

Date adopted by the Governors:

Date of Review:

Signed: Head teacher

Chair of Governors



Drugs Policy

Introduction

At St. Ebbe's School, a drug is defined as 'a substance people take to change the way they feel, think or behave'. This definition includes illegal substances and also legal substances such as alcohol and tobacco, volatile substances, over the counter and prescription medicines. (*Drugs: Guidance for Schools, DFES February 2004*).

Our philosophy is to provide a supportive and nurturing environment in which all pupils are encouraged to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle. Drugs Education at St. Ebbe's School takes account of pupils' views and experience so that it is both appropriate to their age and ability, and relevant to their particular circumstances.

Rationale

In writing this policy, we have taken account of the general requirement in the Education Reform Act 1988: It helps prepare children for "the opportunities, responsibilities and experiences of adult life." It is acknowledged that our school plays an important role in tackling drugs misuse by providing drugs education and pastoral support to all pupils. It is our aim to help all pupils to be able to take their place safely in our society where a wide range of drugs exists. We recognise that some drugs have beneficial effects, but also that every drug has potential for harm. For this reason, all drugs need appropriate and responsible care and management. In order to be able to make informed choices, staff and pupils need to understand the nature of drugs, their social and legal status, their uses and effects.

External Guidance

St. Ebbe's School actively co-operates with and seeks support from other agencies such as the Thames Valley police, Social and Health Care Services, the Local Education Authority, Health and other Drugs Agencies to deliver its commitment to drugs education and to manage incidents of drug use and misuse. In all our planning and

responses to drugs issues we take careful account of LEA national guidance, in particular *Drugs: Guidance for Schools (DFES February 2004)* (kept in the Headteacher's office)

Aims and Objectives

Through our teaching of the PSHE curriculum and other subjects (particularly PE and Science) and through the wider pastoral and moral support offered throughout our school, we hope to encourage children to build positive attitudes of independence, perseverance, self-criticism and responsibility. We seek to promote and encourage healthy lifestyles and to allow children to improve their self-knowledge, particularly in terms of risk taking.

By teaching pupils about the dangers to health posed by the misuse of both legal and illegal drugs, and by providing them with opportunities to increase their knowledge and understanding about social and personal issues relating to drugs in society, we aim:

- * to equip children with social skills that enable them to make healthy, informed moral and social choices about their lifestyle now and in teenage and adult life and to resist unhelpful pressure from peers and from advertising
- * To challenge and try to modify any attitudes that may lead to behaviour harmful to health
- *To promote a sense of responsibility towards the use and misuse of drugs
- To enable children to discuss moral questions related to drug taking
- To let children know what they should do if they come across drugs, or other people misusing drugs
- To ensure that all children are taught about drugs in a consistent manner

The Role of Parents and Carers

At St. Ebbe's School we wish to build positive, open and supportive relationships between all members of our school community through mutual understanding, trust and cooperation. We are very aware of the fundamental role played by parents and carers in all aspects of their children's personal, social, moral and health education. Their involvement in the prevention of drug misuse is vital.

In seeking to promote and facilitate parental involvement we aim to:

- enable parents to view our drugs policy by placing it on the website;
- 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 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.

Parents and carers are informed of our policy on the use of medicines and our stance on legal substances, e.g. no smoking on premises.

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.

Incident Management

St. Ebbe's School aims:

- To establish and maintain an environment in which the school is free from the misuse of any drugs
- To clarify the appropriate procedures in the management of drug-related incidents
- To reduce situations of risk for the majority
- To deter further occurrences
- To respond to any individual in the school community in need of support.

Illegal Drugs, Smoking and Alcohol on School Premises

All illegal substances are forbidden on the premises. The school is designated a "no smoking" area for staff and visitors and we look to everyone, including parents and carers to support this policy. If pupils are found smoking on site the Headteacher must be informed immediately.

Alcohol may only be consumed on the school premises for events organised by members of staff, governors or S.E.S.A, which take place after the end of the school day. Verbal permission must be obtained from the senior management team prior to the event. The organisers are responsible for ensuring that all those consuming alcohol are over the age of 18.

To protect the health and safety of the school community, regular checks will be made of the site to ensure that drug paraphernalia, particularly needles and syringes, are cleared away safely and legally.

The school will ensure that potentially hazardous substances are stored safely and pupils will be supervised if it is necessary that they come into contact with them during the course of their work. Pupils are not permitted to be in possession of sniffable products.

Prescribed Drugs on School Premises

St. Ebbe's School follows the recommendations of the Oxfordshire Health and Safety guidelines and DfEE guidance 'Supporting Pupils with Medical Needs' 1996. An up to date list of children taking prescribed drugs (e.g. for asthma or diabetes) will be circulated to staff. Parents must notify in writing if any medicines need to be taken

during school hours. Teachers may administer prescription medicines if parents have completed the required form, but this is up to the individual teacher. It is the parents' responsibility to ensure safe administration of medicines during school hours. Medicines should not be kept in school, save for asthma inhalers, which will be kept by the child or by the class teacher.

In certain cases, prescribed emergency medicines (e.g. for anaphylactic shock) may be kept on school premises. These are to be kept in a specifically allocated place out of children's reach and to be administered by named, trained staff only.

Defining a Drug Related Incident

A drug related incident has been defined within the National DfES Guidance (2004) as follows:

- Drugs or associated paraphernalia are found on the school premises;
- A pupil demonstrates, perhaps through actions or play, an inappropriate knowledge of drugs for their age;
- A pupil is found in possession of drugs or associated paraphernalia;
- A pupil is found to be supplying drugs on school premises;
- A pupil, parent/carer or staff member is thought to be under the influence of drugs;
- A staff member has information that the illegitimate sale or supply of drugs is taking place in the local area;
- A pupil discloses that they or a family member/friend are misusing drugs.

Drug Incident; where illegal substances are found or misuse or supply is suspected

If illegal or unauthorised drugs are found or suspected at the school, or if someone on school premises is possibly under the influence of an unknown drug there is a set procedure to be followed (procedure sheet attached.)

Staff must notify the Headteacher who will then assess the school's legal requirements, which may include the involvement of appropriate outside agencies, and the proposed school response, the involvement of parents/carers, the arrangements for recording and informing other agencies, and the Health and Safety procedures (see Health and Safety policy) including safe handling of suspect substances (see 8C). All incidents must be recorded form 8D: *Record of drug-related situation*.

In each case, a child's record and circumstances, their age, the substances involved, the location of the incident, nature of the offence/incident, attitude of the pupil and what help can be offered should be taken into account.

The consequences of such incidents involving pupils will broadly follow the same procedures as laid down in the school Behaviour Policy. If incidents involve illegal drugs, the Headteacher will follow the guidance set out in *Drugs: Guidance for Schools (DFES Feb 2004)*

Drug Situations – medical emergency: The procedures for an emergency apply when a child or young person or others are at immediate risk of harm (*see form 8B*).

Drugs Education within the Curriculum

Drugs education should not be seen as a one off topic but as a continuous process which involves the development of skills and attitudes that enable pupils to make informed choices. Effective drugs education should take account of not only the individual, but also the family, their peer groups, and the wider community. Drugs education at St. Ebbe's School will be provided in the broader context of the teaching at times when it fits in with the curriculum, or at times as a discrete subject. It will take account of the age of the pupils matched to their increasing experience and maturity. Where possible, our school promotes the partnership between the parent and child when addressing drugs issues.

At Key Stages 1 and 2, the PSHE curriculum covers aspects of Health Education. This 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. (Cf. Appendix II for more details.)

Drugs education is also 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. Year 6 also attend the Junior Citizenship training at the Old Fire Station, where they take part in a number of scenarios concerning their personal wellbeing.

Monitoring, Evaluating and Training

Teacher assessment, pupil self-assessments and evaluations and discussions with parents and outside agencies will all be used to monitor and evaluate the school's drugs education programme. The programmes of study are continually reviewed and any changes deemed necessary are implemented.

Our drug education policy is periodically reviewed to reflect changing circumstances and trends in drugs use.

The induction of new staff will include introduction to this policy. Staff training will be provided as appropriate.

Appendix I

Procedure for Managing a Drug Related Incident

Discovery of suspected substances or drug paraphernalia in the building or grounds.

Pupils know they must not touch sharp needles, syringes, etc which they might find on the site.

Staff discovering substances which are suspected to be harmful, illegal or requiring further investigation should observe the following guidance.

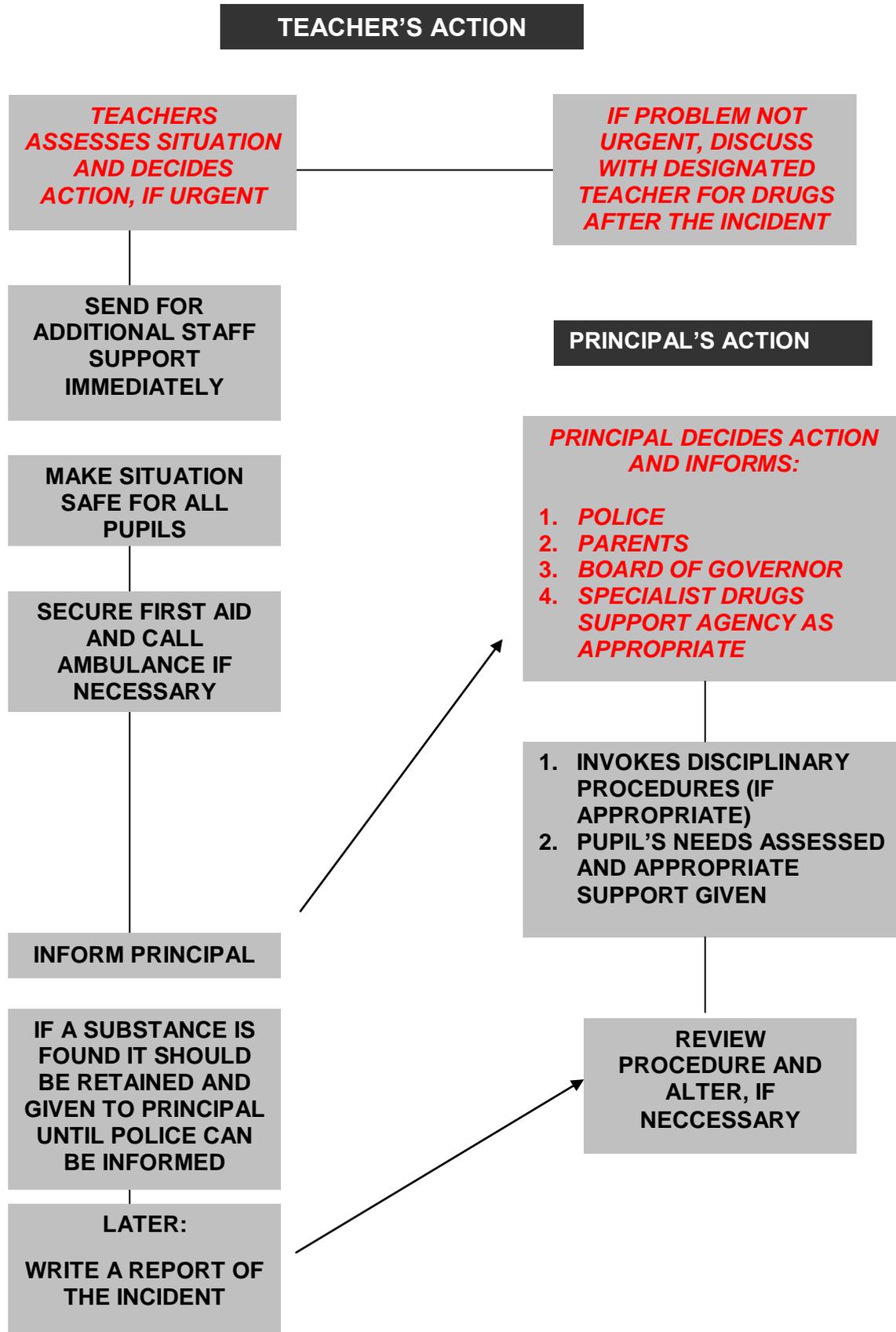
- a) If possible, remove the suspected substance, wearing protective gloves, in the presence of a witness. Take it immediately to the Headteacher, or member of the senior management team. Inform the Police.
- b) Where it is confirmed that the substance is harmful, illegal or requiring further investigation the Headteacher will notify the parents or guardians of pupil(s) concerned and inform the Chairman of Governors.
- c) The Headteacher will confer with the appropriate agencies, including the local police as to what action should be taken next.

If the residue of drugs or the paraphernalia associated with them is found in the grounds out of school hours the following action will be taken.

- a) Follow procedures for a) above.
- b) Inform the local Police and take their advice.
- c) Inform the Chair of Governors of the incident, advice given and action taken.

APPENDIX I - HANDLING INCIDENTS

Action to be taken in the event of a suspected incident of drug misuse where the designated teacher for drug issues is the principal:



APPENDIX II – EMERGENCY FIRST AID

Emergency Action for all members of the school community:

In the event of finding someone collapsed and unconscious, summon help and follow these procedures until help arrives:

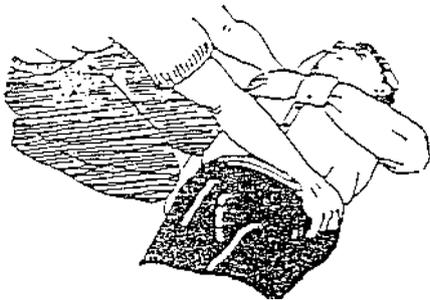
- 1. Check that the mouth is free of obstruction and the airway clear.*
- 2. If necessary pull the tongue forward*
- 3. Loosen clothing at the neck-line*
- 4. Place the person in the recovery position with the head forward (refer to illustrations of recovery position next page)*
- 5. Check for chest movement and colour of face, lips and tongue; if these begin to turn blue, a person qualified in first aid should resuscitate.*

THE RECOVERY POSITION



1

- Turn the face towards you
- Tilt the head backwards and move the jaw forward to ensure that the air-way remains open



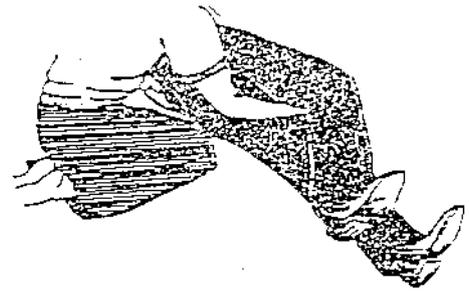
3

- Support the head and grip the clothing at the hip
- Roll the casualty towards you until he/she rests against your knees



5

- Bend the uppermost leg and bring well forward to support the body



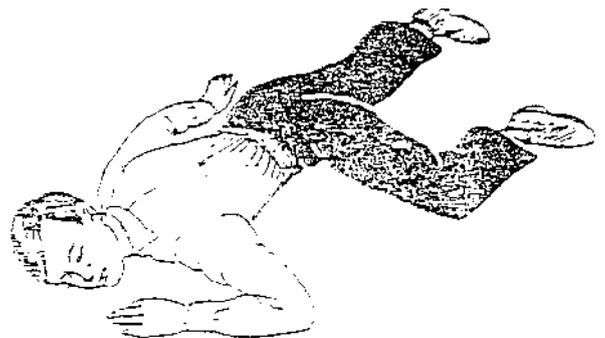
2

- Place the arm nearest to you by the casualty's side, then slide the hand, palm upwards, under the buttock.
- Bend the other arm and lay it across the chest
- Lift the far leg and bringing it towards you cross it over the leg nearest you



4

- Check that the air-way remains open
- Keeping the uppermost arm bent, move it out from the body to act as a support



6

- Free the other arm to let it lie alongside the body

APPENDIX III – AREAS OF STUDY FOR DRUGS EDUCATION PROGRAMMES

EYFS: Relevant headings within the Prime Area of Personal, Social and Emotional Development are 'Making Relationships, Self-Confidence and Self-awareness, Managing Feelings and Behaviour'.

KEY STAGE 1

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

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 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

Suggested outline for drugs education programme

TOPIC/SKILL AREA	SUBJECT	YEAR	TEACHING CONTEXT	RESOURCES

