

LONG MEAD COMMUNITY PRIMARY SCHOOL POLICY



Policy name	Drugs
Date written	December 2022
Date agreed by Governing Body	December 2022
Date of renewal	December 2025
Senior member of staff with oversight	Headteacher

Drugs Education

(In this policy, the term 'school' refers to Long Mead CP School).

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. These same skills are crucial to successful Sex and Relationships Education and anti-bullying approaches.

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.

Under the 2010 Equality Act, the school has a Public Sector Equality Duty to make appropriate reasonable adjustments to ensure no person in the establishment is discriminated against. The school fully subscribes to this duty and will make the required reasonable adjustments where appropriate.

The Equality and Diversity policy underpins every policy in the Tonbridge Federation and Hugh Christie School and therefore, the PSED is a fundamental element of every Tonbridge Federation policy.

Principles

Long Mead Community 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.

Effective drug education is an essential contributor to ensuring that all children and young people are able to reach their full potential.

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.

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.

Families have an important role to play in supporting the provision of drug education, especially in helping a young person examine and develop their attitude to drugs. Parents/carers should be provided with information about the drug education their child will receive at school so that they can support their child's learning at home, and access to support and information about drugs.

Aims of Drug Education

- To provide a safe, healthy environment in which pupils and staff can learn and develop;

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- To ensure all members of the school community know and understand the rules of the school, the expectations about their behaviour, and the policy regarding drug incidents and concerns about individuals;
- To promote clarity about the management of drug related incidents in the school;
- To encourage and enable pupils to appreciate the benefits of a healthy lifestyle now, and in the future;
- To enable pupils to make reasoned, informed choices;
- To minimise pupils' experimentation with illegal or harm causing substances;
- To support and engage parents/carers and pupils in their own personal learning and responsibilities;
- To enable young people and staff to access external support structures;

Objectives for Drug Education

The objectives of delivering drug education are:

- To provide opportunities for pupils to acquire knowledge and identify the distinction between authorised and unauthorised drugs;
- 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 build pupils' decision-making skills and increased self- esteem;
- 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.

Attitudes, Values and Skills

Pupils are taught through the Science curriculum and the PSHE programme:

- 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.

Cross-Curricular Links

Drug education has many cross-curricular links, with Science making a particular contribution. However, the development of life skills and Emotional Intelligence are themes throughout the curriculum, within the programme for Personal, Social and Health Education (PSHE), and enshrined in the values, which are embodied in the schools' ethos. There are links to other subjects, such as Geography and Physical Education, and aspects of school life.

Management of Drug Related Incidents:

Responding to Concerns about Pupil Drug Misuse

If a pupil is at risk of being involved in or 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 Head teacher will make an assessment of the extent of the drug misuse. Following this assessment, action must be taken to safeguard the pupil and, if appropriate, refer the pupil to an official body for further support.

Communication between staff and the 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 influencing 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 (such as Youth Clubs, extra-curricular events and activities, and external provision as part of Youth Service or Kent Drug & Alcohol Action Team (DAAT) activity)
- liaising with the Early Help Service who can identify need and co-ordinate the help of specialist agencies.

Procedures for Managing Pupils Suspected or Found in Possession of Unauthorised Drugs:

If a pupil/student appears intoxicated by drugs, drink or any other unknown substance whilst at school, first aid or medical supervision must be the first consideration. The parents / carers of the students must be called immediately for the student to be taken home or, if necessary, the young person should go to the local Accident & Emergency Unit.

A student cannot remain on the school site whilst intoxicated or appearing intoxicated, as deemed by the Headteacher.

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The Headteacher will make a decision for the student support team or nurse to contact his/her parents/carers and request they collect him or her from school immediately. 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.

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 illegal, the following procedures should be followed:

- All unknown tablets, powders and substances should be regarded as illegal. The school will confiscate all illegal items and pass them to the Head teacher to store them securely away.
- The Police should be the first point of contact with regard to confiscation of suspected illegal drugs in schools.
- The school's culture, conduct and community policy will be applied, especially in relation to the powers to search students.

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 Designated Safeguarding Lead teacher. 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.

Further Response, Support and Sanctions:

The school's culture, conduct and community policy will be applied to arrive at the appropriate response, support or sanction.

Drug Testing and Passive Search Dogs:

The school may, from time to time, use passive search drug dogs as part of its drug education/intervention programme, and will adhere to the KCC and Police guidelines.

If any pupil is identified as using drugs because of drug testing or passive search dogs, then the parents/carers will be informed and the official procedures followed as per this policy.

Tobacco, Smoking & Vaping:

We have a zero tolerance policy for smoking or vaping on the school site.

Staff

Any staff bringing unauthorised drugs to work or are at work in an intoxicated state (including while staff are 'on duty' on school trips, at school events and school 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

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Head teacher 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 (refer to the Whistleblowing Policy).

This school is a smoke free school, in line with national legislation effective from 1 July 2007. Staff smoking or vaping 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. The school will make every effort to support any member of staff in these circumstances and encourage them to seek appropriate professional help.

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. 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?

(This is not a comprehensive list.)

Linked Policies:

- Culture, Conduct and Community Policy
- Equality & Diversity Policy
- SEN Policy
- Teacher's Pay & Conditions Policy
- Code of conduct policy