



Brimington Manor Infant & Nursery School

Drugs Education Policy (adapted from DCC model policy)

Definitions and Terminology

Throughout this policy the term 'drug' is used this may include; illegal substances (e.g. amphetamine, ecstasy, cocaine), alcohol, tobacco, medicines, volatile substances (e.g. aerosols, solvents, petrol) new psychoactive substances or legal highs, caffeine and electronic cigarettes

This policy will have direct links to a range of other policies. These include;

Behaviour Policy & Related policies around behaviour, physical intervention	
School Visits Policy	Data Protection Policy
External Contributors Policy	PSHE/Citizenship Policy
Relationships and Sex Education	Child protection / Safeguarding Policy
Health and Safety Policy	
Medicines Policy	

1 The purpose of this policy - Aims and objectives

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 drugs education programme are:

- to provide children with knowledge and information about 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 by parents, governors and staff.
- To help the children understand that not all drugs are bad. Some people need medicines (drugs) to keep them healthy/alive.

2 Organisation

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. 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. For example, if a child raises the issue of smoking, the teacher takes time to discuss its harmful effects with the whole class. Alcohol is another issue, with children not realising that this too is a drug. We discuss how and when some people drink, for example mums and dads at parties, but how other people drink too much and all the time. Again this is an area where the class teacher is careful as it may be that some children have parents or know of someone who is an alcoholic.

In science lessons we teach children what a drug is, and how drugs are used in medicine. The story of 'Six Dinner Sid' is a good cross curricular story. It makes a good starting point for the dangers of taking medicines that don't belong to you or taking too much. The children discuss Sid taking six lots of medicine and what might happen to him.

We look at the places where we can get medicines from by looking at photographs of the local area, like the chemist, doctors, supermarket and those areas where we wouldn't be able to buy medicines like the hairdressers, fish and chip shop and garage. Also what happens if we find a needle etc in the park.

We also teach them the difference between legal and illegal drugs. It is important that the children understand that some people need to take

medicines to keep them healthy/alive. For example, those children/people who suffer from asthma need to take an inhaler to help them breathe. We also have some children in school who are allergic to nuts; these children have medication in the form of an EpiPen or Piriton.

The role play area is another good area where drugs education can be taught informally for example, the vets or doctors with the use of needles and medicines. Safety in the home is an area where the dangers of bleaches, glue, aerosols etc can also be discussed.

Drugs education is an important part of our school's personal, social and health education (PSHE) curriculum. We follow the guidelines provided by the LEA, and we receive advice and support from the Local Health Authority. The resources and materials that we use in these lessons are recommended either by the Health Authority or the LEA. Lessons that focus on drug education form part of a sequence of lessons that are designed to promote in children a healthy lifestyle.

The children's class teacher teaches them drug education in normal lesson time. Sometimes the class teacher seeks support from the school nurse or another health professional. 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 to explore why drugs are such a problem for society.

Each year Dr Hawley, a local GP comes into school to talk about medicines, drugs etc. We also have visits from the Life Education Centre with their classroom trailer. The facilitator delivers workshops to each class of children covering a range of PSHE topics including medicines and drugs.

If a pupil/student is suspected of being under the influence of drugs or alcohol on school premises, the school must prioritise the safety of the young person and those around them. If necessary the situation should be dealt with as a medical emergency, administering First Aid and summoning appropriate support. Depending on the circumstances, parents or the police may need to be contacted. If the child is felt to be at risk always follow the Safeguarding Procedures

3. Children affected by someone else's drug or alcohol use

If a parent/carer is under the influence of drugs or alcohol on the school premises the school may ask them to leave. This should be witnessed with all discussions leading to this action as well as the decision made thoroughly recorded. The school can contact the Police if the situation becomes difficult to manage. Where a parent or carer becomes abusive or places their child at risk Safe Guarding procedures should be followed and/or the involvement of the Police.

The impact of parental drug or alcohol use upon a child can be wide ranging. If the child is at risk the school must follow the Safe Guarding procedures. Not all children of drug or alcohol users will fall in to this category and schools can refer children and young people affected by someone else's drug or alcohol use to Space 4 U who support children and young people aged 5-18 who are seriously affected by someone else's substance misuse. This could be a parent, sibling or close friend
Tel: 01246 277 422 Space.4u2@actionforchildren.org.uk

Liaison with other schools

The school can lay out their relationship with the other schools in their cluster with regard to;

- Cross phase education
- Supporting the whole family including siblings at other schools, if drug or alcohol use is evident
- Working with other schools to respond to community needs

4 The role of the headteacher

It is the responsibility of the headteacher 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 role to ensure that staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

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.

The headteacher will monitor the policy on a regular basis and report to governors, when requested, on the effectiveness of the policy.

4a Taking temporary possession of suspected drugs

If the Head Teacher is taking temporary possession of a suspected controlled drug or a substance they believe to be harmful they are advised to;

- Adhere to Health and Safety guidelines in all cases
- Ensure a witness (a member of staff) is present through out
- Seal the substance in a plastic bag with the date and time of the seizure with the names of those present
- Store in a secure storage such as safe or a lockable container with access limited to senior members of staff
- Contact the police for collection. Whilst disposal or destruction by the school staff is legal it should always be policy to hand the items to the police to ensure correct identification.
- Involve the parents/carers unless this would put the pupil at risk or there are concerns that to do so would not be in the best interest of the young person.

The school should clearly record all decisions, counter signed by the Head Teacher/Principal and dated. The police incident reference number should also be recorded.

The Police are committed to making every effort to collecting the drugs within 24 hours however this may not always be possible, schools should store any substances in a locked cupboard within a secure room.

4b The Head Teachers Investigation into an Incident

Schools will undertake an 'investigation' if a child is believed to be using substances. The National Institute for Clinical Excellence offers the following guidance when interviewing the young person aged 18 or under:

Identification should simply involve brief questioning about substance misuse including;

- what was taken,
- how often,
- and in what context

It is widely recognised that the involvement of parents/carers significantly increases the successful outcomes for children and young people misusing drugs. Therefore the Head Teacher may wish to ensure parents/carers are informed, involved and supported throughout the process.

To enable the Head Teacher to manage an incident internally they will also need to consider:

- How has the pupil come in to possession of the substance?
- From whom?
- How long have they been using the substance?
- What do they believe the drug to be?
- What support does the pupil or family need from school and/or local agencies?

The Head Teacher may access support and advice from the Drug Education Consultant located in Derbyshire County Council's, Education Improvement Service contact 07919112368 or ali.hill@derbyshire.gov.uk

As a school we are aware that the following groups of young people are identified through the latest findings as the groups of young people 'at risk' of substance misuse:

- Children In Care
- Excluded from School
- Truant on a regular basis
- Involved in the Youth Justice System, Anti Social Behaviour
- Has a learning disability or developmental disorder
- Has a family member known to misuse substances
- Is homeless

"Practice Standards for young people with Substance Misuse"2012

If a child was identified as needing support we would use Pupil Premium to commission services such as,"Talk Time" service which aims to help schools to improve attainment by improving Children and Young Peoples mental and emotional well being.

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 liaise with the LEA and health organisations so that the school's policy is in line with the best advice available. The Designated Safe Guard lead governor in responding to an incident in school is Mrs Loret Hill

6 The role of parents

The school is well aware that the primary role in children's drugs education lies with parents. We wish to build a positive and supporting relationship with the parents 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. This policy can be found on the schools website or is available from the school office;
- invite parents to share any drugs education opportunities when appropriate;
- 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;
- 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. This is done through leaflets being sent home during the topic work.
- In any incident involving illegal or unauthorised drugs, the school would involve the child's parents/carers and explain how the school intends to respond to the incident and to the pupils needs. Where the school suspects that to do so might put the child's safety at risk, or there are other concerns, the schools Safeguarding procedures will be followed.

7 Monitoring and review

The curriculum committee of the governing body on an annual basis will monitor the drugs education policy as part of the PSHE policy review. This committee will report their findings and recommendations to the full governing body as necessary, if the policy appears to need modification. The curriculum committee 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. The Head Teacher will report any significant issues to the chair of the Governing Body that may have an impact on Safeguarding in the school setting and use the processes with the local authority to report these

This guidance is underpinned by Derbyshire County Councils commitment to support schools in ensuring the first concern in managing drug issues in a school is the health and safety of the whole school community whilst meeting the pastoral needs of individuals. The guidance emphasises the belief that drugs

have no place in a school environment and drug use by a pupil can be seen as a safeguarding concern.

Appendices

The policy should include this document, *The Guidance for Schools Drug and Alcohol Policy* (including section 3; *Safeguarding Guidelines for Children and Young People who Misuse Substances*) as an appendix to the policy.

Date of Policy: Spring 2016

Review Date: Spring 2018

Governors Adopted: 2nd February 2016