

Welton St. Mary's Church of England Primary Academy



Together we care, learn and thrive

Drugs and Drug Education Policy

Approved January 2024

Welton St Mary's Church of England Primary Academy

Drugs Education Policy

Subject leader: Elizabeth Halliday

This policy has been adopted by the Governors in consultation with the PSHE subject lead and staff of Welton St Mary's Church of England Primary Academy and following guidance from the DfE/ACPO advice document, dated September 2012:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf

INTRODUCTION AND CONTEXT

This policy should be read alongside our School Vision, which promotes opportunity and inclusivity for all children, staff and stakeholders at Welton St. Mary's. The policy will encompass both the drug education program as part of the wider RSHE (including PHSE) program, along with procedures in dealing with drug-related issues. In delivering Drugs Education as part of the wider RSHE (including PSHE) curriculum, our children shall flourish on their journey to adulthood, becoming positive agents of change.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society." Gavin Williamson/DfE 2020.

We acknowledge that there are people within the community who have experience with legal and illegal drugs. Schools are an integral part of the community and may therefore come into contact with drug-related issues in a variety of ways. At Welton St Marys C.E Primary Academy, this fact is recognised and through the effective implementation of this policy, we aim to ensure that the school community is protected, supported and educated regarding drug-related issues. The children are encouraged to respect their bodies and exercise control over what goes into them in an informed and health-promoting manner.

The policy should be read in conjunction with the RSHE, Safeguarding, Health & Safety, Medicines, Banned Items and Confidentiality policies.

AIMS

RSHE, including PSHE and Drugs Education, promotes the spiritual, moral, cultural, mental, economic and physical development of children at our school, in order to prepare them for the opportunities, responsibilities and experiences of adult life. Our children will develop key skills such as debate, listening, analysis, research and public speaking – all required for living in the C21st - by learning through a diverse range of topics covering Health and Wellbeing, Relationships and Sex Education and Living in the Wider World. We place great importance on children becoming 'emotionally literate', thus the modelling and use of key vocabulary forms a substantial part of a child's journey. Our curriculum is both underpinned and enriched by constant reference to our school's Christian values of: Love and Friendship, Respect, Forgiveness, Responsibility, Trust, Peace and Harmony, along with

our three school rules of: Be Kind; Be Safe; Be Responsible. Our curriculum is set within the context of the biblical teaching that all humans are created in the image of God (Genesis 1:26-7) and that Christians are called to respect and honour everyone (Peter 2:17). The curriculum has been designed to ensure no person feels stigmatised and will be delivered with an understanding that pupils and staff are all personally engaged in different structures of support and familial relationships including single parent families, LGBTQ+ families, families headed by grandparents, adoptive parents, foster carers and young carers. In the teaching of Drugs Education, we aim to provide accurate information about substances, promote an understanding for those experiencing or likely to experience issues with substance misuse in their environment, and to empower our young people to access appropriate support.

Additionally, this policy aims:

- to acknowledge and clarify the school's role in drug prevention and drug education and ensure it is appropriate to the needs of the pupils of Welton St Marys C.E Primary Academy.
- to ensure that the approach taken on the issue of drugs is a whole-school one, part of our commitment to and concern for the health and wellbeing of the wider school community.
- to provide staff with adequate training and support to help them deliver effective drugs education and to respond to situations with consistency and sensitivity.

DRUG EDUCATION AT WELTON ST. MARY'S

ENTITLEMENT

By the end of key stage two at Welton St Mary's, we believe the pupils at our school should know and develop skills to:

- make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise).
- identify some factors that affect emotional health and well-being (for example exercise or dealing with emotions).
- make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing.
- understand that there are 'legal' and 'illegal' drugs available.
- describe some of the effects and risks of these.
- know facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others
- identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety).

APPROACH (see teaching and learning policy)

Learning from real-life experience is central to the curriculum. Sensitive and controversial issues are certain to arise. This may include issues that have a political, social or personal impact and arouse strong feelings e.g.; surround sex, religion, politics, families, lifestyle, physical and medical issues, law and order, environmental issues, bullying and bereavement. Teachers will deal sensitively with situations as they arise and will show no bias, or personal feelings.

Should children make personal disclosures within the context of RSHE (including PSHE and Drugs Education), this will be followed up in accordance with school policy.

The school aims to provide the curriculum in a structured way, planned from the RSHE (including PSHE) framework and delivered by class teachers. This will be planned and delivered as specific PSHE lessons, or through other curriculum areas where appropriate e.g.; RE and science. Drugs education most often occurs in the wider RSHE strands of “Living in the Wider World” (generally taught in Term 2) and “Health and Wellbeing” (generally taught in Term 3), though will not necessarily be limited to these times of year.

DEFINITION

A drug is a substance people take to change the way they feel, think or behave. The term ‘drugs’ applies to:

- All illegal drugs (those controlled by the Misuse of Drugs Act 1971)
- All legal drugs such as alcohol, tobacco and volatile substances: ketamine, khatakyl nitrites (poppers) and LSD.
- All over the counter and prescription medicines.

ADAPTATIONS including for those with Special Educational Needs.

RSHE, including PSHE and Drugs Education, is taught to all children, regardless of their ability. When teaching the curriculum, class teachers consider the targets set for the children in their Pupil Passports. Planning reflects opportunities for all pupils through the tasks provided, level of support or differentiated learning objectives. Appropriate support will be provided so that all children can access the learning. Planning and work should reflect pupil’s ability rather than their chronological age. Special Educational Needs are recognised and are added to the appropriate registers.

Whilst some pupils may have a fairly broad knowledge and insight into the world of drugs, there are those who have little or no knowledge at all. Teachers are sensitive to this issue and ensure that lessons are taught, taking account of pupils’ age, culture, experience and maturity. Class teachers may seek the advice of the PSHE Lead and Assistant Head for Teaching and Learning when considering these individual needs.

INCLUSION

We are committed to providing effective learning opportunities for all pupils.

Suitable learning challenges will be set for all pupils with the aim of maximising achievement for all pupils at an appropriate level for each individual.

Teachers will respond to pupils’ diverse learning needs and be aware of the needs of differing genders, educational needs, disability as well as different social, cultural and ethnic backgrounds. Teachers will be aware of overcoming the potential barriers to learning and assessment for individuals and groups and respond accordingly to make effective provision. We are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to the pupils and in the conduct of staff and pupils.

EQUAL OPPORTUNITIES

There may be occasions in RSHE where lessons address equal opportunities. Teachers can refer to the school Equal Opportunities policy, and to the PSHE Lead for guidance where needed. The class teacher ensures that all pupils are treated fairly, equally and with respect. Staff do not discriminate against any child. When selecting classroom material, teachers pay due regards to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to

provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups. When designing schemes of work, the staff can refer to the Equal Opportunities policy to guide them where necessary, both in the choice of topics to study, and in how to approach sensitive issues. All our teachers and support staff challenge any incidents of prejudice or racism. We record any serious incidents in writing and report them to the Headteacher.

ASSESSMENT (see assessment policy)

Assessment will be informed using Assessment for Learning Strategies, which are used across the curriculum. Teachers are required to keep records of the progress of all children and report this to parents at the end of the academic year. This will be done through a section on the written School Report sent home in July. Non-core tracking data will also be updated for pupils at the end of each term as to whether pupils are working at expected, below or above expected level in PSHE skills and knowledge.

RESOURCES

A variety of government funded PSHE Association resources are used to support the teaching of Drugs Education as part of wider RSHE (including PSHE lessons). This is supplemented by Local Authority experts who visit school including, but not limited to, *Mini First Aiders* for Foundation Stage and Year 4, and *We are With You*, who speak to Y6 about legal and illegal substances.

For information on drug education topics for each year group within the wider PSHE/RSHE curriculum, please see the PSHE Curriculum document on the school website.

PROCESSES FOR DEALING WITH DRUG-RELATED ISSUES IN THE SCHOOL COMMUNITY

DRUGS AND THE COMMUNITY

The Academy believes that the possession and/or use of illegal or volatile substances on school grounds or during the school day is inappropriate. (Please see Banned Items Policy.) We believe every child has a right to be safe and healthy. The Academy plays an important role in supporting and promoting attitudes, practices and understanding which encourage the child to make informed decisions, enabling them to choose a healthy lifestyle. We therefore strive to create an atmosphere in which the child feels safe and able to discuss their problems and concerns whilst developing an understanding of drugs and their use and misuse.

PRESCRIBED MEDICINES ON SCHOOL GROUNDS

The school does not allow children to bring or take medicines in school, except in particular circumstances (please see Medicines Policy). Staff who bring medicines to school must ensure it is kept on their person or out of reach of children, preferably in a locked area.

MANAGING DRUG-RELATED INCIDENTS

Teacher with responsibility for drug related incidents: Mrs Nicola Gough and in her absence Odette Thorner and James Durkan

Governor with responsibility for drug related incidents: Andy Johnson

If any drug related incident should occur, the safety and wellbeing of the child will be the overriding concern. Each incident will consider the circumstances of the individual and the parents. Police and other appropriate agencies will be informed according to the needs of the individual concerned, via the school's DSL or Deputy DSLs. There may be interest in the drug related incidents by the media. Confidentiality of pupils will be a priority. Headteacher, Mrs N Gough, will respond to media questions.

All staff must be alert to the warning signs which may indicate that a pupil is misusing drugs. The named person with responsibility for drug related issues may be the first point of contact for staff, but drug related issues will always be referred to the DSL and Deputy DSLs. Any such incidents should be dealt with confidentially and logged on the school's digital reporting system. The Site Manager will regularly check the premises for signs of drug misuse and inform the Headteacher accordingly.

It is recognised that incidents involving drugs may be symptomatic of other problems and difficulties in the pupil's life and all incidents of this nature will be handled sensitively and result in supportive outcomes for the needs of the individual. The school will seek to work in partnership with parents, outside agencies and appropriate authorities. This may involve seeking appropriate counselling.

In cases of substance use/misuse or supply on the premises, during the school day or during school visits etc, the case will be discussed with the young person, a log made on the school's digital reporting system, and parents/carers will be informed by the head teacher as soon as possible. The support of outside agencies will be sought if appropriate. If a young person admits to using or supplying substances off the premises, the appropriate action will be to inform the substance coordinator who will inform the head teacher, who will then inform the parents/carers. While there is no legal obligation to inform the police, they may also be involved at the discretion of the head teacher in consultation with governors and staff who know the young person well. The Academy will consider each incident individually and will employ a range of responses to deal with each incident.

Where unauthorised drugs are discovered on school premises (including medicines, alcohol, tobacco, matches, lighters, volatile substances or any illegal drugs at any time) these will always be confiscated and either destroyed or stored in a specified location, and only legal drugs returned to parents.

Other Persons Under the Influence of Drugs

Staff or other persons on the school site believed to be under the influence of drugs and having a detrimental effect upon the education of the pupils or causing a health, safety or security hazard will be requested to leave (so long as it is safe to do so) by the headteacher. On no account will the individual be pursued. If necessary the relevant authorities will be informed.

Disposal of Needles and Syringes

Needles and syringes will be handled with extreme care and only by authorised personnel wearing suitable protective clothing. They will be placed into a box specifically for their storage and taken as soon as possible to the needle disposal centre or handed to the relevant authorities. The Site Manager monitors the school grounds as a matter of routine. All finds are reported to the headteacher and logged. The pupils are regularly informed of the routine should they find suspicious items on the school premises - the basic rule is do not touch; inform a member of staff.

Disclosure

If a pupil makes a disclosure about the use of illegal substances, the headteacher must be informed immediately by a member of staff to whom the disclosure was made. Relevant support agencies will be contacted to provide further guidance.

Detection and Searches

Where a search is deemed appropriate, consent will usually be sought. A second adult witness will usually be present. If consent is refused, consideration will be given as to whether to call the police. Searches will be conducted in such a way as to minimise potential embarrassment or distress. Where there is evidence that individual pupils have an established interest or involvement with illegal drugs and/ or substances, The Academy may request parents to give permission for random searches to be made of pupil's personal property.

Personal Searches

When a person (adult or child) is suspected of concealing illegal or other unauthorised drugs, it is not appropriate for a member of staff to carry out personal search; this includes the searching of outer clothing and inside pockets. Every effort should be made to persuade the person to hand over voluntarily any drugs, in the presence of a second adult witness. Where the individual refuses and the drug is believed to be illegal, and the school wishes to proceed along formal lines, then the police must be called. The police can conduct a personal search if they believe a crime has taken place, or to prevent harm to themselves or others following an arrest.

Searches of Academy Property

Staff may search Academy property, for example, pupils' trays, if they believe drugs to be stored there. Prior consent should always be sought. Individuals should be made aware that if consent is refused, the Academy may proceed with a search. However, where consent is refused, the school will balance the likelihood that an offence has been committed against the risk of infringing the individual's privacy without just cause.

Searches of Personal Property

Personal property will not be searched without consent. Where consent is refused consideration will be given, in the case of pupils, of notifying parents/carers, who may persuade their child to give consent or if they wish to proceed along formal lines, calling the police.

After any search involving pupils, parents/carers will normally be contacted by the school, regardless of whether the result of the search is positive or negative.

Confidentiality and Child Protection

These issues need to be clearly defined as ground rules at the start of drug education lessons for the benefit of both pupils and staff. It must be made clear to pupils that the divulgence of any information deemed to fall into the *significant harm category or putting pupils at risk* **must** be referred to the school's DSL.

In instances when the school becomes positively aware of a pupil being involved in illegal or dangerous activities involving drugs during or out of school hours, the school will inform the parents and the police if appropriate. This action will be undertaken in a sensitive and supportive manner.

If there is any doubt concerning the safety of a pupil in the home when a drug related incident has been reported to parents, then Children's Services will be alerted.

In instances where a child may bring an unknown substance to the Academy which is thought to be drug related, the school will confiscate the substance. An explanation will be sought and the procedures outlined earlier will be followed. If a satisfactory explanation is not forthcoming from the child, the parents will be contacted and other agencies will be involved if necessary.

Referral and Outside Agencies

The Headteacher, DSL and Governor for Drugs Education are responsible for referral to agencies. As a first instance, they will contact the County's School Improvement Consultant for advice.

Community

Whenever necessary, the school will seek to work in partnership with the local community, parents, outside agencies and relevant authorities in areas considered within this policy.

Parents will be informed regarding significant issues through newsletters and other communications including parents' meetings with invited guest speakers if necessary.

In the event of a drug related incident and media involvement, the school will contact the Council media liaison officer and any other relevant person for advice before making comment.

MONITORING AND REVIEW

PSHE is monitored and evaluated in line with the Whole School Monitoring framework, incorporating strategies including lesson observations, work scrutiny, learning walks, discussions with children and the monitoring of medium term planning and data from non-core trackers.

Monitoring and review will take place within the context of the School development plan when PSHE is timetabled for review. The subject lead will be responsible for reviewing PSHE through the school and oversee the long term plan. Standards of work will be monitored by the subject lead through lesson observation and scrutiny of children's work. Findings will be reported to inform areas of development of PSHE in school.

Subject lead will support class teachers where necessary and will arrange to meet to discuss subject development as required.

ROLES AND RESPONSIBILITIES

The Headteacher:

The Headteacher will actively support by encouraging staff, praising good practice and supporting staff development

The PSHE lead:

The PSHE lead will develop and lead the action plan and keep up to date with the national picture of PSHE.

The class teacher

The class teacher will be responsible for planning and teaching PSHE as set out in this policy and for the good progress of all learners.

The Governors

Governors determine, support, monitor and review school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They monitor pupil attainment across the school and ensure that staff development and appraisal promote good quality teaching and result in good pupil progress.