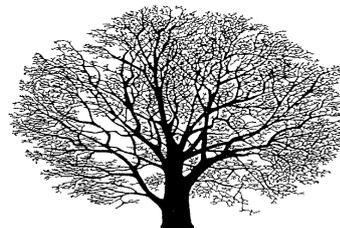


High Hesket C of E Primary School Policy Document

Issue Date: July 2016

Review Date: July 2018



Policy Name: School Drug Policy

**Signed
Governor**

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Dated

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**Further details and additional copies from: School Admin Office
Responsibility for dissemination to new staff: Headteacher**

High Hesket C of E Primary School

Primary Drug Education policy

Development process:

When was the policy adopted: 10.07.14

Reviewed 6th July 2016

Next Review date July 2018

(It is recommended that the policy is reviewed every two years)

Signed

Chair of Governor

This policy was disseminated to:

- Parents
- Governors
- Staff

How was the policy information disseminated?

- Parents via the school website
- Governors via meeting and email
- Staff via staff meeting and email

Location and dissemination:

a copy of the policy can be found from the school office and on the school website. A copy will also be available in the office as part of the safeguarding folder.

Context:

High Hesket School is a Church of England Voluntary Controlled School. It is situated at the heart of the village of High Hesket, 7 miles south of Carlisle.

High Hesket CE School serves pupils of 3 – 11 years .

Below national averages of FSM.

This policy has been developed as part of a whole school ethos to develop healthy children with high self-esteem who are able to take responsibility for their own learning and actions.

It part of our safeguarding policy and the following Governor Guidance good practice.

- Drugs: Guidance for Schools Ref: DfES/0092/2004
- [Drug advice for schools, DfE and ACPO, GOV.UK \(Adobe pdf file\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/209993/DfE_and_ACPO)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/209993/DfE_and_ACPO

2. The purpose of the policy: (See section 6.2 DfES doc)

The purpose of the school drug policy is to:

- Clarify the legal requirements and responsibilities of the school
- Reinforce and safeguard the health & safety of pupils and others who use the school
- Clarify the school's approach to drugs for staff, pupils, governors, parents/carers and the wider community
- Give guidance on developing, implementing and monitoring the drug education programme
- Enable staff to manage drugs on school premises, and any incidents that occur, with confidence and consistency, and in the best interests of those involved
- Ensure that the response to incidents involving drugs complements the overall approach to drug education and values and ethos of the school
- Provide a basis for evaluating the effectiveness of the school drug education programme and management of incidents involving illegal and other authorised drugs
- Reinforce the role of the school in contributing to local and national strategies

3. The Boundaries of the Policy

This policy applies to all Staff, pupils, parents/carers, visitors, partner agencies working in the school

On school site, school visits, school transport

4. Definition of 'Drugs': (See section 1.3 and Glossary DfES doc)

This policy uses the definition that a drug is:

'A substance people take to change the way they feel, think or behave'.

(United Nations Office on Drugs and Crime)

The term 'Drugs' includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

5. Statement on Drugs: (See sections 4.1, 4.5, & 5.2 DfES doc)

- At High Hesket CE School we believe that drug education is vital to ensure the health and well-being of the school community.
- 'illegal and other unauthorised drugs are not acceptable within the boundaries identified within the policy'
- This policy links with our safeguarding policy

6. Responsible staff member: (See sections 3.7 & 4.2 DfES doc)

- The Headteacher, Margaret Taylor and PSHE lead, Tannya Rodda are responsible for drug education and dealing with drug related issues.
- All staff will review the policy and ensure it links with all other aspects of key provision, our PSHE policy and curriculum.

7. Drug education: (See sections 2.1, 2.5, 3.1 and 3.7 DfES doc)

Include:

- drug education key learning objectives referenced to the frameworks for PSHE and the New National Curriculum Science
- arrangements for, staffing and teaching as part of High Hesket's PSHE education programme curriculum and Circle time
- Pupils will be consulted on the programme when they are learning as part of their curriculum.
- Staff will take particular care of vulnerable pupils and those with SEN /pupil diversity and engage the help of other organisations, Child Protection officer, where sensitive and CP issues are present
- Incorporate articles of the United Nations Convention on the rights of the child

8. **Methodology and Resources:** (See sections 3.2-3.6 DfES doc)

learning methods will be used

- Role-play
- Discussions
- Drama
- Debates
- Creative writing
- Questionnaires
- Structured games
- Circle time,
- external visitor's i.e. school nurse, Police officers .
- Principle resources are stored in the staffroom.

9. **Staff Support and Training:** (See section 3.8 DfES doc)

- Training will be given by school, The LA and external providers as appropriate.

Training may also be provided through

- :Induction.
- Shadowing other members of staff.

10. **Assessment and Monitoring:** (See sections 3.9-3.11 DfES doc)

- Through assessment of Science Objectives
- Through discussion in class
- Through review of policy

11. **Management of drugs at school:** (See sections 4.5, 4.7-4.10, & 5.3-5.5 DfES doc)

The first concern in managing drugs or drugs incident is the health and safety of the school community and meeting the pastoral needs of the pupils.

As this is a primary school it is highly unlikely that we will have to deal with a drug-related incident, however there needs to be procedures in place just in case a drug related incident occurs.

It is also highly unlikely that the police will need to become involved, however if in the unlikely event that the police are contacted, advice from the LA and police will be adhered to.

Medicines- see Administration of Medicines policy

Tobacco- See Health and Safety Policy. We have a no smoking policy on all school premises.

Alcohol- If alcohol is authorised at school, for example at parent/carer events, the arrangements for storage or use should be agreed and adhered to. It is an offence under the Licensing Act 1964 to sell alcohol without a licence. However, no licence would be needed by the school to offer alcohol at school events where no sale takes place.

Any alcohol found in pupil's possession should be confiscated and returned to parents. Schools may wish to emphasise that drinks such as shandy contain alcohol and should not be bought to school or included in packed lunches. The school may also want to offer guidance on 'energy drinks' as these can contain levels of caffeine inappropriate for children.

Solvents- see Health and Safety Policy

Illegal Substances- *The possession, use or supply of illegal and other unauthorised drugs within school boundaries is clearly unacceptable and in dealing with drug related incidents the schools primary concern will be with the health and safety of those involved and of the school community as a whole.*

Drugs (legal or illegal) related incidents can generally be placed into one of three categories

- Rumours of use or dealing on or off the premises
- Actual use or dealing on or off the premises, including a first aid response
- Disclosures of own or others use from a student or parent and requests for help and support

Responses will need to be equally varied from the punitive to the pastoral. Consider the range of possible drug related scenarios given in Appendix Three.

- Pupil parent interviews
- Consistency assured as part of behaviour policy

See Drugs: Guidance for Schools (sections 4.5, 4.7- 4.10, and 5.3 - 5.5) for detailed guidance. Appendix 8 of this document gives a very useful example of how schools responses can be laid out diagrammatically.

In all events procedures for the following should be referred to the SMT:

- All drugs or drug paraphernalia including storage, disposal and safety should be kept in the locked medicine cabinet in the staffroom.
- Searching pupils and pupils property should not be undertaken by anyone police PCSO will be called
- Responding to the needs of those involved in any incident in line with school behaviour policy
- When managing pupils or parents under the influence of substances refer to the head teacher, Assistant Headteacher and PCSO
- When contacting the police please call 101 if non emergency or, in the event of an emergency ring 999
- The wider pastoral needs of pupils and making pupils aware of the various internal and external support structures will be taken care of by the SMT.
- Recording incidents in the pastoral folder and take directly to the head teacher.(appendix 11 Drugs: Guidance for Schools)

12. **Confidentiality:**

At High Heskett CE School we feel that all sensitive information is only disclosed internally or externally with careful attention to pupil's and families rights and needs see confidentiality policy.

13. **Involvement of parents/carers:** (See sections 3.13, 5.4.1, 5.5 and 6.3.2 DfES doc).

Parents will be informed by the head teacher of any incident involving drug misuse

In most cases at High Heskett School we would fully expect to involve parents at the earliest opportunity with regard to the unauthorised use of drugs and this will be made clear to pupils. A request for confidentiality is not possible in relation to

- Child protection
- Co-operating with a police investigation
- Referring to an external agency

At High Heskett School we encourage parental involvement in developing and reviewing the policy and their child's drug education.

'Parents/carers will be consulted on the reviewed school Drug Policy and invited to comment. Reviews of the policy will involve governors.

14. **The role of the Governors:** (See section 3.14 DfES doc).

Governors will be consulted on our policy as part of our usual procedures regarding policy development.

Appendix One

External contributors to drug education in schools briefing paper.

The purpose of this paper is to give schools a quick checklist for external contributors' input to drug education in schools.

'Teachers should always maintain responsibility for the overall drug education programme. External contributors should not be used as substitute teachers, nor should they constitute the entirety of a schools drug education programme. When working directly with pupils they should add a dimension to the drug education programme that the teacher alone cannot deliver'. (DfES Drugs Guidance for Schools Document p 38).

External contributor's role:

'Used appropriately external visitors have a valuable role too play in supporting schools and working alongside teachers'. (DfES Drugs Guidance for schools document page 39). **Contributions could include**

- To support schools and work alongside teachers
- To assist in programme planning
- Supporting staff through training or team teaching
- To provide support for both parents and carers
- Provide classroom input
- Support pupils of the school who may need support, guidance or specialist help

Vetting external contributors and child protection:

Schools should ensure that:	checked YES (Tick)	checked NO (Tick)
<ul style="list-style-type: none"> • Non CRB checked visitors should work alongside the teachers and <u>NOT</u> be left alone with groups or individuals or pupils 		
<ul style="list-style-type: none"> • Visitors if unsupervised or working regularly in the school have had a Criminal Records Check (CRB) check 		
<ul style="list-style-type: none"> • All visitors need to be clear about the school policies on <ul style="list-style-type: none"> ✓ Confidentiality and disclosure ✓ The child protection procedures ✓ The schools values and approach to drug education and managing substance related incidents ✓ Any other relevant policies 		
<ul style="list-style-type: none"> • Visitors are clear about the required learning outcomes 		
<ul style="list-style-type: none"> • The visitors input and involvement are integrated into the schools programme, not just a one off event 		
<ul style="list-style-type: none"> • Visitors should be clear about their roles and responsibilities and boundaries when working <ul style="list-style-type: none"> ✓ Within the curriculum ✓ On a one to one basis ✓ Supporting teachers in following up disclosures ✓ Supporting teachers and the school community 		

Schools should ensure that:	checked YES	checked d (Tick) NO (Tick)
<ul style="list-style-type: none"> • Visits reflect ✓ The overall aims of the schools drug, alcohol and tobacco education programme ✓ Is pupil centred ✓ The messages are consistent with the over all aims of the programme ✓ The education meets the skills, knowledge and attitudes of pupils ✓ Meets the needs of the pupils 		
<ul style="list-style-type: none"> • The visitors are competent educators and facilitators and do not input out off their remit and expertise 		
<ul style="list-style-type: none"> • Involving ex-users: • When considering using ex-users schools need to <ul style="list-style-type: none"> ✓ Be very careful ✓ Without sensitive handling they may arouse interest ✓ Glamorise drug use or describe experiences which young people may find it hard to relate to ✓ In some cases they may without knowing it imply that their own drug use represents a safe limit <input type="checkbox"/> They need to be a skilled facilitator in pupil learning and not simply because of their former status (a user) 		

Pupil participation:		
<input type="checkbox"/> Where possible pupils are given a voice and are involved at the onset of the programme and follow-up work i.e. writing invitations and thank you letters		

Used appropriately visitors will enhance the drug, alcohol and tobacco education already being delivered within the establishment by adding a dimension that the teacher, facilitator alone could not deliver. It also enhances and addresses some of the PSHE and Citizenship learning opportunities whereby pupils' reflect and evaluate what they have learnt from the outside visitors.

Appendix Two

Guidance for schools: Drugs – Involving the Police

Misuse of drugs is often associated with levels of poverty, deprivation and crime. While there is some correlation, the growth in drug misuse is such that it affects all our communities irrespective of social disadvantage or privilege and new ways of tackling substance misuse issues have to be found.

Whilst schools should have an effective education programme and policy and procedures for dealing internally with drugs related incidents, there are occasions when circumstances arise which cause schools to involve the police.

Police drug operations within schools are an emotive subject that requires careful planning and clarity of search powers. Recent publicity about the use of "sniffer" dogs has caused further questions as to the legality of certain actions.

It has been decided therefore to provide head teachers with this specific advice and guidance on what to expect if the decision is taken to contact the Constabulary.

DfES "Drugs: Guidance for schools" (February 2004 - Ref: DfES/0092/2004)

All schools should refer to the document "Drugs: Guidance for schools" published by the DfES in February 2004. This is a comprehensive document which outlines how to deal with substance misuse incidents, what should be included in a schools drug policy, and who should be involved in the consultation, dissemination and evaluation of the policy. Appendix 3 provides a summary of the relevant laws.

Police Involvement

Schools have no legal obligation to report an incident involving illegal drugs to the police. Nevertheless, not informing the police may prove to be counter-productive for the school and wider community.

The law permits school staff to take temporary possession of substances suspected of being illegal drugs for the purposes of preventing an offence from being committed or continued - provided that all reasonable steps are taken to destroy the substance or deliver it to a person lawfully entitled to take custody of it (see DfES guidance para 4.7 for further advice).

Cannabis has been re-classified as a Class C drug. As such it remains an illegal substance. Small quantities of this substance coming into the possession of staff may be disposed of independently but with a second member of staff present and the incident being recorded.

The following are the most common Class A & B drugs and substances suspected of being any of these should be retained for disposal by the police: heroin; ecstasy; LSD; cocaine; crack cocaine and amphetamines.

When suspected illegal substances are handed over to the police, there is no obligation to identify the person from whom they were taken. However, the police will expect to be given any information that may assist in identifying those dealing in drugs.

Schools should be aware that once a police officer (as opposed to a member of school staff) finds illegal drugs on a pupil, the school's discretion as to what action to take no longer exists.

Urgent action required

Where a school has recovered drugs from a pupil, or suspects that a particular pupil is in possession of an illegal substance the police may be asked to attend. Where the pupil is suspected of having possession but has refused to hand it over to a member of the teaching staff, only a police officer has powers available to search under the Misuse of Drugs Act 1971. The police officer attending will seek to obtain the reasonable grounds required for searching from information given by school staff.

Non-urgent action required

Schools may have cause to suspect that illegal drugs are in wider circulation in or around the school. If the decision is taken to involve the police in seeking a resolution, initial contact must be with the PCSO.

Joint discussions about the perceived problem need to take place before a decision is made as to whether/what type of police action is required. From a police perspective, any operation will only be based upon recent and credible intelligence.

Head teachers are not empowered to authorise the police to conduct general searches of pupils or their personal property. Under normal circumstances the police will not use passive¹ or proactive² dogs to search pupils and their property unless there has been sufficient evidence to obtain a search warrant under the Misuse of Drugs Act from a magistrate. (See DfES guidance para 4.10.2 and appendix 10). There are serious implications for schools when "sniffer" dogs are used. These are outlined in appendix 10 of the DfES guidance and need to be considered carefully.

Because of limited resources, demonstrations of drugs searches by police dogs are not available on request but are sometimes arranged as part of a wider response to suspected drug use. Where such a demonstration is arranged it will not be used surreptitiously as a detection exercise and participating volunteers will be sought from staff and not pupils.

If Police are invited to become involved in dealing with suspected illegal drug possession, the school should have procedures in place of how to deal with the aftermath of such operations. Involvement of the police should be covered in the

schools drug policy or as a separate set of procedures (see DfES guidance, appendix 10 to ensure that all eventualities have been covered).

These guidelines must be read in conjunction with the Drugs: Guidance for schools document, which outlines police involvement (section 4.6).

Options other than police action

1) Existing Drugs Education Programme that is being delivered in the school 2)

Heightened awareness via assemblies

3) Further support via Healthy Schools Advisors who provide training, guidance and support on drugs policies and best practise for drugs education to Local Authority (LA) primary and secondary schools:

