

Title	Author	Approved		Review Date
Drugs	S Russon	Latest Update: Governors	November 2021	November 2022

## **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, highlight 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.

In Selby Community Primary School according to the 2020 'Growing up in North Yorkshire' survey of Year 6 children

### Alcohol

- 97% of pupils responded that they never drink alcohol.
- 3% of pupils responded that they drink alcohol and their parents 'never' or only 'sometimes' know.

### SMOKING

- 0% of pupils responded that they have smoked in the past or smoke now.
- 0% of pupils responded that they smoked at least one cigarette in the 7 days before the survey.

## **E-CIGARETTES**

□ 3% of pupils responded that they have at least tried electronic cigarettes or 'e-cigarettes'; 0% said they use one 'regularly (at least weekly)'.

## **DRUGS**

□ 3% of pupils responded that they are 'fairly sure' or 'certain' they know someone who uses drugs in the area where they live.

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.

## **2 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.

## **3 DRUGS EDUCATION IN CONTEXT**

A life skills approach to drug prevention is essential. Within the Jigsaw PSHE scheme of work, 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**

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.

#### **4 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.

#### **5 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.

## **6 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.

## **7 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 theme of 'Healthy Me' is integral to the Jigsaw PSHE curriculum and is continually revisited year on year. The 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.

## **8 THE AIMS AND OBJECTIVES OF THE DRUGS EDUCATION PROGRAMME**

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

### **9 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.

### **10 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.

## **11 ASSESSMENT**

Children's awareness and knowledge of the drugs education programme is assessed against the Jigsaw end of year expectations that relate to the 'Healthy me' unit of work.

## **12 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. We follow the Jigsaw scheme of work for PSHE.

## **13 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.

## **14 LINKS WITH PARENTS, THE COMMUNITY AND THE POLICE**

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

The school tries 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.

## **15 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

## **16 MONITORING AND EVALUATING**

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

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

# **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- Jigsaw Scheme of work

Healthy Me- Outcomes	
Year 1	I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples of when being healthy can help me feel happy.
Year 2	I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.
Year 3	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. I can express how being anxious/ scared and unwell feels.
Year 4	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.
Year 5	I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body.
Year 6	I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.