

Blanford Mere Nursery & Primary School



Drugs Education Policy

To be reviewed
January 2019
January 2022

DRUG EDUCATION POLICY AND GUIDELINES

Prepared by Mrs J Cartwright
in consultation with Headteacher, Staff and Governors

Article 24: *You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.*

INTRODUCTION

Our school believes that the misuse of drugs endangers not only our pupils but also affects the wider community in which we live. It is the school's responsibility to ensure the child's health and safety while in our care and we also strive to promote their personal and social wellbeing. Drug misuse undermines this and hinders the development of the young person.

The policy provides a focus for the school to consider how drugs education should be implemented and developed within the curriculum, and outlines the roles, responsibilities and legal duties of key staff. From a wider perspective, it gives parents and the local community an opportunity for involvement in drug issues. The policy forms an integral part of our existing health education and personal and social education programmes, and the drug education programme complements this.

RATIONALE

Blanford Mere Primary School recognises that young people in today's society are exposed to the risks associated with the drug culture that exists.

The school wishes to promote the development of the 'whole person' which encompasses physical, mental, emotional, social and environmental health; by equipping pupils with the knowledge, skills, attitudes and values to handle their lives effectively in the present and prepare them for adulthood.

Drugs education should therefore form an integral part of the school curriculum.

DRUGS EDUCATION IN CONTEXT

A life skills approach to drug prevention is essential and within the programme, pupils are taught about raising self-esteem, self-confidence and assertiveness to prepare them for making informed decisions about drug use, the main focus being on knowledge, social skills, attitudes and values.

THE RANGE OF SUBSTANCES

'A drug is any substance which, when taken, has the effect of altering the way a person behaves, feels sees or thinks. As well as everyday substances such as tea and coffee, drugs include:

- alcohol and tobacco
- 'over the counter medicines' such as paracetamol for headaches
- prescribed drugs, such as antibiotics and tranquilisers
- volatile substances such as glues and aerosols

- illegal drugs such as cannabis, LSD and ecstasy

The school recognises that this policy focuses mainly on illicit drugs.

Procedures for handling alcohol and tobacco misuse are outlined in Appendix 1 and are also covered the Discipline Policy. Procedures for handling prescribed medicines and volatile substances are also outlined in Appendix 1 and are in the school Health and Safety policy. This policy complements these policies and also the Child Protection Policy. It does not exist in isolation.

If the Head Teacher has reasonable grounds to suspect that drugs are being used or supplied on the school premises, they will take appropriate steps to inform the relevant bodies in order to avoid any liability as a 'manager or occupier' of premises.

If staff have taken possession of a substance for the purposes of protecting a pupil from harm and from committing an offence; they should under no circumstance, try to analyse or identify it. If they suspect it to be LSD, they should wear gloves when handling it, to avoid ingestion through the skin. The drug should be immediately stored in a safe place, and the police contacted.

PROCEDURES FOR HANDLING AND REPORTING INCIDENTS

A suspected drug related incident is described as

- Suspect drugs found on the school premises
- A pupil suspected of being in possession of drugs
- A pupil found to be in possession of drugs
- A pupil suspected of being under the influence of drugs
- An adult suspected of being under the influence of drugs

When an incident occurs the member of staff involved should:

- Make the situation safe
- Send for support
- Administer first aid if necessary
- If an illegal drug is found it should be secured in a safe place until dealt with by the police
- Report the incident

The incident will be in the first incidence reported to the Head Teacher who will contact the police in this area. The parents will also be contacted and made aware of the situation. The incident will be recorded by the teacher involved and by the designated teacher.

All staff are made aware of the procedures and where necessary emergency procedures will be followed. If a search needs to be made the Head Teacher will conduct this with an appropriate witness.

EMERGENCY PROCEDURES

For the purposes of this policy, an emergency is considered to be either:

- A situation in which a pupil or staff is in danger, or
- A sequence of events which require urgent attention.
- An alert card will be sent to each classroom to inform staff to follow agreed emergency procedures.

CONFIDENTIALITY

Where a pupil discloses to a teacher that he or she is taking drugs, the teacher should make it clear that he or she can offer no guarantee of confidentiality. However the teacher can advise the pupil of other sources of confidential information or advice. Pupils should also be encouraged to talk to their parents. A record will be made of the disclosure and the Head Teacher is to be informed.

THE PLACE OF DRUGS EDUCATION WITHIN THE CURRICULUM

Drug education should not be seen as a one off topic but as a continuous process which involves the development of skills and attitudes enabling pupils to make informed choices. Effective drug education should take account of not only the individual, but also the family, their peer groups, and the wider community. Where possible, the school promotes the partnership between the parent and child, when addressing drug issues.

At Key Stages 1 and 2, the statutory curriculum for pupils includes the cross-curricular theme of Health Education. This theme provides opportunities for young people to develop their knowledge and understanding of the use, misuse, risks and effects of drugs and other potentially harmful substances, their effects of health and lifestyle.

Drugs education is specifically included within the Programmes of Study for Science, and within other subjects, such as Religious Education, English, and Physical Education, there are opportunities for considering drug-related issues from a variety of perspectives.

AIMS AND OBJECTIVES OF THE DRUGS EDUCATION PROGRAMME

The school's drugs education programme is grounded in the following aims and objectives:

AIMS

- To promote positive attitudes towards personal health.
- To develop self-discipline and self-respect.
- To build pupils' self esteem.
- To develop decision-making skills which may delay or prevent the onset of experimentation.
- To inform pupils of the effects of drug abuse, and the risks involved.
- To help pupils to understand how they can influence their peers.
- To develop knowledge and understanding of themselves and others as individuals.

OBJECTIVES

Drugs Education should enable pupils to develop a knowledge and understanding about drugs and drug issues, as well as the skills needed to cope with challenges they will encounter.

Pupils should be able to:

- Understand their own personality, needs, abilities and interests.
- Understand the process of reasoning required to make informed choices.
- Explore their own attitudes towards drugs and drug issues.
- Develop coping strategies to deal with peer pressure.
- Develop a competence in challenging attitudes and patterns of behaviour associated with drug misuse.
- Develop self-discipline.
- Understand what is meant by 'a drug' and the definition of 'addiction'.
- Understand how some drugs affect the body.
- Be aware of the benefits of healthy lifestyles.
- Recognise potential drug exploitation and how to take avoiding action.
- Be aware of the current drug culture and the effect of advertising campaigns.

THE DELIVERY AND ORGANISATION OF THE DRUGS EDUCATION PROGRAMME

Drugs Education is a whole staff issue. Blanford Mere Primary School ensures that staff are regularly updated with changes in the curriculum and changes to the policy, which have an effect on their delivery of the curriculum. Where possible staff received in-service training on drug issues.

OUTSIDE AGENCIES

Blanford Mere Primary School may use outside agencies to help deliver the drug education programme if the teacher ensures that the following criteria are met:

- The content and delivery of the programme has been jointly agreed.
- The programme and methods of delivery are consistent with the aims and objectives outlined in this policy.
- The Head Teacher has given approval for the use of the outside agency.
- CRB disclosure will be required from any person delivering drug education.

LINKS WITH PARENTS, THE COMMUNITY AND THE POLICE

Parents play a vital role in the prevention of drug misuse. They are involved in the planning of the school drug policy and they should be involved fully in the education of their child. This is especially so with the drug education programmes. Parents are encouraged to play an active role in homework tasks, and discuss drug issues with their child whenever possible. Parents are also aware of the school's procedures for dealing with drug related incidents.

The school endeavours to work closely with the local community to help reduce the number of drug related incidents.

Blanford Mere Primary School has developed good working relationships with the local police. This helps to ensure that if a drug related incident is reported, it will be dealt with in a professional and discrete manner, and in keeping the best interests of the child concerned in mind.

Whilst the school aims to work closely with parents for health and safety reasons there will be no administration of drugs by staff to the pupils at the school.

THE ROLE OF THE HEAD TEACHER FOR DRUG RELATED INCIDENTS

The Head Teacher is responsible for the co-ordination of the arrangements to deal with individual cases of suspected or actual drug misuse. Her role includes:

- Implementing procedures as outlined in this policy for dealing with an incident
- Receiving any substance found in school
- Liaison with the appropriate authorities on any drug related incident
- Regularly updating staff on the policy and the procedures for dealing with a drug related incident
- The induction of new staff as appropriate
- Liaison with outside agencies in relation to drug related incidents
- Reviewing and updating the school drug policy, when required

MONITORING AND EVALUATING

The school drug education policy is periodically reviewed to reflect changing circumstances and trends in drugs use. The programmes of study for drug education are continually reviewed and any changes deemed necessary are implemented.

The induction of new staff will include introduction to this policy.

The policy is available to parents on the school website.

EQUAL OPPORTUNITIES

We At Blanford Mere will ensure that all children regardless of age, gender, academic or physical ability will have equal access to this area of the curriculum which will be presented to them at a level appropriate to the ability of each pupil, with teaching strategies adapted to fulfil the needs of all, including any with Special Educational Needs.

CONFIDENTIALITY

With any drug related incident there will need to be a decision about who should be informed and involved. At Blanford Mere information about such an incident will be on a “need to know” basis where the interests of all those concerned will be taken into account. Should a child begin to disclose staff should never give guarantees of confidentiality regarding drug misuse issues.

PARENTAL INVOLVEMENT

This policy and guidelines will be available for parents to read on request. We see Drugs Education as a partnership with parents and hope that they will feel they can contact the school for support if they have any concerns.

ORGANISATION OF SCHOOL DRUG EDUCATION

Name of subject leader: J. Cartwright

<u>Role of subject leader:</u>	To co-ordinate the teaching of drug issues within the curriculum as set out in the PSHE and Citizen's framework and to give advice and support on drug related incidents in school.
<u>Who will deliver:</u>	Class teacher
<u>Staff training:</u>	School based inset. Specialist training for subject leader
<u>Liaison with external agencies:</u>	The school encourages the planned limited use of visitors in drugs education who have been advised by the LEA.
<u>Resources:</u>	Books, videos, various health packs, ie GLUG, Dragon's Breath. Detailed list available.
<u>Monitoring and Evaluation:</u>	<ol style="list-style-type: none"> 1. Draw and write techniques at the beginning and completion of each topic. 2. Discussion with staff and feedback as to how can we make it better? 3. Circle time. 4. Evaluation sheet for children at end of topic. 5. Life Style Survey Data.

Dissemination of the Policy

Copies to: Staff
Governors
Parents on the school website

CONTACTING PARENTS RE DRUG RELATED INCIDENTS

1. Whilst normally as a school we would want to involve parents with any drug related incident, there is no general legal duty for the school to inform parents. There may be legitimate grounds for not immediately informing parents, eg. parents may cause physical injury to the child.
2. When parents are contacted, careful consideration must be given how best to inform them.
3. Parents may exhibit a range of responses and where possible will provide re-assurance, factual information and support.

IMPLEMENTATION, MONITORING AND EVALUATION

- It is the responsibility of all staff to implement this policy.
- Drugs education will be led by J. Cartwright.
- Drugs Education Policy/ Scheme/ Guidelines will be evaluated and reviewed by all staff involved.
- Drugs education will be monitored by PHSE Leader and SLT.

- Head Teacher will take overall responsibility for Policy/ Schemes/ Guidelines implementation and monitoring.
- Governors will take responsibility for implementation of effectiveness of policy.

REVIEWS

To be reviewed:

- Every 3 years by SLT in consultation with staff.
- Every 3 years by governors.

APPENDIX 1

PROCEDURES FOR HANDLING ALCOHOL MISUSE

The school premises are an alcohol free zone. The school does not allow any alcohol to be brought onto or consumed in school premises. This applies to visitors, staff and pupils.

Adults breaking this rule will be referred to the principal directly.

Pupils will be dealt with under the school's discipline policy.

PROCEDURES FOR HANDLING TOBACCO MISUSE

The school is a restricted environment with no one being permitted to smoke on the school premises except in a designated smoking area. This area is for staff only and visitors are not permitted to smoke whilst in the building.

Adults breaking this rule will be advised by other members of staff.

Pupils breaking this rule will be dealt with under the school's discipline policy.

THE MANAGEMENT OF PRESCRIBED MEDICINES

At the start of the school year, parents must complete a medical form indicating any medical illness their child has. The parent is also advised that the school will not, as a matter of course administer medicine to a pupil. If an emergency arises, the parent will be contacted and permission sought if necessary.

If a pupil needs to bring a prescribed medicine into school, the following guidelines must be adhered to:

- A letter from the parent explaining the nature of the illness and the dosage required must be sent with the pupil
- The pupil must immediately give the medicine to their class teacher
- The class teacher must store the medicine in a secure space and ensure that only the pupil for whom the medicine is prescribed, takes the medicine.

THE MANAGEMENT OF SOLVENTS

Pupils are not permitted to bring solvents or aerosols into school. This includes tippex fluid and pens, tippex thinners, glue, marker pens and spray deodorants. Pupils are permitted to bring felt tip pens to school.

All members of staff are responsible for the safe storage and usage of solvents in their classroom. Where possible they should be locked away when not in use. This includes white board markers, glues and paints. The cleaners and caretakers should also ensure that their stores are locked when not in use and that solvents are held in a secure place.

APPENDIX 2

SIGNS AND SYMPTONS

Warning signs in individuals

Excessive spending or borrowing of money
Stealing from parents
More time is being spent away from home
Changes in the attendance and decline in willingness to participate in school or youth club activities
Unusual outbreaks of temper
Disregard for physical appearance
Lack of appetite
Heavy use of after shave or perfume to disguise smell of drugs
Wearing sunglasses at inappropriate times (to hide dilated or constricted pupils)

Warning signs in groups

Absence on days of particular significance (eg. pay-out day for young people in receipt of benefits)
Maintaining distance from other pupils, students or youth club members, away from supervision points (eg. groups who frequently gather near the gate of a school playground or sports field).
Being the subject of rumours about drug taking
Talking to strangers on or near the premises
Stealing which appears to be the work of several individuals rather than one person (eg. perhaps to shoplift solvents)
Use of drug takers' slang
Exchanging money or other objects in unusual circumstances
Teenagers associating briefly with one person who is much older and not normally part of the peer group

Objects that may indicate drug use

Foil containers or cup shapes made from silver foil, perhaps discoloured by heat
Metal tins
Heat discoloured spoons
Small bottles, pill boxes
Straws
Sugar lumps
Syringes and needles
Cigarette lighters
Spent matches
Plastic bags or butane gas containers (solvent abuse)
Cardboard or other tubes (heroin)
Stamps or similar small items
Shredded cigarettes or home rolled cigarettes (cannabis)
Paper (approximately 2 inches square) folded to form an envelope (heroin)

APPENDIX 3

MISUSED DRUGS

A wide range of substances can be abused. Many of these are not illegal. Some of these substances have legitimate uses as household products. Some have medicinal uses. Some are found as tablets, or capsules, some as liquids, or even gases. A number of substances can be found in more than one form. Many have more than one name – chemical name, brand name etc. In addition, many will have a variety of “street names”.

Some of the more common illegal and legal drugs are set out below. Information concerning effects and risks of individual substances is available from drug/health education co-ordinators and police.

In circumstances where identification of a substance is in doubt, advice should be sought from police or drug/health education co-ordinator,

1. Classification of Drugs Controlled by The Misuse of Drugs Act 1971 (and therefore illegal to possess unless lawfully prescribed)		
CLASS A	CLASS B	CLASS C
(Maximum penalty: Possession – 7 years imprisonment + unlimited fine Supply – life imprisonment) Drugs include: <ul style="list-style-type: none">• Heroin• Cocaine (includes Crack)• Ecstasy• LSD• Processed magic mushrooms (possession of whole, unprocessed mushrooms is not an offence – see below)	(Maximum penalty: Possession – 5 years imprisonment + unlimited fine Supply – 14 years imprisonment + unlimited fine) Drugs include: <ul style="list-style-type: none">• Cannabis• Amphetamine (Speed)• Barbiturates• Dexedrine	(Maximum penalty: Possession – 2 years imprisonment + unlimited fine Supply – 5 years imprisonment + unlimited fine) Drugs include: <ul style="list-style-type: none">• Mogadon• Librium• Valium• Ativan• Temazepam

2. Substances which are not illegal but which are commonly misused

'Magic' Mushrooms – Psylocybe, or Liberty Cap mushrooms. Only subject to the controls of the Misuse of Drugs Act when 'prepared', eg. when dried, or made into a tea. See Class 'A' above.

'Poppers', 'Rush', 'Liquid Gold'. This is amyl or butyl nitrate. A liquid, sold in small bottles. It is inhaled to produce a 'rush' of blood, giving a short feeling of exhilaration. Sold in sex shops.

'Gas', particularly butane, which is the propellant for many aerosol cans. Produces disorientation when inhaled. The cold spray hitting the back of the throat can cause choking.

Glue sniffing. Currently less popular than gas. Fumes generally inhaled from plastic bag.

GBH/ GHB (Gammahydroxybutrate). This sedative can be found as liquid, or occasionally as capsules or powder. Taken orally, sold in health shops and by mail order.

Khat 'Cat' 'Qat' twigs and leaves, produce stimulant effect.

APPENDIX 4 – AREAS OF STUDY FOR DRUGS EDUCATION PROGRAMMES

KEY STAGE 1

KNOWLEDGE AND UNDERSTANDING	SKILLS	ATTITUDES
<ul style="list-style-type: none"> · Basic information about how the body works and ways of looking after the body · Safe and unsafe substances in the home · Simple safety rules · Medicines and tables – reasons why they are used. · School rules · People who are involved with medicines and drugs · People who can help pupils when they have concerns · Introduction to the drugs pupils may encounter · Understanding that drugs can be harmful if not used properly 	<ul style="list-style-type: none"> · Personal likes and dislikes · Being friends with others · Communicating feelings and concerns about illness and taking medicines · Following simple instructions to keep themselves and others safe · When and how to get help from adults · Knowing how to say NO 	<ul style="list-style-type: none"> · Respect and caring for yourself and valuing the uniqueness of your own body · Respect and caring for others · Realising that it is sometimes appropriate and important to say “NO” · Realising that adults or older children are not always “friends”.

KEY STAGE 2

KNOWLEDGE AND UNDERSTANDING	SKILLS	ATTITUDES
<ul style="list-style-type: none"> · Detailed information on how the body works and how to keep it healthy · Different types of medicines, the value of some drugs, safety when using medicine · Effects of caffeine, alcohol and tobacco on the body and associated risks of drug taking · School rules relating to medicines, alcohol, tobacco, solvents and other drugs · Consideration of why some people take drugs · People who persuade others to take drugs: friends, known adults, peers, older children · Identifying pressures and influences. · Dangers from handling discarded drug-related equipment · First aid, where to get help, the law relating to legal and illegal drug 	<ul style="list-style-type: none"> · Personal strengths and weaknesses · Handling social relationships · Expressing and communicating feelings and concerns about drugs and their use · Identifying risks · Coping with peer influences · Communicating with adults · Making choices and knowing the consequences of actions · Keeping safe, giving and getting help 	<ul style="list-style-type: none"> · Valuing yourself and others · Attitudes towards the use of alcohol and tobacco within the home and the wider society · Parents' and teachers' reactions to drugs and their use · Attitudes and beliefs about different drugs, the people who use/misuse them, and why they use them · Responses to media and advertising presentations of medicines, alcohol, tobacco and other legal drugs

Content Headings for School Drug Education Programme

Learning Objective	Lesson Content
<p><u>Reception</u></p> <ul style="list-style-type: none"> ◆ That all household products, including medicines, can be harmful if not used properly. 	<p>What are medicines? Who gives us medicines? Simple safety rules and following simple safety instructions.</p>
<p><u>Year 1</u></p> <ul style="list-style-type: none"> ◆ How to make simple choices that improve their health and well being. ◆ How some diseases spread and can be controlled. ◆ That all household products, including medicines, can be harmful if not used properly. ◆ Rules for, and ways of, keeping safe and about people who can help them stay safe. 	<p>Make a list of medicines children have had. Where did they get them from? Discuss different kinds of medicines and that they come in different forms, and taken in different ways. Discuss “recommended dosage” and parental knowledge. Safety rules for medicines, household, garage and garden substances. Begin to develop confidence to say “No”.</p>

<p><u>Year 2</u></p> <ul style="list-style-type: none"> ◆ That all household products, including medicines, can be harmful if not used properly. ◆ Rules for, and ways of, keeping safe and about people who can help them to stay safe. 	<p>The role of medicines (both prescribed and over the counter) in promoting health and the reasons people use them.</p> <p>Discuss the people who are involved with medicines, ie. nurse, doctors, pharmacists, shopkeepers.</p> <p>People who can help children when they have questions or concerns.</p>
<p><u>Year 3</u></p> <ul style="list-style-type: none"> ◆ Which commonly available substances and drugs are legal and illegal, their effects and risks. ◆ What makes a healthy lifestyle and how to make informed choices. ◆ To recognise the different risks in different situations and then decide how to behave responsibly. ◆ About the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future. 	<p>Understanding that medicines can be both beneficial and, if not used properly, harmful.</p>

Year 4

- ◆ What makes a healthy lifestyle, including the benefits of exercise and healthy eating. What affects mental health and how to make informed choices.
- ◆ Which commonly available substances and drugs are legal and illegal, their effects and risks.
- ◆ To talk and write about their opinions and explain their views on issues that affect themselves and society.
- ◆ To research, discuss and debate topical issues, problems and events.
- ◆ To recognise the different risks in different situations and then decide how to behave responsibly.
- ◆ 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.

Discuss the difference between the use of drugs as medicines and the use of drugs by people who do not need them.

Explore use and abuse of alcohol. What do the children think it refers to?

Explore medicine bag of legal drugs.

Divide into categories, pills, powders, creams, liquids. What are they used for?

What is their effect?

Discuss attitudes about smoking.

Year 5

- ◆ What makes a healthy lifestyle, including the benefits of exercise and healthy eating. What affects mental health and how to make informed choices.
- ◆ That bacteria and viruses can affect health and that following simple safe routines can reduce their spread.
- ◆ Which commonly available substances and drugs are legal and illegal, their effects and risks.
- ◆ About the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.
- ◆ To recognise the different risks in different situations and to decide how to behave responsibly.
- ◆ 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.

Consider effects of different substances on our bodies. Appreciate that some substances entering our bodies contain drugs and drugs are in everyday use in our society in the form of medicines.

Recognise the difference between drugs which are medicines and those which are not.

Discuss why people try to persuade us to do things that we don't want to. Learning to say "no".

Identifying risks. Decision making and assertiveness.

Year 6

- ◆ Which commonly available substances and drugs are legal and illegal, their effects and risks.
- ◆ About the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.
- ◆ To recognise the different risks in different situations and to decide how to behave responsibly.
- ◆ 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.

Include solvents.

Explore effects of drug misuse. How can it effect physical / mental health?

Role play for codes of response to being offered drugs. Taking responsibility for own safety and behaviour.

Suggest how to combat youth drug culture and measures for pushers.

Brain storm “beneficial effects of drugs” compared with “harmful effects of drugs”.

Attitudes and beliefs about different drugs and people who may use or misuse them.