build on their knowledge and learn more about the effects of drug misuse on family, friends, community and society. They gain greater understanding through clarifying their opinions and attitudes in discussion and debate and considering the consequences of their decisions.

Drug education for pupils with special needs

The above framework is available to all pupils. Teachers may need to focus more on developing pupils' confidence and skills to manage situations which require making decisions about drugs. This may include developing competence to manage medicines responsibly, staying safe and understanding and managing feelings. Role play, music, media, films and ICT can be very appropriate for this, so activities need not rely on literacy and numeracy skills. Teachers need to pay particular attention to enabling pupils to seek help and support when they need it.

Vulnerable pupils

Some pupils may be more vulnerable to drug misuse and other social problems. In these cases we would try to promote: supportive safe relationships, regular attendance, the ability to cope with academic and social demands, supportive network i.e. counselling, good social skills, work with parents particularly setting boundaries, and participation in extra-curricular activities as well as a secure knowledge of the drug education framework.

Methods of assessment for drug education

- Self-assessment e.g. pupils writing simple evaluations of their feelings about learning in particular activities and comparing answers to factual quizzes with answers at the end
- Pupils at foundation stage may produce simple drawings at the beginning and end of drug related topics
- Group assessment e.g. pupils discuss how well they worked as a group, the problems they faced, how they overcame them, and what roles individuals in the group played.
- Peer assessment e.g. pupils identifying things they have learned from each other ; and providing feedback on presentations or contributions to discussion
- Teacher assessment e.g. through observation and listening, written work, drawings, role-play, drama, discussions, noting how pupils contribute to the life of the school (through being engaged in consultation about the programme or policy making etc).

(QCA May 2004)

Pupils whose parents/carers or relatives misuse drugs

Some pupils may have parents who smoke, drink alcohol or take medicines. Some may have family members who take illegal drugs. Teachers must be aware of this and ensure that issues portrayed and language used, do not stigmatise or heighten pupils' anxieties about such a family member's welfare. Pupils who have grave concerns should be made aware of where they can seek help.

The 4-Tier Approach

The school is aware of the multi agency approach in the 4-tier system of work to support the needs of young people with problematic substance misuse.

Tier 1 work: involves general drug and alcohol education. Drug education is delivered as part of the PSHE curriculum at all Key stages and fits in with the Local Healthy School's Programme. The school works mainly at Tier 1.

Tier 2 work : is targeted, individual and small group work aimed at vulnerable young people, e.g. pupils at risk of exclusion or harm who may need counselling to explore their attitudes towards drugs.

Tier 3 work : is specialist non-medical services for young people with problem drug use agencies work to support families and carers and involve them in the management support of the young people.

Tier 4 work: is a specialist medical service and includes

- Substitute prescribing,
- Detoxification
- Placement in residential units.

Confidentiality

Ground rules for discussion should take into account teachers' and pupils' right to privacy and respect. Pupils and teachers should be discouraged from talking about personal information that may incriminate them and others. Teachers cannot and should not promise secrecy but confidentiality, i.e. information only to be shared with those professionals who need to know, should be respected and explained to pupils. If there are concerns that a pupil is at risk the teacher should follow the school's Child Protection policy. Every effort should be made to secure the pupil's agreement to the way the school intends to use any sensitive information.

Medicines in school

Authorisation must be obtained by any pupil needing to bring medicine into school.

This would normally involve a request to the Form Teacher for the appropriate form which should be completed by the parent/carer and returned to the Form Teacher.

The form Teacher will then inform the Head or Deputy and make arrangements for the safe storage of medication and the supervision of its administration, as necessary. A record is kept of any medication administered.

Some medicines such as asthma inhalers have to be readily available but should only be accessible to those for whom they have been prescribed.

It is recommended that school staff do not give over the counter medication to pupils and we adhere to this ruling in the primary department. However in the senior school we have a strict code of practice for administering medication. Parents/carers have signed medication forms to allow the administration of paracetamol in the case of period pains, headaches etc. These are stored in the office which is locked when not staffed. Some parents request a particular form of pain relief and these are labelled with the child's name. A record of the medicine administered states time, date, name of pupil and medicine given.

Volatile and Dangerous Substances

Hazardous chemicals and substances are kept locked in the lab storage cupboard. Cleaning products and other substances kept in classrooms are recorded and are stored appropriately, according to the school's health and safety policy.

Drug incidents

Any unauthorised incident in school in which a pupil is found to be involved with drugs of any description including tobacco and alcohol or illegal drugs will be dealt with very seriously. The first concern in managing drugs is the health and safety of the whole school community and meeting the pastoral care of the pupils.

- Medical help if needed will be sought immediately
- The substance concerned will be confiscated and either disposed of appropriately or locked in the safe. In the case of illegal drugs the police would be informed and advice sought on their disposal. The needs of the individual need to be balanced against the needs of the wider community.
- The Head Teacher and designated member of staff must be informed at the earliest opportunity to ensure appropriate action is taken after a full and careful investigation.
- Sanctions will take into account the welfare of the pupil and the safety of other pupils. The exclusion policy includes a section on drug related exclusions.
- Parent/carers would be informed if pupils are found with cigarettes, alcohol or illegal drugs, unless this would jeopardise the pupil's safety.
- A full record is kept of every incident.

- It is not appropriate for a member of staff to carry out a personal search without consent. Every effort will be made to persuade the pupil to hand over any drugs voluntarily. If this is not possible the police will be informed and they can conduct a search.
- Pupils will be referred to support agencies according to their need (see 4 tier system)
- The school is aware of the many agencies that offer support and advice and we would seek help in any difficult situations.(see “Source” which lists professionals and support groups available locally, stored in Head’s office)

Staff misuse of drugs

The school is a smoke-free environment. Staff who smoke must leave the premises to do so. A teacher’s misuse of illegal drugs, medicines or alcohol may be a disciplinary matter. A teacher may be deemed unfit to teach if he or she poses a risk or potential risk to the health and safety of pupils or colleagues. The Head Teacher would then use the disciplinary procedure policy.

Parent/Carers and drug incidents

In a situation where a pupil may be at risk of harm the school’s child protection procedures will be followed (see Child Protection Policy)

Parents/carers should be encouraged to approach the school if they are concerned about any issue related to drugs and their child. Schools refer them to sources of help i.e. specialist drug agencies or family support groups.

Parents/carers under the influence of drugs on school premises may give teachers causes for concern about discharging a pupil into their care. It should be suggested calmly that alternative arrangements be made. Where the behaviour repeatedly places a child at risk the school will invoke the child protection procedure and/or involve the police.

Training

Whole school training on drugs was given by Adrian King, a drug education consultant, in January 2005. The designated member of staff will attend further training courses, as available, and cascade new information to other members of staff.

Whole school involvement

The drafting of this drugs policy has involved all members of staff. Parents/carers have been asked for input and have been informed that the drug policy is available on request. The student council has discussed drugs education and drugs in school and agreed that drug education was very important and that they would like more. The governors (School Council) have been invited to contribute to this policy.

Who are designated members for drug education ?

Governor: John Terry has read and offered his expertise when drafting this policy.

Member of staff: Heather Rust, Head of Science, to co-ordinate drug teaching, resources and liaise with local agencies; be present if pupils need to be interviewed during a drug incident; attend training courses and cascade information to staff.

The policy was accepted and adopted in September 2014.

The policy is due for review Autumn Term 2017