



DRUG EDUCATION PROCEDURE

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Introduction

Date:	April 2010
Review due:	April 2012
Staff responsible:	Mr C Cross, Assistant Headteacher (pastoral) Ms E Cleverly, PSHCE Co-ordinator Mrs E Hitch, Headteacher
Governor responsible:	Alison Wallis, Governor

The process of policy writing involved consultation with the Headteacher, pastoral and teaching staff, governors, parents/carers, the Beaumont School Committee (pupils), the county Drug Education Consultant, and the school's Police Community Support Officer (PCSO).

NOTE: Within this policy, parent has the meaning attributed by the Education Act 1996 and includes others with parental responsibility.

Further guidance came from the Hertfordshire County Council Drug Education Guidance document and national guidance, specifically DfES “*Drugs: Guidance for Schools*” (March 2004).

This school defines the term ‘drug’ as: “**A substance people take to change the way they feel, think or behave**” and therefore includes tobacco, alcohol, solvents, over-the-counter and prescribed medicines as well as illicit substances.

Drug misuse is defined as any of the following:

- (a) the use of legal drugs in inappropriate ways e.g. medical drugs prescribed for another person
- (b) the use of legal substances in excess e.g. alcohol
- (c) the use of legal substances other than medicines for illegal purposes e.g. solvent abuse
- (d) the use of illegal drugs



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Values and aims

The emphasis of this policy is on prevention of misuse in order to encourage a healthy and responsible life style and to avoid the sanctions of the law.

Set in the broader context of a programme for Personal, Social & Health Education (PSHE) and Science, our drug education reflects whole school aims to provide a caring community in which young people can learn to respect themselves and others and take responsibility for their own actions. We are committed to the health and safety of all members of the school community and will take action to safeguard their well being.

The programme will be delivered by those teachers who have been made familiar with it by the PSHCE co-ordinator and have received from them information and support to deliver it confidently and effectively. Both the policy and programme are available for inspection at the school office. Parents are also able to download a copy from the school's website. The PSHCE co-ordinator will explain the programme in more detail to any parent seeking clarification.

Prevention of drug misuse requires the co-operation and support of both parties within the school/parent partnership. Whenever appropriate the school will inform parents through parents' information evenings, of its approach to drug education and involve other professionals in the delivery of relevant and detailed drugs information.

All non-medical drugs on school premises are unacceptable with the exception of alcohol, consumed in line with legislation, at events held by the School or by persons with permission to consume alcohol on the premises e.g. a private party who have hired the hall for a social event. The school is legally required to be smoke-free, following changes to legislation (July 2007) so no exception is made for tobacco.

This policy will apply on the school premises and beyond, wherever pupils are within the care of school staff. This includes school trips and educational visits. The school will also have an interest in the health and well being of the pupils beyond these school boundaries and we would encourage parents and others in the community to adopt the same principles.

Whilst we acknowledge that a number of young people may choose to use or misuse substances, it is important to recognise that the majority of young people are choosing not to do so. We will support their differing needs.

Rationale

We believe that the purpose of drug education should be to give pupils knowledge, skills and attitudes to appreciate the benefits of a healthy life-style and to relate these to their own actions, both now and in the future.



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Aims

We aim to:

- Enable young people to make healthy, informed choices through helping them to increase their knowledge, challenging and exploring attitudes and developing and practising skills.
- Help young people to develop further a sense of self-worth and self esteem.
- Increase understanding about the implications and possible consequences of drug use and misuse.
- Help young people to distinguish between different substances, consider their use, misuse, benefit and harm.
- Listen to young people's thoughts, feelings and concerns and to ensure that drug education responds to their needs.
- Counter any inaccurate messages and myths which young people may receive about drugs with accurate information.
- Encourage an understanding for those experiencing or likely to experience drug use (including those dependent on medicinal drugs).
- Widen understanding about related health, social and legal issues.
- Enable pupils to identify where help and support can be found.
- Develop as a 'Healthy School'.

Method

We intend to achieve our aims through:

- A co-ordinated, integrated and consistent approach to the curriculum and to possible drug related incidents.
- An appropriate teaching programme which responds to pupils' needs.
- Clearly defined learning outcomes for lessons and other inputs.
- Reinforcement of key messages at different ages and stages and in different situations.
- Content and teaching approaches, which match the needs and maturities of all pupils, including those with special educational needs and English as an additional language.
- Involvement of the whole community, including staff, governors, parents/carers, pupils and visitors.
- Training which is relevant to drug misuse being given high priority in the staff development programme, particularly for staff with key responsibilities for implementing the policy.
- Regular revision of policy and practice.
- Recognising that adults are role models for pupils and committing ourselves to a smoke-free environment; not using alcohol on premises except in the context of the exceptions already detailed in this policy; working in partnership with parents and carers



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Planning

Opportunities for drug education will be clearly identified within the PSHCE and other relevant Schemes of Work.

Special Educational Needs

In planning drug education for pupils with SEN, our teachers consider a range of responses. For example:

- Additional support given by staff;
- Activities may be differentiated or adapted;
- Programme aspects may need to be emphasised or expanded;
- Revisiting knowledge and skills in different contexts;
- Using strategies to increase access to drug education, such as theatre projects, ICT, school visits and specialist equipment.

Teaching – curriculum, materials and approaches

Drug Education is delivered via:

- Planned elements of National Curriculum subjects, including Science and RS;
- PSHE and Citizenship lessons;
- Tutor Periods and assemblies;
- Through occasional planned visits from school nurse, PCSO or other appropriate people including Lesley Williams from the *Basildon Youth Theatre*;

An outline teaching programme can be obtained from the PSHCE co-ordinator

A wide range of teaching approaches is used and we particularly encourage active learning methods, which involve children's full participation. Ground rules will be negotiated when appropriate and the sensitivity of the work will be recognised, safeguarding the interests of the pupil and everyone.

The work will be regularly monitored and evaluated by all staff and pupils.

Confidentiality

Some pupils may choose to mention instances of drug use in class or to individual members of the school community. While staff will want to be supportive, they need to follow our Child Protection / safeguarding guidelines and clearly state that they may not be able to guarantee confidentiality.



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Working with visitors

We subscribe to the code of practice recommended by the Department for Children, Schools and Families and by the Hertfordshire Drug Education Forum.

Visitors can make a valuable contribution to drug education provision but do not constitute a comprehensive programme. The rationale for bringing in a visitor must be clear. It must enhance the overall educational experience and must educate rather than sensationalise. It must fit with the stated aims and objectives of our PSHE, Science and drug education policy. School staff must always be present and the educational outcomes evaluated. Outside visitors will be offered a copy of the school's drug policy.

Roles and responsibilities

This policy relates to all members of the school community. All staff have a responsibility for drug education and must be fully aware of this policy and its implications for themselves and for others in the community. Whenever adults interact with children, they should recognise that they may be influencing attitudes and behaviour.

All staff also have a responsibility to know how they should respond to any possible drug related incidents. The pastoral postholders receive training and support in delivering this responsibility and will advise other staff as appropriate.

The Headteacher and Leadership Team have the ultimate responsibility for ensuring that policy and practice in this area are fulfilled, including appropriate curriculum content and response to drug related incidents.

The PSHCE Co-ordinator is responsible for overseeing both curriculum implementation and other elements of school life contributing to drug education. This will include monitoring and evaluating drug education policy and practice throughout the school. The PSHCE Co-ordinator will work with other staff to identify where other learning experiences contribute to drug education.

The Designated Governor with responsibility for drug education and drug related issues has received training in drug issues and understands the issues involved and how they relate to wider issues of behaviour and school ethos. He/she contributes to developing and reviewing drug education policy and practice.

Response to possible drug related incidents

Our definition of a drug includes medicines (both prescription and over the counter), alcohol, tobacco and solvents, and it is therefore important that all aspects of an incident are considered. The needs and circumstances of the pupil are paramount.



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We will consider each situation individually and recognise that a variety of actions in response may be necessary to drug related incidents as recommended by CSF and national guidance. (Ref: “*Drugs: Guidance for Schools*” DfES, February 2004).

If the situation leads to a medical emergency the school emergency aid procedures will be followed immediately.

In the absence of a medical emergency, the Headteacher must be informed, the DSP will be informed and an appropriate response considered. We will refer to the DCSF guidelines when responding to drug related incidents to determine the necessary response. The implications of any action we take will be carefully considered. **The focus of any response will be the pupil not the substance and we will seek to balance the interests of the individual, other members of the school community and the wider community.**

Responses will be cross-referenced with related school policies such as:

- Behaviour
- Health and Safety
- Child Protection & Safeguarding
- School Visits

Unless there are exceptional circumstances, we will inform parents/carers or guardians at the earliest opportunity so that we can work together to support the pupil and resolve any difficulties.

We have a range of professional colleagues who can give / obtain advice, support and information in drug or alcohol related situations. These include:

- The school nurse;;
- The CSF Drug Education Consultant;
- The PSHE Adviser;
- A Youth Connexions personal adviser;
- The local police Youth Crime Reduction Officer or PCSO
- Representatives of the local Youth Offending Team (whose roles include supporting young people at risk of offending);
- Local Drug and Alcohol agencies and counselling services, such as ADASH;
- The FRANK campaign;
- The Chairperson of the Drug Education Forum (DEF).

These colleagues can provide guidance and information, and may be able to help with a needs assessment to support us in developing an appropriate response. This may be through a Common Assessment. Contact details can be found on the DEF website www.hertsdef.org and in the Young People’s Substance Misuse Services Directory.

The pupil/s will always be told when information is being passed on, in accordance with the school’s policy on confidentiality.

Our aim is to enable all pupils to fulfil their potential. We will work with the pupil, their parents / carers and colleagues from other agencies to remove barriers to achievement and resolve any difficulties that exist. Drug related situations will be



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considered alongside other circumstances in the young person's life and not in isolation. Permanent exclusion, whilst it remains an option, will be used as the very last resort.

Fixed-period exclusion:

“Exclusion should only be considered for serious breaches of the school's behaviour policy, and should not be imposed without a thorough investigation unless there is an immediate threat to the safety of others in the school or the pupil concerned. It should not be used if alternative solutions have the potential to achieve a change in the pupil's behaviour and are not detrimental to the whole school community.”

Permanent exclusion:

“A decision to exclude a child permanently is a serious one. Permanent exclusion should usually be the final step in the process for dealing with disciplinary offences after a wide range of other strategies have been tried without success. Supplying an illegal drug is a serious breach of school rules and it may be one of the exceptional circumstances where the Headteacher judges that it is appropriate to permanently exclude a pupil, even for a one-off or first-time offence.”

“Where pupils are permanently excluded for supplying an illegal drug, repeated possession and/or use of an illegal drug on school premises, the Secretary of State would not normally expect the governing body or an independent appeal panel to reinstate the pupil.”

All staff have access to this policy and are therefore aware of the protocols surrounding the safe disposal of drug paraphernalia which may be found on the premises and of the legal constraints on gathering evidence and questioning those involved. They will not take action without involving the Headteacher and/or DSP.

Confiscation of drugs

The school has the power to confiscate inappropriate items, including substances it believes to be illegal, in line with the school's Behaviour Policy. The school does not have to return such confiscated substances. As with school discipline and pupil behaviour policies, the Drug Guidance for Schools makes clear that schools may choose not to return an item to the pupil. This includes items of value which the pupil should not have brought to school or has misused in some way and might – if the school judges this appropriate and reasonable – be stored safely at the school until a responsible family adult can come and retrieve them.

Items which the pupil should not have had in their possession – particularly of an unlawful or hazardous nature – may be given by the school to an external agency for disposal or further action as necessary. This will always be explained to the parents, confirming that this has taken place and the reasons for such an action.

Staff are also aware of the protocols surrounding the safe disposal of drug paraphernalia, such as needles, which may be found on the premises.



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All staff will be made aware of the legal constraints on gathering evidence (including personal searches), and questioning those involved.

This policy will apply to parents/carers and other visitors to the school.

Appendices

- ⇒ Flow chart of incident responses (at the back of the DfES document)
- ⇒ Pro forma for recording incidents (also at the back of the DfES document)

[Note: Please be aware that the DfES 2004 guidance is due to be replaced this coming September. The Local Authority will send details of anything affecting school drug policies as soon as is practical.]