



## Radley CE Primary School & Foundation Stage Unit

# Drugs Education and Incident Policy

### RATIONALE

At Radley CE Primary School and Foundation Stage we recognise that young people are growing up in a world where medicinal and recreational drug and alcohol use are a necessary or chosen part of many peoples' lifestyles. Even very young children are exposed to messages & perceptions about drugs from the media, their peers, their families and our wider society. Young people may experiment with drugs whilst still of school age and will be confronted by opportunities to use drugs throughout their lives.

Reference to 'drugs' is an emotive issue. Society as a whole is anxious about the effects of drug misuse and yet does not always clarify its understanding of the issues. Different groups in society have different perceptions of the dangers and acceptability of different drug types. In some circles drugs can be glamorised and the subject open to misunderstandings. Drugs education in primary schools can cause alarm and yet is essential if we are to equip our children with the necessary skills, understanding and knowledge to move confidently into adult life.

We have a responsibility to inform children of the facts relating to the substances they will and do encounter in their environment. They may have already experienced the effect of drugs in the adults around them. It is important we are sensitive to the experiences that children may have. We recognise that some children and parents need a variety of medicines, and appropriate arrangements are made to enable the correct distribution of these. Further information can be found in our health and safety and management of medicines policies.

We will not tolerate the misuse of drugs within the school and its grounds. This includes adults who come on to the school premises and may be intoxicated or in possession of illegal drugs. Our school is a no-smoking area and we request all adults to refrain from smoking on the premises, including after-school fund-raising events.

This policy is part of our overall approach to health and well-being. Through our Personal, Social and Health Education curriculum, circle time and our school ethos we aim to ensure that children recognise the importance of what they chose to eat and drink and the effect which this will have. Self-respect and a healthy lifestyle are all part of an approach which will enable our children to make the right choices for themselves and their families now and in the future.

### Definition of 'drugs' for the benefit of this policy

The term refers to:

- All illegal drugs
- All legal drugs, including alcohol, tobacco, harmful volatile substances
- All over-the-counter and prescription medicines

### Aims

- Ensure the safety of staff, pupils, parents and visitors when on the school site
- Alert children to ways of seeking additional help and support where necessary
- To encourage a supportive ethos in which issues can be discussed and questions answered
- Recognise the valuable role that medication can have
- Take a firm stance against illegal drugs
- To provide the information and support for children to be able to make choices
- Provide appropriate role models and examples to illustrate a healthy lifestyle
- Encourage healthy choices
- Recognise that others can affect our decisions
- Ensure children have access to balanced information and views against to inform their facts, and thereby form their own opinions

## DRUGS EDUCATION

The Education Reform Act of 1988 requires schools to 'prepare young people for the opportunities and responsibilities of adult life'. As young people gradually become independent it is essential therefore that they are equipped with the skills to take increasing responsibility for ensuring their own health and safety, minimise behaviours that might block their achievement and to manage drug opportunities that they will inevitably encounter.

We need to ensure all young people in our school receive an appropriate curriculum matched to their age and readiness. We recognise that many aspects of the curriculum contribute towards enabling young people not only to know how to stay safe from substance misuse, but also to have the high self esteem, resilience and interpersonal skills that enable them to stay safe and in control. These skills and qualities are reflected in all we do as a healthy school.

The following table outlines learning outcomes relating to drugs education at each Key Stage

<p><b>In the Foundation Stage</b> pupils should be taught:</p> <p>Personal, Social and Emotional Development:</p> <ul style="list-style-type: none"> <li>to have a developing awareness of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others.</li> <li>To express needs and feelings in appropriate ways.</li> <li>To understand what is right, what is wrong, and why.</li> <li>To show confidence and the ability to stand up for own rights.</li> <li>To consider the consequences of their words and actions for themselves and others.</li> </ul>
<p><b>In Key Stage 1</b> pupils should be taught:</p> <p>PSHE</p> <ul style="list-style-type: none"> <li>to agree and follow rules for their group and classroom and understand how rules help them e.g. simple safety rules.</li> <li>that all household products, including medicines, can be harmful if not used properly</li> <li>rules for, and ways of, keeping safe, (e.g. rules for medicines) and about people who can help them to stay safe (e.g. the police, health professionals)</li> </ul> <p>Science: about the role of drugs as medicines</p>
<p><b>In Key Stage 2</b> pupils should be taught:</p> <p>PSHE</p> <ul style="list-style-type: none"> <li>why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</li> <li>what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices.</li> <li>which commonly available substances and drugs are legal and illegal, their effects and risks</li> <li>that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.</li> <li>school rules about health and safety, basic emergency aid procedures and where to get help</li> <li>where individuals, families and groups can get help and support</li> </ul> <p>Science: about the effects on the human body of tobacco, alcohol and other drugs and how they relate to their personal health.</p>

### The approach at our school

There are a number of ways in which we aim to help children understand the implication of drug use and misuse. We recognise that drugs can impinge on children's lives in a variety of ways and the subject needs careful handling. We are also aware of the impact of national initiatives and publicity campaigns. We aim to provide opportunity for children to ask questions and share their existing knowledge. There may be many

misconceptions which will need to be addressed in a sensitive and factual way. Where teachers are unsure it is acceptable to refrain from answering the question until further clarification can be sought.

### **PHSE and Circle time**

Our PHSE programme is planned around the Social and Emotional Aspects of Learning (SEAL) Themes. For further information see the PHSE policy. Circle Time enables children to discuss topical issues as they arise in the media, at home and in the locality. The teacher facilitates the discussion, handles any remarks leading to possible disclosures and establishes ground rules.

### **Science**

As part of our science curriculum we include teaching on:

- Doctors and nurses as people who can help us
- The role of a healthy diet and exercise
- The role of medicines and that some can be dangerous
- What we mean by a healthy lifestyle and the effects which different food, drink and drugs can have upon us both emotionally and physically
- The effects and risks of drugs on health, family and future

Our school nurse is able to support individual cases and families and to deliver aspects of our drugs education by providing some medical information about the effect and use of medicines within our society.

### **In the event of disclosure**

There may be times during discussions about drugs when children make disclosures. Where this is the case the teacher should sensitively listen to what the child has to say whilst also avoiding further disclosure in front of the class. At the end of the lesson it might be appropriate to spend some time with the child allowing them opportunity to speak but following the safeguarding policy. Confidentiality cannot be promised.

As soon as is reasonable, the class teacher should pass on their own concerns to the designated person who will follow the agreed procedure for disclosure handling. The class teacher should always ensure they remain calm and should not appear shocked by what children might have to say. It is important that children understand the ground rules during any discussion and that they do not put pressure upon one another to reveal personal information.

### **Confidentiality**

Whilst every effort should be made to enable constructive dialogue to take place between pupils requiring support and school staff, **no staff member can or should offer total confidentiality.** Teachers must be able to meet their professional responsibilities in relation to:

- child protection & safeguarding
- co-operating with a police investigation
- referral to external services via EHA (Early Health Assessment)

**All staff and any expert visitors to the school are subject at all times to the school safeguarding procedures.**

### **Special Needs**

It is appropriate that all children have access to the information covered in our drugs education programme. Arrangement should be made within classrooms to enable this to happen either through additional LSA support or the adaptation of curriculum materials. In most cases the largely discursive nature of the subject will mean that all children have equal access.

It should be noted that some children will need to use medication regularly as part of their own special needs. This might be for either physical or emotional reasons. Care should be taken at all times to draw a distinction between different types of drugs use and enable children to see the value that drugs can have in our society to large groups of people. There might be opportunity for individuals with first-hand experience of taking

medication for particular ailments to share their experiences and discuss some of the side effects and benefits that such reliance at times can have. Any such involvement should be discussed with the child concerned and their parents.

### **Assessment**

It is useful to incorporate a before and after assessment of children's understanding of drugs and their uses. For example an initial lesson might request children to draw examples of different drugs. This can provide a basis upon which to discuss what children perceive as a drug. At the end of the unit a similar activity will hopefully demonstrate conceptual development. Where particular issues remain this should be noted and fed back to the PHSE Co-ordinator on as well as being clarified with the group itself.

Assessment for learning is an integral part of our teaching. Children should be asked to share their level of understanding, the most effective teaching techniques and what they believe will help them further as units of work progress. The elements of drug education that form part of the Science curriculum will be assessed in accordance with the requirements of the National Curriculum.

### **Parental Involvement**

Parents are invited to inspect the school drug policy and representatives support the Governing Body in making decisions about drugs education practice. Parents are informed about their children's curriculum on a termly basis. Where parents have concerns they are welcomed into school to share these and to see any materials that are being used.

### **Monitoring**

The PSHE co-ordinator will monitor planning and assessment as part of a rolling programme. Work scrutiny, pupil interviews and observations provide insight into the children's understanding and the quality of delivery. Discussion as part of group work and school council provides additional anecdotal information.

## **Management of Drug Incidents**

### **Drug use on the premises**

Our school makes it clear that drug use on the premises is not acceptable except in the case of prescribed medication which is known to senior management. This includes:

- Smoking on or around the school premises either during the school day or during evening events
- Alcohol on the school site during the school day
- Alcohol consumed by adults in the playground
- Adults on the school premises who are evidently under the influence of alcohol or substances which impair their judgement
- Adults in known possession of alcohol or illegal substances around the school premises.

Where school staff suspect that there is transgression of these guidelines senior management should be informed immediately at which point a judgement will be made as to whether they should:

- approach the individual
- call the police
- make arrangements to isolate the individual to ensure the safety of children on the school site.

At all times the safety of the children remains the key factor in any decision made whilst staff should also be alert to the danger they may bring on themselves by certain courses of action. Any repeat of transgressions might be referred to the LA in order for legal action to be taken. If there is concern that parents collecting a child may potentially place that child at risk the school can, in extreme circumstances, refuse to hand over the pupil. The appropriate services would then be notified immediately.

### **Drug use by pupils**

It is very rare for primary school pupils to be identified as taking non-medicinal drugs. However, on occasions it might come to the attention of staff that children have been smoking or drinking or taking drugs or be in the company of adolescents who are. Each case should be taken individually and the appropriate course of action decided by a senior member of staff. Alternatives include:

- Use of the school behaviour policy
- Referral to parents
- Referral to the police
- Referral to social services
- Referral to another external support agency such as PCAMHS
- Counselling and support for individual children.

A combination of the above might be used. Decisions will be based upon the immediate and long-term safety of the child involved and the nature and time of the incidents. Parental involvement in any discussion is crucial except where the incident is one considered to relate to safeguarding. In this case the safeguarding policy should be followed and immediate referral made.

### **Drugs found on school premises**

#### **Needles/sharps**

These will be removed by the identified member of staff using thick leather gardening gloves and placed in a 'sharps box'.

#### **Alcohol and tobacco**

Parents/ carers will normally be informed and given the opportunity to collect the alcohol or tobacco.

#### **Illegal drugs**

Temporary possession of these should be taken in the presence of another adult. The drug should be sealed in a plastic bag with details of the time and date when found. The police should then be notified. It should then be kept in the locked cabinet in the school office until it can be collected.

### **Staff conduct and drugs**

The school believes in treating all employees with respect and trust in a mature, respectful and considerate manner and expects the same approach from employees as a model for children and young people. It is therefore unacceptable for staff to be under the influence of illegal drugs and alcohol, or use tobacco on the school premises, school journeys, work experience and residential trips. Staff should be aware of any risk to their own and pupils safety through the use of medicines and take appropriate action. See the school code of conduct for additional guidance.

### **Monitoring and record keeping**

We will initially record all drug related incidents and those involved. We will ensure the secure storage of any substance found is recorded and witnessed. There will be no entry on the pupil's permanent record until all the evidence has been gathered and corroborated. Only factual information will be recorded. The school will regularly follow up drug related incidents in order to monitor progress and to maintain or re-establish a working relationship with the pupil involved and who may have been disciplined.

The member of staff responsible for overseeing and reviewing this policy is the Headteacher. The policy has been drawn up in consultation with teaching staff, other school staff, parents, pupils, governors, members of the wider school community and other agencies. This policy document is freely available on request to the entire school community. A copy of the policy can be found in the staff handbook and school website.

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