



## **DRUGS EDUCATION POLICY**

This policy should be read alongside the Drug Incident Management Policy – kept in Headteacher's office with Emergency Guidelines

Drugs and drug education in the context of this document are inclusive terms that include 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 which is crucial to this area of learning.

Successful drug education should start early: the key to which is developing the childrens' life skills.

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.

### **Principles**

- St Margaret's School is committed to the Health and Safety of all its members
- Children are not allowed to bring medicines, (except by prior agreement), volatile substances, alcohol or tobacco products to school
- The school displays 'No Smoking' signs, and members of staff lead by example
- St Margaret's School has achieved Healthy Schools Standard

The school values the importance of its pastoral role in the welfare of our children, and through the general ethos of the school, we seek to encourage and develop our young people's learning, and ensure that support appropriate to their needs is provided.

Education about drugs is not concerned merely with substance, but with people in their social settings and should therefore involve the development of attitudes, values and the development of skills, as much as the acquisition of appropriate knowledge.

Many parents have great concern about drugs, and as the first educators of their children, most want to develop and extend their child's awareness of the world. Families have an important role to play, and parents are consulted and invited to contribute to the writing of this policy.

Parents will be provided with information about the drug education that their children will receive, in order that they can support their child's learning at home.

## **Rationale**

Drugs issues and concerns extend across socio-economic and ethnic boundaries, and pupils of all ages and abilities will encounter both the positive and negative effects of drugs, as used legally in medicine to aid recovery, or illegal use.

Many of our children have some knowledge about illegal drugs through the media, “street talk” and personal experience. The school welcomes and encourages parent/care and community involvement in the development of policy and curriculum delivery.

This policy has been based on the Kent Drug Education Exemplar Policy.

## **Aims**

- To provide a safe, healthy environment in which pupils and staff can learn and develop
- 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 enable our pupils to make reasoned, informed choices
- To minimise pupil experimentation with illegal or harm causing substances
- To address and take account of local communities needs, including the differences and diversity within the school community
- To support and engage parents/carers and pupils in their own personal learning and responsibilities
- To enable young people and staff to access support structures (including the voluntary sector) to secure and support a balanced delivery of a drugs education programme, eg. Community Drug Education Co-ordinators, Kent Advisory Service, Healthy Schools Scheme, Health Promotion, Primary Health Care Professionals, Community Police, Youth and Community and Kent Safe Schools

## **Objectives**

- 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 in the learning process
- To enable pupils and staff to access support if they have concerns about their own or others’ drug use

## **Principles of teaching and learning**

Drugs education has many cross-curricular links, in particular, the National Curriculum Science Orders.

However, the development of life skills is a theme throughout the school, within the programme for Personal, Social and Health Education, and is enshrined in the values which underpin the ethos of our school. Clearly there are links to other subjects, such as geography and physical education, and aspects of school life, notably the moral, social and spiritual aspect of the curriculum.

The use of 'circle time' is seen as a key strategy for developing life skills. It is important to note that this strategy involves using trained staff as facilitators, giving information and guiding, rather than using didactic lecture.

Drug Education at St Margaret's is also presented through timetabled PSHE and Science lessons, with a variety of approaches being used.

## **Knowledge and Understanding**

Pupils are taught within the guidance of the National Curriculum (science programmes of study, and the guidance for PSHE and Citizenship).

This includes

Key Stage	Learning Objective	Learning Outcome
1	<i>To know the dangers from household substances if they are not used as instructed</i>	<i>I can identify different household substances and know that if they are not used properly, they can be dangerous</i>
2	<i>To know that there are different names given to drugs</i>	<i>I know the scientific names for drugs and that they also have other common names</i>

## **Attitudes, Values and Skills**

- 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 to be able to respond appropriately
- That pressures 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

### **Resources**

- Teaching resources are up to date, differentiated and culturally and age appropriate
- The school allocates adequate funding to Drug Education provision
- Adequate staff resources, developing and training are provided to address identified needs
- There is a protocol for use of visitors contributing to the school programme (See Appendix 1)

### **Differentiation & Additional Educational Needs**

Whilst some pupils may have a fairly broad knowledge and insight into the world of drugs, there are those who have little knowledge at all. Teachers need to be sensitive to this issue and lessons are planned to take account of pupils' age, experience and maturity. The needs of pupils with AEN should be taken into account by the teacher who may need to provide different resources, different activities or specific support to some pupils. Where pupils' Individual Education Plans (IEPs) identify targets relating to their personal development, the teacher will ensure that opportunities are planned to support pupils in achieving these.

## **DRUGS POLICY**

### Managing a drugs related incident

Some schools have in the past found a substance or drug on the premises, and in a few cases, a pupil has been found in possession of a drug. Such an incident would have implications for the school, the pupil, parents, teachers, the headteacher and the governing body. If a pupil is found with a substance or a drug which is thought to be illegal, the following procedure will be adopted.

### Procedure for handling a drugs related incident

All unknown tablets, powders and substances should be regarded as possibly illegal.

All teachers have a duty of care, and want to protect the child. It should be noted that the 1971 Misuse of Drugs Act allows adults to remove unknown substances or drugs from a child, in order that he/she can be protected. The substance or drug should then be handed to the headteacher/drug education co-ordinator which is responsible for disposing of it in an appropriate way. This may involve the Youth Crime Reduction Officer.

Where possible the drug should be removed from the child in the presence of a witness. This ensures that a 'street wise' child cannot accuse the adult of possession.

### The headteacher would then be informed

If a pupil has taken a drug, or there is reasonable evidence to assume so, a trained first-aider will be called immediately, and professional medical help will be sought.

The member of staff would then write a brief assessment, indicating the time, place and the circumstances in which the incident took place. The witness should counter sign the statement.

The substance or drug should be sealed in a clear plastic bag and locked away until the police arrive.

Where it is considered that the pupil has been at risk, or it is thought that the drug or substance is illegal we will contact the pupil's parents or caring adult immediately. They will be asked to attend school. We will also contact our Youth Crime Reduction Officer who will give appropriate advice or attend the school. The substance or drug will be handed to the Officer as evidence and for disposal.

If it is established that the incident is drugs related, the headteacher will contact the chairman of governors to inform him/her of the situation. Contact will also be made with the LA, and the KCC Press Office if it looks as though the media may become involved.

If necessary we will also undertake a search of desks, drawers and lockers and other school property where pupils are able to keep books, pencils and other possessions.

If further search is required pupils' privacy will be respected and the pupils about which there is concern would be asked to empty their pockets and bags. Most pupils will comply with such a request. However, where a pupil is uncooperative and where the Youth Crime Reduction Officer considers that a search is justified the officer will undertake a search of pockets, clothing and bags. This would be carried out in the presence of a parent, caring adult or, if this is not possible, an appropriate adult who will be supplied by Social Services.

The staff of St Margaret's school cannot guarantee confidentiality, and where a pupil discloses information that indicates that the pupil is at risk, the information needs to be immediately passed on to the appropriate person (headteacher, drug education co-ordinator, child protection officer). The teacher should sensitively indicate to the pupil that confidentiality cannot be maintained.