

SELBY COMMUNITY PRIMARY SCHOOL

Drugs Policy

January 2017

VISION AND AIMS

The teaching of Drugs Education at Selby Community Primary School, using an integrated and consistent approach, is an important aspect of pupils' education. The essential aim of drug education should be to give pupils the facts, emphasise the benefits of a healthy lifestyle, and give young people the knowledge and skills to make informed and healthy choices now and later in life.

Rights Respecting Schools

Selby Community Primary School has achieved Unicef's Rights respecting Schools Award Level 2.

The Whole School Drugs policy links to:-

Article 33: The government should use all means possible to protect children from the use of harmful drugs and from being used in the drugs trade.

'As part of the statutory duty on schools to promote pupils wellbeing, schools have a clear role to play in preventing drug misuse as part of their pastoral responsibilities' (DfE and ACPO drug advice for schools Sept 2012)

1 INTRODUCTION

Selby CP 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 prevalence of illegal drug use in 2013 was at similar levels to 2011 and 2012, though considerably lower than in 2001, when the current method of measurement was first used. 16 per cent of pupils had ever taken drugs, 11 per cent had taken them in the last year and 6 per cent in the last month.
- In 2013, less than a quarter of pupils said that they had smoked at least once. At 22 per cent, this was the lowest level recorded since the survey began in 1982, and continues the decline since 2003, when 42 per cent of pupils had tried smoking.

- 3 per cent of pupils in 2013 reported that they smoked at least one cigarette a week compared to 9 per cent in 2003.
- In 2013, around two-fifths of pupils (39 per cent) had drunk alcohol at least once. Boys and girls were equally likely to have done so. The proportion of pupils who have had an alcoholic drink increased with age from 6 per cent of 11 year olds to 72 per cent of 15 year olds.
- In 2013, 9 per cent of pupils had drunk alcohol in the last week, compared to 25 per cent in 2003.
- More than half (53 per cent) of pupils thought it was OK for someone of their age to try drinking alcohol, and about a third (31 per cent) thought that it was OK to try smoking. Pupils were much less likely to approve of drug use: 9 per cent thought it was OK for someone to try cannabis, 7 per cent sniffing glue, and just 2 per cent thought that it was OK for someone their age to try cocaine.

Source: **Smoking, Drinking and Drug Use Among Young People in England – 2013, HSCIC**
To be updated on 2016 data release

In Selby Community Primary School (from the Year 5/6 2016 HRBQ) it showed:

- 20% of pupils are fairly sure or certain they know someone who uses drugs in the area they live
- 6% of the pupils have tried smoking a cigarette.
- 79% have responded that they do not drink alcohol
- 8% of pupils drink energy drinks every day or most days.

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.

This policy applies to the school buildings and grounds and is equally applicable to all people including pupils, staff, governors, adults, visitors, contractors using the site at any time. It also covers activities with pupils for which the school is responsible and any form of transport used specifically for school purposes.

1.1 RATIONALE

Selby Community 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.

1.2 DRUGS EDUCATION IN CONTEXT

A life skills approach to drug prevention is essential and within the PSHE 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.

2 THE RANGE OF SUBSTANCES

For the purpose of this policy the following definition of a drug will apply:

- *All illegal drugs (those controlled by the Misuse of Drugs Act 1971).*
- *All legal drugs including alcohol, tobacco, volatile substances, alkyl nitrites (poppers) and novel psychoactive substances (legal highs).*
- *All over the counter and prescription medicines (misuse of).*

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

Procedures for handling alcohol and tobacco misuse are outlined in Appendix 1. 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, he 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.

3 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 (send for a school first aider)
- 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 instance 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.

3.1 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.

3.2 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 Inclusion Leader and Head Teacher are to be informed.

4 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 Stage One and Two, the statutory curriculum for pupils includes PSHE. The North Yorkshire Scheme for PSHE, which informs long term planning for this area of learning, includes the theme 'Keeping myself safe'.. This theme provides opportunities for pupils to develop their knowledge and understanding of the use, misuse, risks and effects of drugs (including the safe use of legal drugs e.g.

Medicines) and other potentially harmful substances, at an age appropriate level. Children are encouraged to take ownership of their personal safety and decision making, whilst being aware of the people and services that can provide support and trusted advice. School links to a local drug education charity also enables children in Upper Key Stage 2 to benefit from a visit by one of their educators on the topic of 'Drug Awareness'..

5 THE AIMS AND OBJECTIVES OF THE DRUGS EDUCATION PROGRAMME

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

5.1 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.

5.2 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.

6 THE DELIVERY AND ORGANISATION OF THE DRUGS EDUCATION PROGRAMME

Drugs Education is a whole staff issue. Selby Community 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.

6.1 OUTSIDE AGENCIES

Selby Community 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.
- DBS disclosure will be required from any person delivering drug education.

In Year 6 pupils receive a lesson from NARCANON

7 LINKS WITH PARENTS, THE COMMUNITY AND THE POLICE

Parents are made aware of the school's drug policy.

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

Selby Community 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.

8 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. The 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

9 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.

This policy has been developed and shared with the whole school community

This policy was reviewed in January 2017

APPENDIX 1

PROCEDURES FOR HANDLING ALCOHOL MISUSE

The school premises are a smoke and alcohol free zone. No-one is permitted to drink alcohol on the school premises.

Adults breaking this rule will be referred to the Head Teacher 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.

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 only administer prescribed medicines if school procedure is followed. They must complete the necessary paperwork in the school office. Please refer to staff handbook. If an emergency arises, the parent will be contacted and permission sought if necessary.

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. 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 – 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 AD 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 drugs 	<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