



The Grove Junior School

Drugs Education Policy

(Including Drug Related Incident Policy)

Date adopted by the Governing Body: May 2010

Date reviewed: June 2016

Date for review: June 2017

Headteacher: Maggie Clifford

Chair of Governors:

Held by School Improvement Committee.

The PSHE Co-ordinator is responsible for the development, monitoring and review of the drug education curriculum, supporting and training staff and liaising with any external agencies to support the curriculum.

The Headteacher has overall responsibility for drugs issues including managing drug-related incidents, liaising with the Police and other external agencies, including support services.

The School Improvement Committee liaises with the school about curriculum and policy.

This policy has been reviewed in line with:

- National Guidance as set out in the DfE
- ACPO (Association of Chief Police Officers) drug advice for schools document
- Mentor Adepis (Alcohol and Drug Education Prevention Information Service)

The reviewing of this policy was also supported by the current Herts for Learning PSHCE Education and Healthy Schools Adviser.

The definition of drugs used in this policy is the definition given by the United Nations Office on Drugs and Crime: "A substance people take to change the way they feel, think or behave". This refers to all drugs whether:

- Illegal drugs (those controlled by the Misuse of drugs Act 1971) such as ecstasy, cannabis, crack/cocaine, heroin and LSD
- Drugs that are legal to use but are covered by some legislation such as selling to under 18 year olds including alcohol, tobacco, shisha and volatile substances (solvents)
- Drugs that are legal to use and buy such as poppers
- Over the counter and prescription medicines
- And other drugs such legal highs/Novel Psychoactive Substances that are illegal to sell for human consumption and e-cigarettes that currently have no restrictions (although laws about selling to under 18s and use in public places are to be put in place)

Definitions of other key words

Drug use describes any drug taking. Any drug use can potentially lead to harm, including through intoxication, breach of the law or school rules, or future health problems.

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

This policy should be read in conjunction with the following linked policies:

- Safeguarding
 - SRE
 - PHSE
 - Inclusion
 - Supporting Pupils with medical conditions policy
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- Also see appendix - Drugs Related Incidents

- 1 The Grove Junior School's objectives are:
 - to provide children with knowledge and information about legal and illegal drugs and the harmful effects they can have on people's lives;
 - to enable children to discuss moral questions related to drug taking, and so provide a safe environment for young people to share their thoughts and ideas;
 - to help children become more self-confident so that they are able to make sensible and informed decisions about their lives;
 - to let children know what they should do if they come across drugs, or are aware of other people misusing drugs;
 - to help children respect their own bodies and, in so doing, reduce the likelihood that they will be persuaded to become involved in drug abuse;
 - to show that taking illegal drugs is a moral issue, and that choices about drugs are moral choices;
 - to ensure that all children are taught about drugs in a consistent manner, following guidelines that have been agreed in consultation with parents, governors and staff.

- 2 The Curriculum - We reflect the requirements and guidance in the Science National Curriculum, the non-statutory framework for PSHE.
 - 2.1 We regard drugs education as a whole-school issue, and we believe that opportunities to teach about the importance of living a healthy lifestyle occur throughout the curriculum. Each class teacher answers questions about drugs sensitively and appropriately, as they occur.
 - 2.2 Drugs Education is an important part of our school's personal, social, health and citizenship education (PSHE) curriculum. As of June 2016 the school's PSHE curriculum is based mostly on the 'Jigsaw' resource. Drugs Education is predominately covered in the 'Healthy Me' unit of work in this KS2 scheme.
 - 2.3 The 'Jigsaw' resource shows what is taught in each year group. Objectives and key learning objective are set for each lesson. Drug education focuses on knowledge and understanding, skills and attitudes and the teaching programme ensures that there is progression from Year 3 to Year 6 with topics and issues included which are appropriate to the age and maturity of pupils.
 - 2.4 Other related resources will also be used in the delivery of the curriculum.
 - 2.5 To ensure continuity in drugs education from KS1 into KS2 consultation has taken place between the two schools and the use of the 'Jigsaw' scheme is in place in both The Grove Infant and Junior Schools.

3 The role of the class teacher

The class teacher will ensure that:

- a wide range of active teaching methods are used that enable pupils to learn skills to be safe and healthy
- pupils will be given opportunities to discuss their views, explore their own and other peoples' attitudes and values about drugs
- pupils will learn key information about the effects and risks of drugs and practice skills to stay safe if involved in a drug-related situation.

- clear ground rules are established to ensure that pupils discuss opinions with respect and listen to one another as well as ensuring that pupils and teachers do not disclose personal information.

4 The role of the Headteacher and PHSE Coordinator

- 4.1 It is the responsibility of the Headteacher and PHSE Coordinator to ensure that staff and parents are informed about this drugs education policy, and that the policy is implemented effectively. It is also the Headteacher's and PHSE Coordinator's role to ensure that staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- 4.2 The Headteacher and PHSE Coordinator works in conjunction with Adolescent Drug & Alcohol Service for Hertfordshire (A-DASH) regarding the school drugs education programme and ensures that all adults who work with children on these issues are aware of the school policy and work within this framework.
- 4.3 The Headteacher and PHSE Coordinator will monitor the policy and report to governors, when requested, on the effectiveness of the policy.

5 The role of Governors

The Governing body has the responsibility of setting down these general guidelines on drugs education. The Governors will support the Headteacher in following these guidelines. Governors will inform and consult with parents about the drugs education policy. Governors will also follow national guidance for good practice.

6 The role of Parents

The school is aware that the primary role in children's drugs education lies with parents/guardians. We wish to build a positive and supporting relationship with the parents/guardians of children at our school through mutual understanding, trust and co-operation. In promoting this objective we will:

- inform parents about the school drugs education policy and practice through the school website;
- invite parents to view the materials used to teach drugs education in our school
- provide parent information evenings;
- answer any questions parents may have about the drugs education their child receives in school;
- take seriously any issue which parents raise with teachers or governors about this policy or the arrangements for drugs education in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to drugs education so that the parents can support the key messages being given to children at school

7 Monitoring and review

The School Improvement Committee of the Governing body will monitor the Drugs Education Policy. This committee will report their findings and recommendations to the full governing body as necessary, if the policy appears to need modification. The

committee takes into serious consideration any representation from parents about the drugs education programme and comments will be recorded.

THE GROVE JUNIOR SCHOOL'S MANAGEMENT OF DRUG-RELATED INCIDENTS

1 Definition of a drug-related incident

A drug related incident involves suspicions, observations, disclosures or discoveries of illegal or potentially harmful/dangerous situations involving illegal drugs, other unauthorised drugs or the misuse of legal drugs.

Drug related incidents in a primary school rarely involve illegal substances but can involve:
(Examples for illustrative purposes, this is not intended to be a comprehensive list)

- drugs or associated paraphernalia are found on school premises
- a pupil demonstrates, perhaps through actions or play, an inappropriate level of knowledge of drugs for their age
- a pupil is found in possession of drugs or associated paraphernalia
- a pupil is found to be supplying* drugs on school premises
- a pupil, parent/carer or staff member is thought to be under the influence of drugs
- a pupil discloses that they or a family member/friend are misusing drugs

** within the context of the school drug policy the term 'supply' may be used to describe pupils sharing drugs, or pupils being coerced to supply drugs, a group of friends taking it in turn to bring drugs in for their own use, and habitual organised supply for profit.*

2 Dealing with medical emergencies involving drugs

In every case of an incident involving drugs, the first priority is safety, meeting any medical emergencies with first aid and summoning appropriate help before addressing further issues. If staff are in doubt, they should seek medical assistance immediately.

3 Establishing the nature of drug related incidents

3.1 Investigation

The headteacher or designated staff member leading on drug issues should inform, consult and involve others as necessary. A careful investigation should take place when possible to judge the nature and seriousness of each incident. The emphasis should be on listening to what people have to say and asking open-ended, rather than closed or leading questions. Consideration should be given to separating any pupils involved in the incident and ensuring that a second adult witness is present.

3.2 Confidentiality

Careful attention should be given to respecting the confidentiality of those involved.

3.3 Evaluating the seriousness of the incident

A range of factors may be relevant and need exploring to determine the seriousness of the incident, the needs of those involved and the most appropriate response.

For example:

- what does the pupil have to say?
- is this a one-off incident or longer-term situation?
- is the drug legal or illegal?
- what quantity of the drug was involved?
- what was the pupil's motivation?

- what are the pupil's home circumstances?
- does the pupil know and understand the school policy and school rules?
- if supply of illegal drugs is suspected, how much was supplied, and was the pupil coerced into the supply role, were they 'the one whose turn it was' to buy for others, or is there evidence of organised or habitual supply?

3.4 Responding to the incident

Any response to an incident should balance the needs of the individual with those of the wider school community.

Any response should always be justifiable in terms of:

- the seriousness of the incident
- the identified needs of the pupil and the wider school community
- consistency with published school rules, codes and expectations
- consistency with disciplinary action for breaches of other school rules (such as theft, violence, bullying).

Examples of a range of responses:

- early intervention and targeted prevention
- referral to outside agencies
- counselling
- behaviour support plans
- inter-agency programmes
- fixed-period exclusion
- pastoral support programmes
- a managed move
- permanent exclusion

3.5 Child Protection and Safeguarding

If a drug related incident raises concerns about harm or the potential for harm to a child, the Child Protection Policy and procedures should be followed.

3.6 Informing parents/guardians

In any incident involving illegal and other unauthorised drugs the we will normally involve the child's parents/guarding and explain how the school intends to respond to the incident and to the pupil's needs.

Where we suspects that to do this might put the child's safety at risk or if there is any other cause for concern for the child's safety at home, then the school should exercise caution when considering involving parents/guardians.

In any situation where a pupil may need protection from the possibility of abuse, the school's designated child protection officer should be consulted and the Child Protection Policy and procedures followed.

If a child is in possession of alcohol or tobacco, parents/guardians will normally be informed and given the opportunity to collect the alcohol or tobacco, unless this would jeopardise the safety of the child.

3.7 Recording an incident

Schools should make a full record of every incident. Storage of sensitive information about pupils or staff should be secure and should accord with the requirements of the Data Protection Act.

Schools should be aware that records, including notes of any discussions with pupils, may be used in any subsequent court proceedings. Notes should include the time, date, place and people present, as well as what was said.

4. Parents/carers under the influence of drugs on school premises

When dealing with parents/guardians under the influence of drugs on school premises, staff should attempt to maintain a calm atmosphere. On occasion, a teacher may have concerns about discharging a pupil into the care of a parent/guardian. In such instances, schools might wish to discuss with the parent/guardian if alternative arrangements could be made, for example asking another parent/guardian to accompany the child home.

The focus for staff will always be the maintenance of the child's welfare, as opposed to the moderation of the parent's/guardian's behaviour.

Where the behaviour of a parent/guardian under the influence of drugs, repeatedly places a child at risk or the parent/guardian becomes abusive or violent, staff should consider whether to invoke child protection procedures and/or the involvement of the police.

5. Legitimate drugs in schools and associated policies/guidance

Illegal drugs have no place in The Grove School. However, there are instances where other drugs may legitimately be in school.

5.1 Medicines in school

Some children may require medicines that have been prescribed for their medical condition during the school day. When managing and administering medicines all staff should follow the medicine in school policy.

5.2 Disposal of needles/syringes

Needles or syringes found on school premises or used for medical purposes should be placed in a sturdy, secure container (for example, a tin with lid), using gloves.

Used needles and syringes should not be disposed of in domestic waste. If incidents of finding needles are high then the school may wish to obtain a properly constructed sharps container, which should be kept out of reach of pupils and members of the public who may not appreciate the associated risks.

5.3 Alcohol on the sites

If alcohol is authorised on the school sites by the Headteacher, for example at a PTA event, the arrangements for storage or use that minimises risks to children on site should be agreed and adhered to.

5.4 Tobacco on site

The Grove Junior school operates a strict no-smoking policy. This applies to staff, governors, parents/carers and any visitors to the sites.

6. The role of the police

6.1 Reporting drug related incidents

The police will not normally need to be involved in incidents involving legal drugs, but the Headteacher may wish to inform trading standards or police about the inappropriate sale or supply of tobacco, alcohol or volatile substances to pupils in the local area. Schools have no legal obligation to report an incident involving drugs to the police. Nevertheless, not informing the police may prove to be counter-productive for the school and wider community.

6.2 Seizure and disposal of suspected illegal substances on the school sites

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 schools are advised to:

- 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/find and witness present.

- store it in a secure location, such as the school safe or other lockable container with access limited to two senior members of staff without delay notify the police, who will collect it and then store or dispose of it in line with locally agreed protocols. The law does not require a school to divulge to the police the name of the pupil from whom the drugs were taken. Where a pupil is identified the police will be required to follow set internal procedures.
- record full details of the incident, including the police incident reference number
- inform parents/carers, unless this would jeopardise the safety of the pupil.

7. Staff conduct and drugs

7.1 Drugs in the workplace are an issue for schools in terms of:

- laws and professional responsibilities relating to the use of drugs in the workplace and working with children
- the welfare of staff with drug problems
- the messages conveyed to pupils through the role-model teachers provide, which has implications for their behaviour in and out of school.

7.2 Headteachers have responsibility for the health, safety and welfare of pupils and staff at all times.