



TUNBURY PRIMARY SCHOOL

DRUGS POLICY



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Schools Drugs Policy - Education and Incident Management –

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.

This policy applies to all pupils, parents/carers, volunteers and staff members attending the school or whilst on school business including off-site visits and trips.



TUNBURY PRIMARY SCHOOL

OUR MISSION STATEMENT

At Tunbury Primary School we aim to provide all pupils with the same standard of education and care that we would wish for our own children.

1 School Description and Context

- 1.1 In-line with government guidelines, our school is a smoke free environment, which includes all buildings and school grounds/playing fields etc. Parent/carers, visitors and staff members are asked not to smoke on school premises or in the presence of pupils. This applies to off-site visits. In the interest of hygiene/cleanliness, we also ask that people refrain from smoking outside the school gates.

2 Principles

- 2.1 Tunbury 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 school is committed to the principles of Every Child Matters and Keeping Children Safe in Education.
- 2.2 Effective drug education is an essential contributor to ensuring that all children and young people are able to reach their full potential and that the school works towards the five Every Child Matter's outcomes for all its pupils.
- 2.3 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.

- 2.4 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.
- 2.5 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.

3 The role of parents/carers

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

- inform parents/carers and consult with parents/carers about the school drugs education policy and practice
- answer any questions parents/carers may have about the drugs education their child receives in school;
- take seriously any issue which parents/carers raise with teachers or governors about this policy or the arrangements for drugs education in the school;
- inform parents/carers about the best practice known with regard to drugs education and provide learning opportunities for pupils to complete at home with their parent/carer, so that the parents can support the key messages being given to children at school

4 Aims and objectives of Drug Education

4.1 We aim to equip children with the knowledge, understanding and skills that enable them to make the sort of choices that lead to a healthy lifestyle. Our drugs education programme has the primary objective of helping children to become more confident and responsible young people. We teach children about the dangers to health posed by drug-taking, and we aim to equip them with the social skills that

enable them to make informed moral and social decisions in relation to drugs in society.

The objectives of our drug education programme are:

- To provide children with knowledge and information about and identify the distinction between authorised and unauthorised 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 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 help children become more self-confident so that they are able to make sensible and informed decisions about their lives;
- To build pupils' decision-making skills and increased self-esteem.
- To inform children of what they could 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 by parents, governors and staff.
- 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
- To work with KCC 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, Advisory Service Kent, other schools, Health Care professionals, Kent Police, Youth Service and Kent Safe Schools.

5 Organisation

- 5.1 We regard drug 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. In the routine circle-time sessions, we encourage children to discuss issues that are important to them, and we help children to be aware of the dangers of the misuse of drugs. The teacher takes time to discuss the harmful effects with the whole class. We also teach them the difference between legal and illegal drugs.

5.2 Drug education is an important part of our school's personal, social and health education (PSHE) curriculum, which is developed throughout Key Stages 1 and 2. It takes place within a framework which emphasises personal responsibility for looking after ourselves.

5.3 Knowledge and Understanding

Pupils are taught within the guidance of the National Curriculum (science programme of study, and the guidance for PSHE and Citizenship). This includes:

<i>Key Stage</i>	<i>Learning Objective</i>	<i>Learning Outcome</i>
1	To know the dangers from household substances, if they are not used as instructed	I can identify different household substances and know that if they are not used properly, they can be dangerous
2	To know that there are different names given to drugs	I know the scientific names for drugs and that they also have other, common names

Themes include: People Who Help Us; Keeping Healthy; Keeping Safe; Alcohol; Smoking; Effects & Risks of Legal/Illegal Drugs; Attitudes.

In teaching this course we follow the guidelines provided by the LEA, and we receive advice and support from the Local Health Authority.

5.4 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

5.5 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.

The resources and materials that we use in these lessons are recommended either by the Health Authority or the LA. Lessons that focus on drug education form part of a sequence of lessons that are designed to promote in children a healthy lifestyle.

5.6 Use of outside visitors

Drug education takes place as part of the curriculum for PSHE and Science. Sometimes the class teacher seeks support from the school nurse or another health professional. There is a protocol for use of visitors contributing to the school programme (See Appendix A).

5.7 Teaching and learning methods

The teaching style that we use encourages children to ask questions and reflect on the dangers to health of drug misuse. Children explore issues, such as why people take drugs, and how they can avoid putting themselves in danger in the future. We give children the opportunity to talk in groups or to the whole class. We encourage them to listen to the views of others, and we encourage them to explore why drugs are such a problem for society.

5.8 Differentiation and Additional Educational Needs (AEN)

The needs of pupils with AEN will be taken into account by the teacher who may need to provide different resources, different activities or specific support to some pupils.

5.9 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 Advisory Service Kent, Kent's School Drugs Education Advisers and Healthy Schools.

6. Links to Related School Policies

This policy is linked to other school policies including:

- PSHE and Citizenship

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- Sex and Relationships Education Policy
- Behaviour
- Safeguarding
- Health and Safety
- Medicines

7 The role of the headteacher

7.1 It is the responsibility of the headteacher to ensure that staff, parents and governors are informed about this drugs education policy, and that the policy is implemented effectively. It is also the headteacher's role to ensure that staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

7.2 The headteacher will liaise with external agencies regarding the school drugs education programme and ensure that all adults who work with children on these issues are aware of the school policy and work within this framework.

7.3 The headteacher will continuously monitor the policy and report to governors, when requested, on the effectiveness of the policy.

8 The role of governors

8.1 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 liaise with the LEA and health organisations so that the school's policy is in line with the best advice available.

9 Monitoring and review

9.1 The Learning and Development Team of the governing body, on an annual basis, will monitor and review the drugs education policy. This team will report their findings and recommendations to the full governing body as necessary, if the policy appears to need modification. The Learning and Development Team takes into serious consideration any representation from parents about the drugs education programme and comments will be recorded.

Governors require the headteacher to keep a written record detailing the content and delivery of the drug education programme taught in the school.

Appendix to School Drug Policy Management of Drug Related Incidents

1. Remit of the Policy

The school boundaries are defined as any area where a pupil is whilst he or she is in the charge of the school. Normally this means any area within the perimeter fence of the school. During any outside activities or trips it means anywhere where the pupil is in the charge of the school and its staff, whether this is within or outside school hours.

2. Responding to Concerns about Pupil Drug Misuse

2.1 The school will follow the guidance of the KCC and Kent Drug Alcohol Action Team 'School incident management procedures.'

2.2 If a pupil is suspected of being involved in substance misuse, is causing concern about his/her substance use, or makes a disclosure about their own or their family's substance misuse, the DSL will make an assessment of the extent of the drug misuse. Following this assessment action must be taken to safeguard the pupil.

2.3 Communication between staff and early involvement of parents/carers and police should set the scene for early, supportive pastoral intervention. An appraisal should take place to determine the nature of the pupil's needs and the additional support a pupil might need if, for example:

- their knowledge about drugs is low
- they rely upon frequent use of drugs
- their drug use is affecting performance at school
- their drug use is causing problems such as conflict at home
- they feel under pressure to use, perhaps due to other problems
- their (or someone else's) drug use is impacting on their behaviour and/or emotional health.

In addition to the drug education they receive through the curriculum, extra support may include any or all of the following:

- providing information and advice in relation to specific drugs
- developing self-esteem and skills such as strategies for seeking support
- increasing their motivation to address their drug use
- facilitating access to activities of interest to them

3. Procedures for managing pupils suspected or found in possession of unauthorised drugs. (See also Appendix C)

3.1 All teachers have a duty of care and the pupils' safety and care is of paramount importance.

3.2 If a pupil/student appears intoxicated by drugs or drink whilst at school, first aid or medical supervision must be the first consideration. If necessary the young person 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.

3.3 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. Advice is should be sort through [Kent County Council children's social services](#) - 03000 414444 (out of hours emergency number: 03000 419191)
- [Medway Council children's social care](#) - 01634 334466 (out of hours emergency number: 03000 419191)
- The Police Youth Crime Reduction Officer (YCRO) 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 Youth Crime Reduction Officer. (Contact numbers in Appendix B). In "emergency" situations where the YCRO 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/student 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 and the DSL as soon as possible after they have ensured the safety of the pupil/student and any other pupils/students 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/student. Police help will be obtained when a personal search is deemed necessary.
- If the Police YCRO is called he or she can carry out a search of the pupil/student 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 lockers, drawers 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/student'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, unless we have good reason to believe there is a likelihood of harm to pupils or others.
- The Police YCRO can retain, secure and have the substance analysed and offer advice and guidance regarding the alternative options. Kent Police work closely with the Local Authority and Kent Drug and Alcohol Action Team. There are agreed protocols about dealing with 'experimental' drug use which seek to reduce harm to the pupil/student and minimise school exclusions. (For a full range of responses see DfES: Drug Guidance for Schools sections 3.13.1 – 9)
- 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 Reporting Form 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 Safe Guarding - Child Protection Guidelines should be followed.
- If it is established that the incident is drugs related, the head teacher will contact the chairman of governors to inform him/her of the situation.
- Contact will be made with the Local Education Officer (LEO) who will inform the KCC 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 headteacher is unavailable or the incident happens off site alternative arrangements should be in place. (See section 7 below)

4. Further Response, Support and Sanctions

It is important that sanctions are appropriate, justifiable, proportional and necessary and it may be that the pupil is in need of additional support and/or educational input regarding the issues surrounding drug misuse. (See section 2)

4.1 The YCRO can, on request, if they consider this to be appropriate, use the Drug Use Screening Tool to assess the most appropriate intervention and will take legal action, including arrest, if considered necessary and requested by the Head teacher. A decision will be made in partnership with the school and with due consideration of all available information.

Pupils of primary school age will require an individual approach. A consultation with your local Area Children's Officer is recommended. Your school Designated Safeguarding Lead (DSL) has contact numbers and any referrals should be made by him/her.

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.

5. Drug Testing and Passive Search Dogs

5.1 If any pupil is identified as using drugs as a result of drug testing or passive search dogs then the procedures in Section 3 will be followed.

6. Alcohol and Tobacco

6.1 Alcohol and Tobacco (AT) misuse by pupils/students is a serious issue for schools. Research shows that the younger pupils/students 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.

6.2 The police are not normally called to deal with pupils/students involved with alcohol or tobacco issue except where there are exceptional circumstances i.e. alcohol or tobacco is being illegally sold to pupils/students or where there is a

risk of violence or safeguarding concerns. There may be grounds for informing the local trading standards office of issues related to alcohol and tobacco sales.

7. Residential and off site visits

7.1 Residential and off site visits must comply with KCC “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.

If a drug related incident occurs during a foreign trip, it is advisable to seek the help of the British Consulate before involving the local police, if this is deemed necessary. Under no circumstances should unauthorised drugs be carried across national borders.

8. Confidentiality and Safeguarding

Please see these policies on the staff admin board.

9. Staff

9.1 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) could be subject to disciplinary procedures and possible police prosecution. All staff have a duty of care to the pupils, therefore the Headteacher 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.

9.2 This school is a smoke free school, in line with national legislation effective from 1st 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 KCC Smoking Policy.

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

10. Parents/Carers and drug incidents

10.1 This school informs parents about all aspects of its policies via its website 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.

10.2 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.

10.3 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.

10.5 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 safeguarding procedures, and the involvement of the police, if necessary.

11. Monitoring, Evaluation and Reviewing of this policy

11.1 This school will review its policy in line with DfES Guidance:

- Senior managers are involved in monitoring and evaluation.
- Pupils/students, staff, parents/carers and governors are consulted and the policy is modified where appropriate.
- There is ongoing monitoring and evaluation of the effectiveness of this policy to ensure that needs are met.
- The Drug Related Incident Management Policy is reviewed in line with current KCC and Government guidelines. It is recommended that this review takes place at least every two years.

Appendix A

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.

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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 checked with the Criminal Records Bureau (CRB)? Child protection implications.
- 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?

Appendix B Key Contacts and Resources

Central Duty Safeguarding Kent Team: 03000 41 11 11

Urgent child protection issue outside of office hours; call the Central Duty Out of Hours Number: 03000 41 91 91

Central Duty Safeguarding Medway Team: 01634 334466
(out of hours emergency number: 03000 419191)

Robyn Windibank Area Safeguarding Adviser (Education)
Mid Kent and Tonbridge and Malling.

Tel: (01732) 225006

Mobile: 07786 191409

Email: robyn.windibank@kent.gov.uk

Resources

DfES guidance: “Drugs – Guidance for Schools”

<http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/DfES%20112%20200MIG619.pdf>

QCA guidance: “Drug, alcohol and tobacco education curriculum guidance for schools at key stages 1–4;

Teacher’s booklet”

http://webarchive.nationalarchives.gov.uk/20090608182316/http://www.qca.org.uk/libraryAssets/media/6404_dat_teacher_booklet.pdf

Appendix C Record of Incident Involving Unauthorised Drug

- 1 For help and advice, telephone the School Drugs Education Advisor.
- 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 Advisor.
- 6 KEEP the original, adding the pupil's name and form – store securely.
(please tick to indicate the category)

Concern established after following up a suspicion or allegation	Discovery OFF premises	Discovery ON premises	Pupil disclosure	Parent/carer use	A parent/ carer expresses concern
Name of pupil*: Pupil's form*: (*For school records only) Age of pupil: Male/Female Ethnicity of pupil: (For DAT records**) Tick box if second or subsequent incident involving same pupil			Name of school: Time of incident am/pm Date of incident: Report form completed by:		
First Aid given? Yes/No Ambulance/Doctor called?(Delete as necessary) Yes/No Called by: Time:			First Aid given by:		
Drug involved (if known): (e.g. Alcohol, Paracetamol, Ecstasy)			Sample found? (yes/no) Where retained: Witness name: Disposal arranged with: (Police, Environmental Health) At time:		
Senior staff involved:					
Name of parent/carer informed: Informed by: At time:					
Brief description of symptoms/situation:					
Other action taken: (e.g. Connexions or other agency involved: Educational Psychologist report requested: case conference called: pupils/staff informed: sanction imposed: LEA/GP/Police consulted)					
(continue on blank sheet if necessary)					

** Categories: British, Irish, other white, white and black Caribbean, white and black African, white and Asian, other mixed, Indian, Pakistani, Bangladeshi, other Asian, Caribbean, African, other black, Chinese, any other, not stated.