

Orchard Community Primary School



Drug Education & Incident Management Policy

This policy was approved by the Governing Body of Orchard Primary School at their meeting on.....

Signed  Chair of Governors

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Introduction

Drug and drug education in the context of this document are inclusive terms including tobacco, alcohol, illegal drugs, medicines and other substances such as solvents.

A teacher of drug education does not need to be an authority on drugs, as it is the life skills approach that is crucial to this area of learning.

Successful drug education should start early; the key to which is developing pupils' emotional intelligence, resilience and life skills. These same skills are crucial to successful Sex and Relationships Education and anti-bullying approaches.

This policy has been developed as part of a whole school ethos to develop healthy children with high esteem who are able to take responsibility for their own learning and actions and applies to all pupils, parents/carers, volunteers and staff members attending the school or whilst on school business including off-site visits and trips.

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 to their own and others'

DfE 'Drugs:Guidance for schools.' 2012

Orchard Primary School is committed to the Health and Safety of all its members and believe that we have a duty to support and safeguard the well-being of all its pupils and staff.

The aims of this policy are to:

- Clarify the school's approach to drugs for staff, pupils, governors, parents or carers and to make clear the legal requirements and responsibilities
- Give guidance to staff on the school's drug education programme
- Safeguard the health and safety of pupils and staff in our school
- Enable staff to manage drug-related incidents consistently and confidently
- Ensure all members of the school community know and understand the rules of the school, the expectations about their behaviour, and the policy regarding drug incidents and concerns about individuals
- Promote clarity about the management of drug related incidents in the school

The school values the importance of its pastoral role in the welfare of its pupils, and through the general ethos of the school, we seek to encourage and develop young people's learning and ensure support appropriate to their needs is accessible.

Education about drugs is not concerned merely with substance, but with people in their social and community settings. Therefore, drugs education should involve the development of attitudes, values and the development of skills, as much as the acquisition of appropriate knowledge.

Drug issues and concerns extend across socio-economic and ethnic boundaries, and pupils of all ages and abilities will encounter both the positive and negative effects of drugs, whether used legally or illegally. Many pupils have some knowledge about illegal drugs through the media, "street talk", and personal experience.

The school welcomes and encourages parent/carer and community involvement in the development of school policy and curriculum delivery.

Principles of Drug Education at Orchard Primary School

Drugs education should enable pupils to develop their knowledge, attitudes and understanding about drugs, and to appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions.

The overall aims of the drug education programme at Orchard are:

- To provide a safe, healthy environment in which pupils can learn and develop.
- To encourage and enable pupils to appreciate the benefits of a healthy lifestyle now, and in the future.
- To enable pupils to make reasoned, informed choices.
- To minimise pupils' experimentation with illegal or harm causing substances.
- To help pupils identify effective and trustworthy sources of help and support
- To enable pupils to explore attitudes and values and examine the risks and consequences of actions relating to drugs
- To develop pupils' interpersonal skills, their understanding of rules and laws and their self-awareness, self-esteem and assertiveness
- To ensure that all children are taught about drugs in a consistent manner, following guidelines that have whole school agreement.
- To support and engage parents/carers and pupils in their own personal learning and responsibilities.
- To work with LCC and outside agencies, including the voluntary sector, to secure and support a balanced delivery of a drugs education programme, e.g. School Drug Education Advisers, the Healthy Schools Programme, Health Care professionals, Leicestershire Police

Objectives for Drug Education

- To provide opportunities for pupils to acquire knowledge and identify the distinction between authorised and unauthorised drugs.
- To develop and equip pupils with the knowledge, attitudes and skills necessary to build their resilience and avoid peer group pressure or unwanted drug offers from others.
- To build pupils' decision-making skills and increased self-esteem.
- To engage parents/carers in the school community and learning process.
- To enable pupils and staff to access support if they have concerns about their own or others' drug use.

Principles of Teaching and Learning

Curriculum 2014 states all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.

Drugs education is an entitlement for every pupil and is supported by the Education Act 1996 which requires every school to provide 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

Teaching about drugs will begin in the Foundation Stage with age appropriate objectives and by the end of Key Stage 1 children should:

- understand they have choices about what they do and that some choices have good effects and some have bad effects
- recognise who can best influence their choices and take responsibility for their own decisions
- understand that some substances can make you better and some can harm you

- know they can seek help and where from (eg parents, teacher)
- be aware of general safety around drugs and substances, including only taking medicines from a parent or carer.

By the end of Key Stage 2 children should:

- be able to make informed choices regarding the use of drugs including medicines, tobacco and alcohol
- be able to make choices regarding their behaviour and be aware of strategies to cope with peer pressure
- understand the differences between legal and illegal drugs and substances and personal consequences
- know that alcohol and tobacco are drugs, as are medicines, and know that some have positive effects and in which circumstances
- know where to seek help for self and family or friends
- have explored the effects and consequences of substances known to them
- understand what good health means.

Drug education shares the features of well-taught lessons in any subject area. It builds on what learners already know; develops understanding through enquiry and problem solving; makes learning enjoyable and challenging and makes children partners in their own learning. We recognise that learning is most effective when it addresses the development of knowledge, attitudes and skills together, when teaching and learning are participative and active.

We use a variety of teaching styles and active learning methods including:

- Role play
- Discussion/debates
- Drama
- Creative writing
- Questionnaires
- Structured games
- Circle Time

Drugs education is delivered in each school year in the manner appropriate to the age and development of children, through the PSHE programme, Science, RSE and other subject areas, when and where appropriate. It is delivered as part of a whole school approach in partnership with all members of the school community.

External contributors might include:

- Fit for Life Workshop (Progressive Sports)
- The School Nurse
- The Life Education Bus
- Warning Zone

When the opportunity arises school participates in local/national health education projects e.g. "Change 4 Life"

As a school we ensure that pupils have access to and knowledge of up-to-date information on sources of help. This includes local and national helplines (including FRANK for drugs, NHS Smoking Services for tobacco and Drinkline for alcohol), youth and community services and drug services. These sources can be used as part of, or in addition to, the school's own drug and alcohol education.

The drug education programme is taught in a caring and safe environment where children's genuine questions and concerns can be sensitively addressed.

Attitudes, Values and Skills

Pupils are taught:

- To value and trust in their own learning through positive reflections and development of assertiveness and coping skills.
- Confidence building and communication skills.
- About themselves and their achievements, seeing their mistakes, making positive changes and setting personal goals.
- To recognise risky behaviour and risk taking within different situations and be able to respond appropriately. That pressure to behave inappropriately or to take risks can come from a variety of sources, including people they know, TV and the media.
- How to seek/ask for help and use basic techniques for resisting peer or unwanted pressure in order to minimise harm to themselves or others.
- That their actions affect themselves and others, to respect and care about other people's feelings, trying to see things from their point of view.
- That communication and problem solving skills are central to bringing about a positive change in attitudes and actions.

Resources

To ensure effective drug education it is essential that:

- Teaching resources are up to date, differentiated and culturally and age appropriate.
- The school allocates adequate funding to drug education provision.
- Adequate staff resources, development and training are provided to address identified needs.
- There is a protocol for use of visitors contributing to the school programme (See Appendix A).

Cross-Curricular Links

Drug education has many cross-curricular links, with science making a particular contribution. However, the development of life skills and Emotional Intelligence are themes throughout the curriculum, within the programme for Personal, Social and Health Education (PSHE), and enshrined in the values, which are embodied in the schools' ethos. There are links to other subjects, such as geography and physical education, and aspects of school life.

Differentiation and Special Educational Needs and Disability (SEND)

The needs of pupils with SEND will be taken into account by the teacher who may need to provide different resources, different activities or specific support to some pupils. Where pupils' SEND Support Plans identify targets relating to their personal development, the teacher will ensure that opportunities are planned to support pupils in achieving these.

Staff Development

This school has an ongoing programme for professional development. Support and Continuing Professional Development (CPD) opportunities, for all school staff will be made available through training strategies provided by LLA or other local providers.

Assessment, Monitoring and Evaluation

The elements of drug education that form part of the science curriculum at Key Stage 1 and 2 are assessed in accordance with the requirements of the National Curriculum. The learning from the other elements of drug education is assessed as part of overall PSHE provision.

The PSHE Leader will be responsible for the monitoring and evaluation of drug education. This might include: lesson observations; work sampling; scrutiny of curriculum plans; feedback from curriculum leaders, class teachers and pupils

Management of Drug Related Incidents

When referring to drug related incidents, we mean any incident in which drugs both legal or illegal are involved. The school condones neither the misuse of drugs and alcohol, nor the illegal supply of these substances.

Drugs (legal or illegal) related incidents can generally be placed into one of three categories

- Rumours of use or dealing on or off the premises
- Actual use or dealing on or off the premises, including a first aid response
- Disclosures of own or others use from a student or parent and requests for help and support

The headteacher and governing body will take the final decision on any response to an incident.

Incidents will be dealt with on an individual basis. The headteacher will take the lead in dealing with them and will involve the Chair of Governors. Other staff will only be involved on a need to know basis. The child protection/safeguarding policy will be followed in regard to all incidents. In making a decision the school seeks to balance as far as possible the interests of the pupils involved and the interests of the school community and local community. The headteacher will decide if the police need to be informed or whether the school will manage the incident internally.

In most cases we would fully expect to involve parents at the earliest opportunities with regard to the unauthorised use of drugs and this will be made clear to pupils.

General power to confiscate - Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. This applies to all members of staff, who should, where possible refer to the most senior member of staff present at the first opportunity.

Where the person finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include new psychoactive substances or 'legal highs'. If school staff are unable to identify the legal status of a drug, it should be treated as a controlled drug.

Further information is available in:

- DfE and ACPO drug advice for schools – September 2012. (Appendix B)
- Searching, screening and confiscation Advice for headteachers, school staff and governing bodies. (DfE) – February 2014.

Schools are not required to inform parents before a search takes place or to seek their consent to search their child. There is no legal requirement to make or keep a record of a search.

Schools would normally inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so. Complaints about searching should be dealt with through the normal school complaints procedure.

Where a pupil has been involved in a drug related incident, the school will endeavour to secure appropriate care and support for the pupil and the family and will use sanctions where appropriate.

If the incident is linked to child protection, confidentiality will apply and our Child Protection Policy and Procedures will be followed.

Confidentiality - If a pupil discloses to a member of staff that he or she is taking drugs or is in a situation that gives cause for concern for their safety, the member of staff will make clear to the pupils that they cannot guarantee confidentiality given the seriousness of the situation.

Any disclosures will be treated with the upmost sensitivity within our Child Protection procedures, which will be followed for any pupils thought to be at risk.

Procedures for Managing Pupils Suspected or Found in Possession of Unauthorised Drugs

If a pupil appears intoxicated by drugs or drink whilst at school, first aid or medical supervision must be the first consideration.

If necessary the young person should go to the local Accident & Emergency Unit. The Headteacher will contact his/her parents or carers and request they collect him or her from school. If they are unavailable the pupil will be supervised in a suitable room until the parents/carers are able to collect him or her or other action appropriate to the individual and circumstances has been taken.

If a pupil brings drink or drugs to school or the school has good reason to believe they have done so, or if a pupil is found with a substance or a drug thought to be unauthorised, the following procedures should be followed:

- All unknown tablets, powders and substances should be regarded as unauthorised.
- There are Health and Safety considerations associated with handling unidentified substances. Gloves should always be worn if available, or a bag can be turned inside out and used to pick up the suspected drug.
- The Police should be the first point of contact with regard to confiscation of suspected illegal drugs in schools. The police recognise that these issues will impact on the young person, their families, friends and the wider school community.
- In the first instance, the school will attempt to contact the PCSO. In “emergency” situations where the PCSO is unlikely to be able to attend immediately, the safety of all concerned is paramount, police assistance should be summoned in the most appropriate way (999 or local police station).
- Substances should NOT be destroyed or flushed down the toilets.
- If a pupil has taken a drug, or there is reasonable evidence to assume so, a trained first aider will be called immediately, and professional medical help sought where appropriate. If not, then another member of staff will be called for help and as a witness.
- Staff will inform the head teacher as soon as possible after they have ensured the safety of the pupil and any other pupils involved.
- The school will encourage co-operation from pupils when asked to empty their pockets/bags and hand over the suspected drugs. The school recognises that it is not legal for school staff to conduct a personal search of a pupil. Police help will be obtained when a personal search is deemed necessary.
- If the Police PCSO is called he or she can carry out a search of the pupil and his/her belongings if he or she considers such a search is justified and within the law. The search must be done in the presence of an appropriate adult.
- If a further search is necessary, a search of desks, drawers and lockers and other school property where pupils have access can be undertaken, but their consent should be sought before any search is undertaken.
- Where consent is refused the school will need to balance the likelihood that an offence has been committed against the risk that the pupil’s right to privacy may be infringed without just cause before deciding to proceed with the search without consent.
- This school will not search pupil’s private property, including bags and school lockers unless we have good reason to believe there is a likelihood of harm to pupils or others.
- The Police PSCO can retain, secure and have the substance analysed and offer advice and guidance regarding the alternative options.

- It is legal for a staff member to confiscate substances thought to be illegal. Confiscated drugs should be sealed in a clear plastic bag, with the completed incident form attached, and locked away until the police arrive. (See Appendix C for sample Incident Reporting Form).
- Where it is considered that the pupil has been at risk, or it is thought that the drug or substance is unauthorised, the pupil's parent or carer should immediately be contacted and asked to attend the school, unless this is not considered to be in the best interests of the pupil in which case LCC Safeguarding Child Protection Guidelines should be followed.
- If it is established that the incident is drugs related, the head teacher will contact the Chair of Governors to inform him/her of the situation.

Contact will be made with the LA Safeguarding Team who will inform the LCC press office if there is a possibility that the media may become involved.

Teachers cannot guarantee confidentiality, and where a pupil discloses information that indicates he or she is at risk, the information will be passed immediately to the school's DSL. A teacher should sensitively indicate to a pupil that confidentiality cannot be maintained, preferably before any disclosure takes place.

Staff should record what has happened and all actions taken as soon as possible and the witness should countersign your statement.

If the head teacher or DHT is unavailable or the incident happens off site alternative arrangements should be in place.

Fixed term or permanent exclusion will only be considered as a last resort when the incident is extremely serious or part of a pattern of persistent behaviour.

Alcohol and Tobacco

Alcohol and Tobacco (AT) misuse by pupils is a serious issue for schools. Research shows that the younger pupils enter into experimental AT use, the more likely they are to develop an unhealthy lifestyle and problematic drug use. The school will take action to safeguard the pupil/s and inform parents/carers as soon as possible.

Residential and Off Site Visits

Residential and off site visits must comply with LCC "Regulations and Guidance for Offsite Activities" full risk assessment practice. Drug issues, including tobacco, alcohol and other substances including volatile substances, should be discussed. Pupils and parents/carers must be clearly informed of the school's expectations and repatriation policy and sign the code of conduct/consent form. Expectations of staff must also be considered and agreed.

Staff

Any staff bringing unauthorised drugs to work or their presence at work in an intoxicated state (including while staff are 'on duty' on school trips and activities off site) will be subject to disciplinary procedures and possible police prosecution. All staff have a duty of care to the pupils, therefore the head teacher must be informed immediately. All staff are expected to report any other member of staff suspected of bringing drugs to school or being intoxicated at work.

This school is a smoke free school, in line with national legislation effective from 1 July 2007. Staff smoking on school premises or who bring illegal drugs on to school premises will be deemed to be in breach of their contract. All staff are expected to adhere to the school's No Smoking Policy.

The school will make every effort to support any member of staff in these circumstances and encourage them to seek appropriate professional help.

Parents/Carers and Drug Incidents

This school informs parents about all aspects of its policies via a newsletter and via the school prospectus. A proactive approach is used. In the event of a school drugs incident, the school will take any appropriate actions. Confidentiality and pupils safety issues are paramount. The school is not able to divulge any information about individual pupils. However, the whole school community can be reassured that every effort and precaution is being taken to ensure the safe running of the school and pupils. The school informs parents/carers of any local concerns/issues.

This school aims to be aware of the impact parent/carer drug misuse can have on a child and his/her education. Children of drug misusing parents/carers may be at greater risk of emotional and/or physical harm, but this is not always the case. A parent/carer with a drug problem does not necessarily neglect their child or put them at risk. The school aims to be alert to behaviour which might indicate that the child is experiencing difficult home circumstances.

Where the help of external services might be needed, and the child's safety is not considered at risk, we will liaise with the School Nurse about possible referral to other agencies. The school policy on confidentiality will be carefully followed and the pupil informed at every step.

When dealing with intoxicated parents/carers on school premises, staff should attempt to maintain a calm atmosphere. On occasions, a teacher may have concerns about discharging a pupil into the care of a parent/carer. The focus for staff will always be the maintenance of the pupil's welfare, as opposed to the moderation of the parent's/carer's behaviour.

Where the behaviour of an intoxicated parent/carer repeatedly places a pupil at risk or the parent/carer becomes abusive or violent, staff should consider whether the circumstances of the case are so serious as to invoke child protection procedures, and the involvement of the police, if necessary.

Appendix A

Possible Drug Incident Scenarios and likely course of action

(Note, all cases will be dealt with on an individual basis as in the policy)

1. Pupils found using cigarettes or alcohol.
(Confiscate, inform head, contact parents).
2. Pupils found with what looks like an illegal drug on the school premises.
(Confiscate, inform head, contact parents and Chair of Governors, contact police)
3. Staff suspected of teaching under the influence of drugs.
(Link- Whistleblowing Policy and Disciplinary Procedures. Inform Chair of Governors)
4. Drugs found on school premises.
(Contact Community Police)
5. A pupil discloses own involvement with drugs.
(Follow child protection procedures. Note confidentiality issues)
6. A pupil discloses a parent, relative or friend is using drugs.
(Listen, confidentiality, possible child protection, for friends case, more lessons in class PSHE may be appropriate)
7. A parent is suspected of being under the influence of drugs when on school premises.
(Child's Welfare is paramount. Child protection procedures may be appropriate. If child perceived to be in danger, contact police)
8. The school becomes aware of the availability of the sale of drugs in the school vicinity.
(Inform police, talk to all classes about their safety and drugs in general)

In some of the above cases, a visit/ talk from the Community Police Officer may be appropriate.

Appendix B - Checklist for Use of Visitors in Delivery of Drug Education

Drugs Education is a shared responsibility and schools need not be alone in providing effective and relevant drugs education for young people.

Visitors and staff from a range of statutory and voluntary agencies can support and enhance drug education programmes in schools when part of a PSHE programme. However, they should not be used to abdicate the responsibility of the school, and be relied upon solely to deliver drugs education. The use of visitors needs to be part of a planned, coherent and integrated approach. The checklist below will assist the school in developing a partnership approach to drugs education delivery and support for young people.

Before involving a visitor it is useful to consider the following:

Consistency with school's ethos, values, drug policy and approach to drugs education.

- The most appropriate source of information/support – why do you want the agency's involvement?
- What is the visitor expected to do?
- What will the teacher's contribution to the session be?
- Is it clear to the visitor that the teacher will remain in the classroom?
- What preparation will be necessary, i.e. classroom layout, size of groups, content of session, A/V equipment etc.?
- Has the visitor been DBS checked?
- Have confidentiality issues been clarified, avoiding inappropriate disclosures?
- How will the session be followed up?
- How will the input be evaluated?
- Is parental consent required?

(This is not a comprehensive list. Further guidelines can be found in the TACADE publication: 'Making the most of visitors – using outside agencies in school drug education.')

Appendix C - Resources

National Healthy Schools Standard – Drug Education (including alcohol and tobacco)

http://www.wiredforhealth.gov.uk/PDF/nhss_drug_education_2004.pdf

DfES guidance: “Drugs – Guidance for Schools”

<http://publications.teachernet.gov.uk/eOrderingDownload/DfES%200092%20200MIG373.pdf>

Appendix D - Record of Incident Involving Unauthorised Substances

1 For help and advice, telephone the School Drugs Education Adviser.

2 Complete this form WITHOUT identifying the pupil involved.

3 Copy the form (two copies if substance found).

4 Attach copy to bag containing any substances discovered.

5 Send the copy within 24 hours of the incident to the relevant School Drugs Education Adviser.

6 KEEP the original, adding the pupil’s name and form – store securely. (please tick to indicate the category).

Drugs Incident Report Form



Name of person completing form:	
Personal Information	
Name:	Gender: Male / Female
Age/Year Group/Class:	
Details of incident:	
Location:	Date/time of incident:
Description of the incident:	
Details of Action Taken:	
Was the incident reported to parents? Yes / No	
Was the incident reported to Police? Yes / No	
Was the incident reported to the LA? Yes/No	
Disciplinary/Pastoral Action taken against the offender:	
Details of any further follow up/ future action?	