



Drug Education Policy

1. Introduction

In this document, the word 'drug' is used to include all drugs whatever their legal or social status, including alcohol, tobacco, solvents and medicines. We recognise that any drug can be potentially hazardous.

Education about the use and misuse of drugs is a vital part of "preparing children for the opportunities, responsibilities and experiences of adult life." (Education reform Act) As with every aspect of education, primary schools have to lay the all-important foundations for learning, which will go on for the rest of life. We need to select information and plan activities which are appropriate to the age, stage of development and background of the children in our school. This policy should be read in conjunction with the policy for PSHCE and Citizenship.

It is considered that although relatively few children would be actively involved in experimenting with illegal drugs, all children are likely to be exposed to the effects and influences of drugs in the wider community. With this increased exposure to legal and illegal drugs and the greater opportunity to try both, the drugs education within schools has a role in reducing the risks associated with drug use.

We have a responsibility to develop and carry out a drug education programme and to deal effectively with any drug-related incident on the school premises.

Loughton School condones neither the misuse of drugs and alcohol by members of the school, nor the illegal supply of these substances. We have a responsibility to deal with drug-related incidents and have set up procedures to deal with these. (See Appendix A)

Whilst we acknowledge that the number of young people who use and misuse substances is rising, it is important to recognise the large number who do not misuse substances over a long period.

There is no legal right of parental withdrawal from drug education as there is with sex education.

2. Aims of Drug Education

- to enable pupils to make healthy, informed choice by increasing knowledge, challenging attitudes and developing and practising skills;
- to provide accurate information about substances that are relevant;
- to increase understanding about the implications and possible consequences of use and misuse;
- to encourage understanding for those experiencing or likely to experience substance misuse;
- to seek to minimise the risks that users and potential users face;

- to enable young people to identify sources of appropriate personal support;
- to provide a range of activities and opportunities for learning about drugs and the issues raised by their use;
- to create a climate in which our pupils feel comfortable discussing their perceptions of drugs;
- to encourage our pupils to participate in healthy activities;
- to help our pupils to accept the increasing responsibility they have for maintaining their own health.
- To improve the self-esteem of our pupils
- To support our pupils in developing and maintaining relationships
- To help our pupils to develop assertiveness in appropriate situations

3. Content

Drugs education is taught mainly through PSHCE lessons. The National Curriculum orders for Science require that pupils should be taught as follows:

‘to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function’

A range of teaching and learning styles are employed including:

- role-play
- discussion
- imaginative writing
- direct teaching
- video
- debating
- group work
- circle time
- research
- educational games
- visiting speakers

4. Visitors

The following visitors make a contribution to the drugs programme:

- Hazard Alley
- Local police

5. Resources

The resources, which have been assessed against the key criteria for good drug education materials (See Appendix B) can be used in the programme:

6. Monitoring and Evaluation

Monitoring and evaluation of the programme, scheme of work and resources will be carried out in accordance with the Loughton School Monitoring and Evaluation Policy, as the responsibility of the PSHCE co-ordinator.

APPENDIX A

The management of drug – related incidents on school premises

This policy and procedures apply to:

- all legal and illegal drugs and medicines;
- all pupils, staff and visitors to the school;
- the school premises;
- educational visits, residential courses and extra-curricular activities for pupils.

The possession, use or supply of any drug is regarded as a breach of school rules and the appropriate disciplinary procedure will be initiated, with the exception of:

- the use of medicines by pupils with parental notification and knowledge by the school nurse, or equivalent;
- the appropriate use of medicines by staff;
- the smoking of tobacco by staff on journeys between school and home;
- consumption of alcohol by staff and visitors during social occasions on the premises when there are no pupils on site, unless on a special occasion as agreed by headteacher.

There are no circumstances in which it is appropriate/acceptable for staff or visitors to use tobacco or illegal drugs in the presence of pupils.

Any information about illegal drugs or the illicit sale of legal drugs outside the scope of this policy as defined above, will be passed on to the police. This includes sale of tobacco, solvents and alcohol to children, and any information about the use, possession or supply of illegal drugs.

School procedures

The agreed procedures (Drug situations - medical emergencies, and situations involving drugs without medical authority) are as follows:-

- The head teacher should always be notified. Child protection issues may need to be considered.
- Parents will be contacted immediately in the case of a medical emergency, if the police are called to carry out a personal search, and at the assessment stage in other situations. If a decision is made not to inform parents because this may compromise the child's safety, the reasons for the decision will be clearly defined and recorded.
- A trained first aider should be contacted in the event of an emergency.
- Samples of suspected illegal substances will be handed to the headteacher who will store them in a secure place together with a signed and witnessed statement including all relevant information about the source of the sample. A decision will be made at the assessment stage whether the sample will be destroyed or handed to the police. (Contact Local Authority environmental services department for safe and secure

disposal of dangerous matter). If it is destroyed, a signed and witnessed statement must be made to this effect. If legal action is expected, or if a “high tariff” sanction, which may be contested by parents, such as permanent exclusion, is likely to be imposed, forensic testing by the police will be necessary.

- Teachers/non-teaching staff need to be alert to warning signs that a child is misusing drugs.
- Children identified as being at risk of becoming involved in drug use will be referred to Compass who provide drug and alcohol education and support for young people.
- Where the school is used regularly for after-school activities, the site manager should be aware of the need to check regularly for any visible signs, (e.g. discarded needles, tin foil, cigarette ends, empty beer bottles etc.) of drug misuse.
- Staff are permitted to search pupils’ desks or lockers on suspicion of possession of illegal drugs. But to search a pupil, consent is required from the pupil. If consent is refused and the pupil refuses to volunteer the contents of their clothing then the police should be called in to deal with the situation. Inform the head teacher at once.
- Note
The law permits headteachers and staff authorised by them to have statutory power to search pupils and their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item e.g. alcohol, illegal drugs and tobacco and cigarette papers (Searching, screening and confiscation DfES 2014)
- The school will call upon a range of specialised agencies (Compass), which can support at-risk children.

Responses following assessment

Current national guidance is as follows:

“Any response to drug-related incidents needs to balance the needs of the individual pupils concerned with the wider school community. In deciding what action to take schools should follow their own disciplinary procedures” (DfE and ACPO Drugs advice for Schools, September 2012)

At Loughton School we will apply the behaviour policy to drug-related incidents.

Parents Collecting Children under the influence of drugs or alcohol

There may be occasions where parents attempt to pick up children whilst under the influence of drugs or alcohol.

Staff need to consider if that child is safe to go with that parent or if the child is at significant risk. Staff cannot prevent a child from leaving with their parent but must seek advice from DSL, who may phone MASH for advice and guidance.

Staff may attempt to delay the parent leaving with the child.

Parent should be asked for an alternative person to pick up child.

If parent is driving with children in the car, then Police should be contacted to ensure that child is safe. **Staff may attempt to delay the parent leaving with the child in the car.**

APPENDIX B

Key criteria for good drug education materials (The Right Choice, SCODA 1998)

1. Clearly stating underpinning beliefs and values
2. Showing how the materials incorporate pupils' existing drug awareness
3. Offering a range of activities, based on successful teaching and learning styles
4. Giving accurate and balanced facts, not aiming to shock or horrify
5. Assessing aims and objectives
6. Including examples of how the materials meet statutory and non-statutory learning outcomes
7. Cross-referencing to target ages, national curriculum key stages and cross-curricular subjects
8. Accommodating different models and school timetables
9. Guiding on the knowledge, understanding and skills required to deliver the materials
10. Recognising the importance of parental understanding, support and involvement
11. Providing evidence of successful use in schools

Details of these criteria, and a good practice checklist are outlined in section 3 of this publication.