



# **KINETON GREEN PRIMARY SCHOOL**

## **DRUGS POLICY**

**July 2021**

Review 2023

## **The Policy**

### **Intention**

This policy outlines the purpose, management and nature of the drug education taught and learnt at Kineton Green Primary School and, in addition, the nature and management of substance related incidents.

This policy was formulated over the period of a year, beginning in the spring of 2004. It has since been reviewed and updated in February 2009, February 2012, June 2015 and in July 2018 & 2021.

The whole school community has been involved in its development through a variety of ways:

- Parents and Governor meetings
- Whole Staff Meetings
- Working Party of governors/staff/school nurse
- A wider consultation group of parents
- Questionnaires to parents and draw and write techniques with pupils
- Input and advice from PSHE Advisors in Solihull LEA

Kineton Green Primary School has therefore worked within the National Healthy School Standards, and made reference to Drugs: Guidance for Schools (DfES 2004) Drug, alcohol and tobacco education (QCA 2003) and local guidelines throughout the consultation and formulation of this policy.

The implementation of this policy is the responsibility of all staff at the school.

### **Consultation**

The policy was written in draft format and shared with staff, governors and members of the wider consultation group of parents. Amendments were made and the document approved by the Governing Body. It is intended that the drug education units of work be evaluated and reviewed annually by the Subject Leader, relevant members of staff and the children so that the units remain practical, informative and relevant.

### **Definitions**

The definition of a drug is:

‘A substance people take to change the way they feel, think or behave’  
(United Nations Office on Drugs and Crime)

The terms 'drugs' and 'drug education' are used in this policy to refer to a variety of drugs:

- Over the counter medicines (e.g. laxatives, cough medicine, Paracetamol)
- Prescription medicines (e.g. tranquillisers, ventolin)
- Legal substances such as caffeine, alcohol and tobacco
- Volatile substances, (e.g. aerosols, glues, gases)
- Illegally produced, owned or supplied substances (e.g. cannabis, ecstasy, amphetamines, cocaine, heroin)

*Procedures for handling incidents involving unauthorised drugs are outlined in Appendix 1 and are also covered in the Discipline Procedure Policy and the school's Health and Safety Policy. Procedures for handling prescribed medicines and volatile substances are outlined in the Medicine Policy. This policy complements these policies and also the Child Protection Policy. It does not exist in isolation.*

Drug, alcohol and tobacco education is an explicit and planned part of Personal, Social and Health Education (PSHE). Aspects of drug education are included in the statutory teaching requirements for science and the non-statutory frameworks for PSHE and Citizenship and provide the context for enabling children to increase their knowledge and understanding of drugs and to explore attitudes and develop skills for making healthy, informed choices.

## **What constitutes a 'Drug related incident'?**

This policy relates to a range of substance related incidents including:

- A pupil demonstrates, perhaps through actions or play, an inappropriate level of knowledge of drugs for their age.
- A pupil discloses that they or a family member/friend are misusing drugs
- A pupil, parent/carer, governor or member of staff is thought to be under the influence of drugs
- Drugs or associated paraphernalia are found on school premises
- A pupil is found in possession of drugs or associated paraphernalia
- Any person from school or local area is found to be supplying drugs on or near school premises

There will be zero tolerance of the use of any illegal drugs/alcohol\*/tobacco on school premises.

\*Alcohol may only be consumed on school premises during, adult, after hours events, e.g. PTA quiz nights, by sole agreement of the Governing Body, and can only be sold by duly licensed personnel.

## Procedures for handling drug related incidences

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When a drug related incident occurs the member of staff involved should:

- Make the situation safe
- Send for support including a member of staff trained in first-aid if necessary
- If an illegal drug is found, secure it in a safe place until dealt with by the police
- Report the incident

The incident will be in the first incidence 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.*

## Aims

The provision of drugs education is in line with the aims and ethos of the school and sits within the following values framework:

### Honesty

A safe environment is created where children can trust adults and each other, feel safe to ask questions and consider media and social influences that lead to drugs use.

An environment which allows questions to be answered in a truthful, open manner; where issues can be explored and considered; where critical thinking is developed as part of the decision making process

### Knowledge and understanding

Children learn and begin to understand the short and long -term physical and psychological effects of drug, alcohol and tobacco use

Children are empowered. They learn about personal safety and how to protect themselves from media/peer pressures, how to assert themselves, their rights, how to practise drug refusal skills and how to make safe choices.

### Respect for self and others

Children develop and manage their emotions and relationships confidently, develop coping strategies, stress reduction techniques and skills to communicate their feelings and seek support for themselves and others.

They learn to make choices based on informed decision -making and practised problem solving scenarios.

### Self –esteem

Children learn to respect themselves and develop self-esteem, self-discipline and confidence.

They develop responsibility: an appreciation of the consequences of choices made, the importance of individual conscience and moral considerations

## **Content of Drugs Education Programme and its delivery**

The drugs education element of the curriculum is found in two main areas:

- Science curriculum
- PSHE curriculum in specific units of work of Jigsaw, dealing with health, relationships and self-esteem

At the Foundation Stage the class teacher is responsible for the teaching of the Science strands through Knowledge and Understanding of the World and the Jigsaw units of work. In PSHE, teachers develop language and support children's development as they learn to follow rules, ways of keeping themselves healthy, make

choices, take and share responsibility for their own behaviour and learn about people who can help them stay safe e.g. the school nurse, the police, the crossing patrol etc.

In Key Stage 2, specific units of work around drugs education are built into the Jigsaw curriculum in the Health Me unit for Years 3, 4, 5 and 6, reinforcing and building on skills, knowledge and attitudes.

Learning Outcomes for drug education are contained in the Early Learning Goals for Foundation Stage and PSHE and Citizenship framework at Key Stages 1 and 2. The requirements of the NC Science curriculum are delivered through these four broad PSHE themes:

- developing confidence and responsibility and making the most of pupils' abilities
- preparing to play an active role as citizens
- developing a healthier, safer lifestyle
- developing good relationships and respecting differences between people.

Drugs education should contribute to the foundation of PSHE and Citizenship strand by ensuring that all children:

- develop confidence in talking, listening and thinking about choices and assessing and avoiding risks in every day situations (e.g. home, school) , ask for support and know where to find further information and advice
- explore their own and others feelings towards drugs
- can protect themselves and practise resistance techniques
- challenge existing attitudes and other people's attitudes towards drugs including media and social influences
- know which commonly available substances and drugs are legal and illegal, their effects and risks (as appropriate to age and needs)

## Key Stage 2

Animals Including Humans:

Statutory Requirement:

- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

In year 6 the children will also cover the nonstatutory requirement of:

- Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

## Teaching and Learning Strategies and Styles

- Ground rules

A set of ground rules is used to create a safe environment for teachers and children in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from children. These should include:

- no one (teacher or child) will have to answer a personal question (Jigsaw 'right to pass').
- no one is allowed to use 'put downs' or make others feel uncomfortable.
- no one will be forced to take part in a discussion ('right to pass')
- only the correct names for drugs will be used
- meanings for words will be explained in a sensible, factual way

- Dealing with questions

If a question is too personal, the teacher should remind the pupils of the ground rules. If further support is needed refer to parents/carers and other sources of information e.g. non-fiction books

If a teacher does not know an answer to a question, it is important to acknowledge this and suggest that they research this question later, if appropriate

If a question is too explicit, feels too old for the pupil, is inappropriate for the whole class, or raises child protection issues, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way the child is treated with respect and the rest of the class will not have to listen to personal experiences or inappropriate information

- Active Learning Methods

Active learning methods encourage children to participate in their learning and provide a varied range so that all abilities, learning styles are catered for. These methods are used across the school to teach both PSHE and drug education and are particularly appropriate for use in group work. They include Circle Time, discussion groups, questionnaires and quizzes, write and draw techniques, role-play, peer/teacher modelling of appropriate behaviour, practice in drug refusal skills and video/ ICT resources.

## Roles and Responsibilities

The PSHE Curriculum Leader is the drug co-ordinator also and has responsibility for

- Co-ordinating links with outside agencies
- Co-ordinating planned action to manage medicines in school
- Co-ordinating a response to a substance related incident
- Cross-phase liaison
- Implementation and monitoring of this policy

Any drugs /paraphernalia found on the premises are to be disposed of under health and safety guidelines (See Appendix 1.)

## **Parents/carers**

Great care has been taken to ensure that parents have been consulted at all stages of the development of this policy and that in this area as in other curriculum areas, school and home work in partnership. Parents/carers need to be clear about what drugs education entails and how this policy applies to them and their children. Where appropriate parents will be informed of the work to be covered in drugs education. School will endeavour to provide further information for parents around this subject in order that they can support their child's learning at home. Parents will be involved in workshops and parent's meetings concerned with this aspect of PSHE as necessary.

## **Using Outside Agencies**

Outside agencies and visitors may be used to enhance the drug education programme e.g. drugs and alcohol services, school nurses and the Healthy Roadshow, which is delivered in Year 3, the police in Year 6 to deal with legal/illegal drugs and theatre in education groups. In each case careful planning will ensure that the visitor and the school are working to clear learning objectives, which have been agreed. All such visitors are expected to work within the guidelines of this policy and are made aware of the issues surrounding confidentiality.

## **Assessment**

Although there are no statutory assessment requirements, both children and teachers will be involved in the monitoring and assessment of learning and this needs to be undertaken in relation to clear learning objectives taken from the Jigsaw Curriculum.

At present, teachers comment on the PSHE development of children in the annual school report to parents. The children reflect on their own learning and carry out their own self-assessment alongside the teacher.

## **Specific Issues**

### **Inclusion**

It is believed that the values and approaches outlined in this document would be appropriate for all children in our school regardless of gender, race or special educational need.

However, teachers need to be aware that some pupils may need more help in understanding what sorts of behaviour are acceptable and in developing the confidence and skills to resist drugs.

Teachers must also take account of potential difficulties arising from children's personal circumstances e.g. where pupils have parents/carers who misuse drugs or alcohol. The fundamental aim is to support the welfare of the child. At times this may mean that other outside agencies are involved in meeting a child's needs, e.g. drug and alcohol services or social services. (See Appendix 1.)

## **Confidentiality**

To ensure good practice in the teaching of drugs education, all concerned, teachers, parents, pupils, governors and outside agencies/visitors need to understand the importance of confidentiality and how this works in practice:

- Clear ground rules are negotiated and agreed in drugs education lessons and are adhered to by both adults and children to ensure a safe environment for all.
- Children are encouraged to talk with their parents/carers and given support to do so.
- Children know where to access other sources of information for help e.g. school nurse, other advice agencies/help lines

Teachers cannot offer or guarantee absolute confidentiality. Any fears or worries that are brought into the classroom in the context of drugs education lessons, as in any other areas of the curriculum, cannot go unnoticed. Teachers need to be aware that this context can lead to a disclosure of a child protection issue, in which case teachers should carry out the agreed school procedures (See Child Protection Policy and the flowchart on incidents involving drugs in appendices).

There may be occasions where a child approaches a teacher and reveals that he/she is taking drugs or is contemplating taking drugs. This should be viewed as a child protection issue and reported to the designated member of staff.

## **Resources**

A variety of resources are used to support the delivery of drug education in the school. These resources are adapted to meet the needs of all children.

The intention is to continue to build up a library of resources for children to access and to build up a lending library of resources to support parents/carers in educating their child in this area.

## **Monitoring, Evaluation and Review**

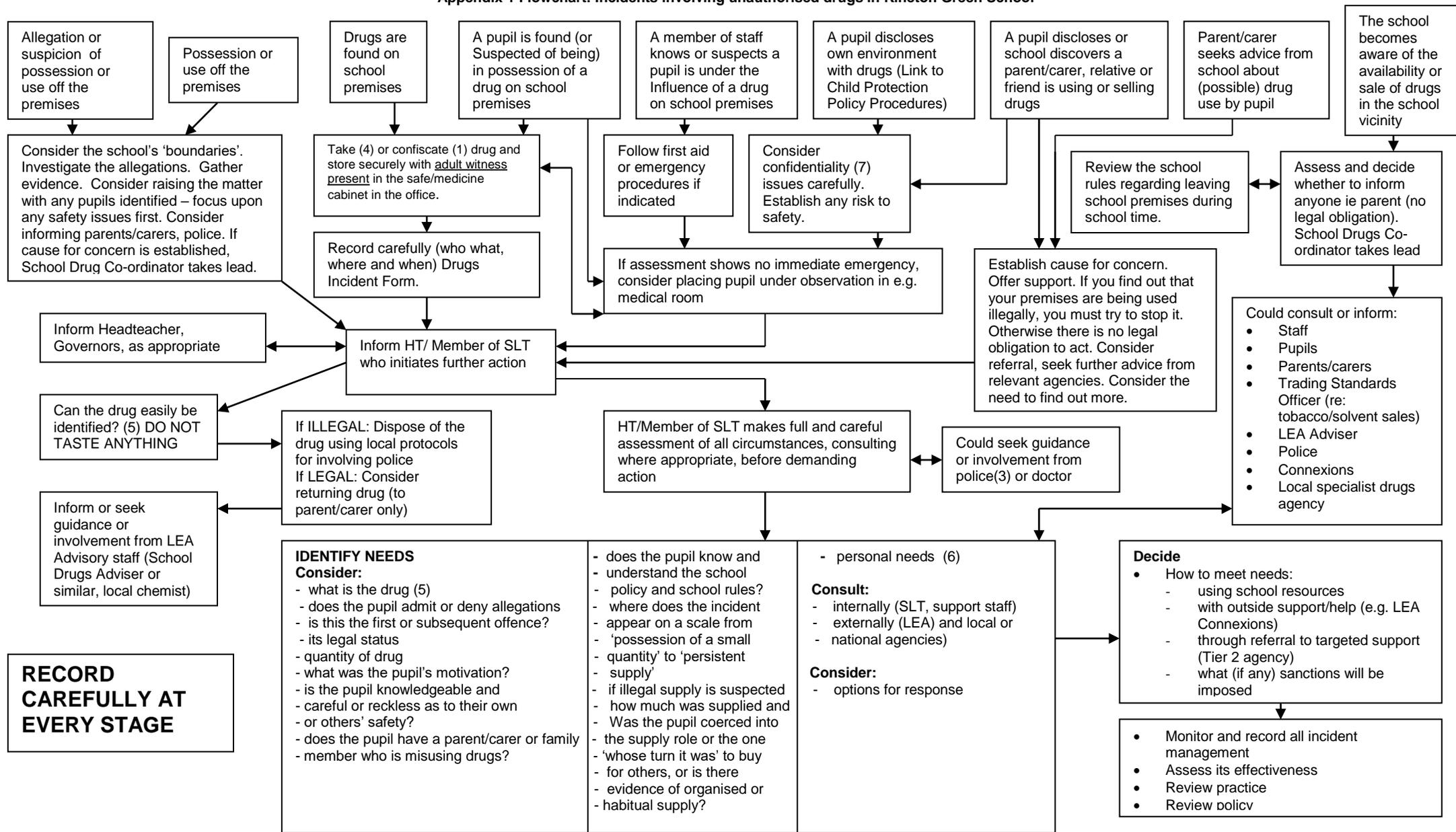
Both staff and children will evaluate the units of work each year at the end of each unit, via discussion and questionnaires and any necessary adjustments to the scheme of work will be made. This will enable a flexible approach, which allows units of work to be adapted and remain relevant to the needs of the children.

It will be monitored by the Curriculum Leader, Head Teacher and Governors and will be amended to meet any further requirements as appropriate.

## **Resources used to support policy and practice in school**

- **Drugs Guidance for Schools 2008 (Solihull MBC)**
- **CASCADE** website
- **Wired for Health** website; [www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk)
- **Drug, alcohol and tobacco education QCA 2003**
- **Drugs; Guidance for Schools DfES 2004**
- **New 2014 Science Curriculum [www.gov.uk](http://www.gov.uk)**

**Appendix 1 Flowchart: Incidents involving unauthorised drugs in Kineton Green School**



**(1) CONFISCATION**

It is illegal to confiscate an illegal drug in order to prevent an offence being committed. It should be kept for as short a period as possible.

**(2) DISPOSAL**

Schools are advised to pass illegal drugs to police or follow local protocols for safe disposal. Medicines may be disposed of by handing them to pharmacies. LEAs may seek to develop local protocols to facilitate police disposal of illegal drugs on schools' behalf.

**(3) POLICE**

It is good practice to liaise closely with local police officers when school drug policy is being written or reviewed, to ensure it accords with police advice. The law does not require schools to inform police of illegal drug incidents and police can advise when it is appropriate for them to support schools who would prefer to deal with a situation internally.

**(4) SEARCHING**

It is not illegal for a school to conduct an intimate personal search of a pupil. Schools may request a pupil to turn out pockets and bags. Police help is required when a personal search is deemed necessary.

**(5) IDENTIFYING DRUGS**

It will often be impossible to identify a drug conclusively (or to be sure it is a drug) without formally testing it. Police can advise about formally identifying illegal drugs and the possibility of formal testing.

**(6) DETERMINING NEEDS**

Careful judgement is required to gauge pupils' needs when deciding how to respond, whether skilled support is needed and whether sanctions are to be imposed.

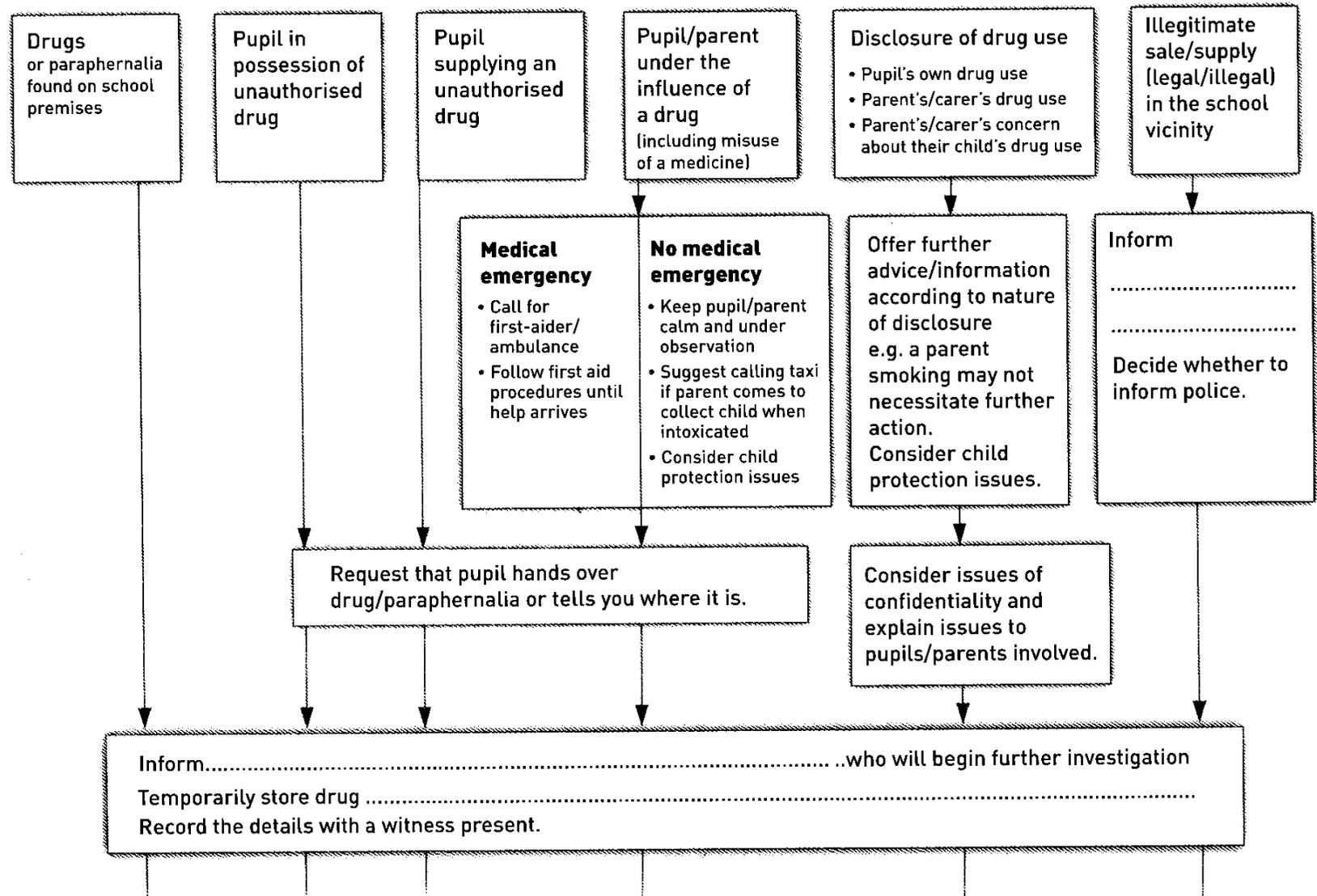
**(7) CONFIDENTIALITY**

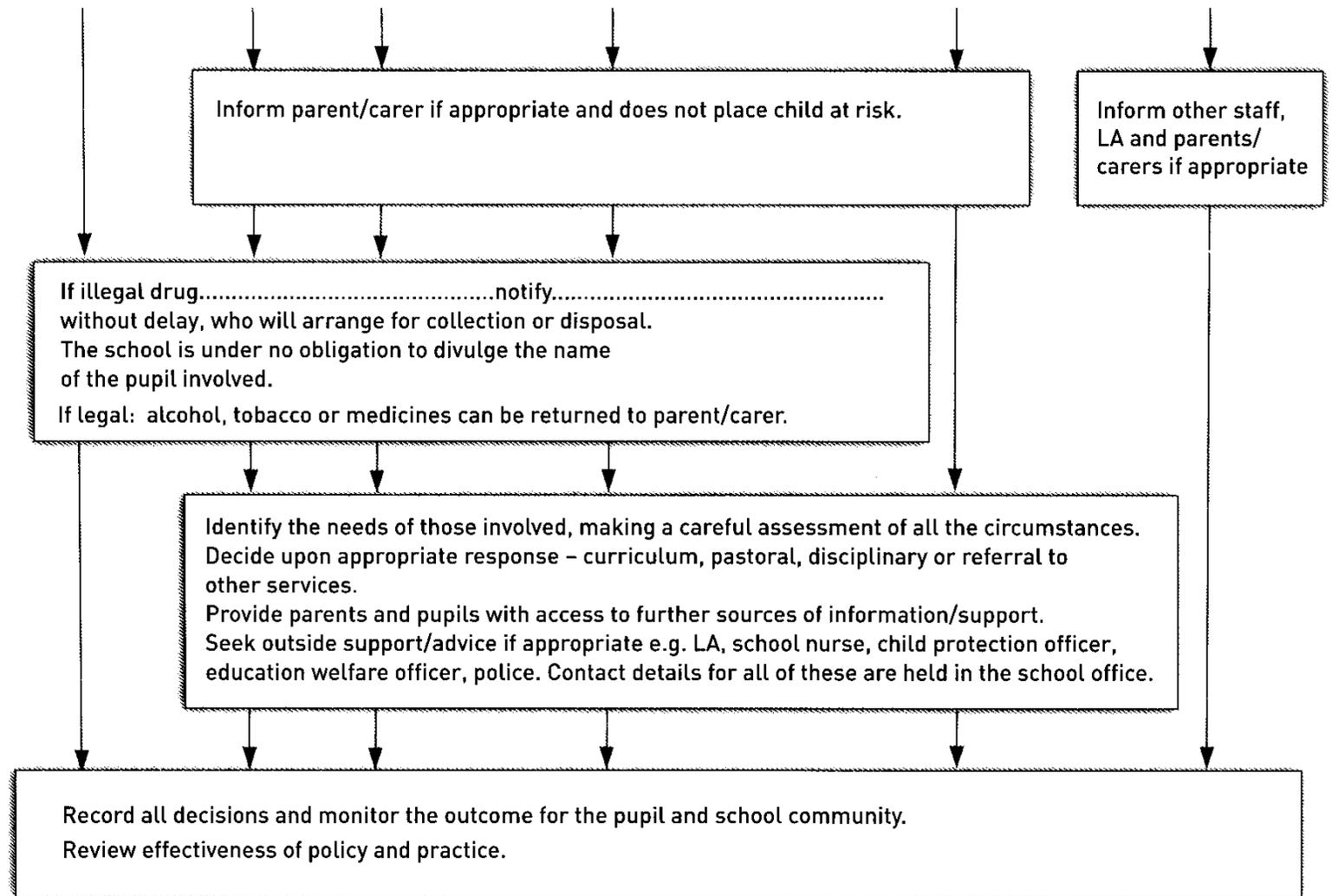
While there is no legal duty to pass on confidential information to other agencies, where there is a probability that a pupil is at risk of significant harm, there is a moral duty to pass on such information. The boundaries of confidentiality should be made clear to young people before they begin to disclose.

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This chart should be used in conjunction with the rest of the DFES publication, Drugs: Guidance for schools. See flow chart below.

## Responding to incidents involving drugs (adapted from Drugs: Guidance for Schools, 2004)







# DRUGS RELATED INCIDENT

Date :

Time :

Report of details causing concern :

Reported to DMS \_\_\_\_\_ (Please tick)      Date \_\_\_\_\_

Signed \_\_\_\_\_      Position \_\_\_\_\_

# Appendix 2: Content and progression in drug, alcohol and tobacco education

**Table 1: Content of drug, alcohol and tobacco education**

The table below shows how the statutory requirements of the science ('Sc') and citizenship ('Ct') programmes for progression as pupils develop their knowledge, understanding, skills and attitudes. a drug, alcohol and tobacco education programme. It illustrates the opportunities for progression as pupils develop their knowledge, understanding, skills and attitudes.

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
<b>Knowledge and understanding</b>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>■ PSHE and Ct 2d to agree and follow rules for their group and classroom, and understand how rules help them (eg <i>simple safety rules</i>)*</li> <li>■ Sc2 2d about the role of drugs as medicines</li> <li>■ PSHE and Ct 3f that all household products, including medicines, can be harmful if not used properly</li> <li>■ PSHE and Ct 3g rules for, and ways of, keeping safe, including basic road safety (eg <i>rules for medicines</i>)*, and about people who can help them to stay safe (eg <i>the police, health professionals</i>)*</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>■ PSHE and Ct 2b why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</li> <li>■ Sc2 2g about the effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health</li> <li>■ PSHE and Ct 3a what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices</li> <li>■ PSHE and Ct 3b that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread</li> <li>■ PSHE and Ct 3d which commonly available substances and drugs are legal and illegal, their effects and risks</li> <li>■ PSHE and Ct 3f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong</li> <li>■ PSHE and Ct 3g school rules about health and safety, basic emergency aid procedures and where to get help</li> <li>■ PSHE and Ct 4g where individuals, families and groups can get help and support</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>■ Ct 1a about the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people</li> <li>■ Ct 1f about the work of community-based, national and international voluntary groups</li> <li>■ PSHE 2b how to keep healthy and what influences health, including the media</li> <li>■ PSHE 2c that good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health</li> <li>■ Sc2 2m that the abuse of alcohol, solvents and other drugs affects health</li> <li>■ PSHE 2d basic facts and laws, including school rules, about alcohol and tobacco, illegal substances and the risks of misusing prescribed (and over-the-counter)* drugs</li> <li>■ PSHE 2h basic emergency aid procedures and where to get help and support</li> </ul> <p>During the key stage, pupils should be taught the <b>Knowledge, skills and understanding</b> through opportunities to:</p> <ul style="list-style-type: none"> <li>■ PSHE 4h find information and advice</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>■ Ct 1a about the legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and civil justice systems (eg <i>in relation to drug, alcohol and tobacco laws</i>)*</li> <li>■ Ct 1c about the work of Parliament, the government and the courts in making and shaping the law (eg <i>laws on use, misuse and supply, the reclassification of substances, etc</i>)*</li> <li>■ PSHE 2a to think about the alternatives and long- and short-term consequences when making decisions about personal health</li> <li>■ Sc2 2m the effects of solvents, alcohol, tobacco and other drugs on body functions</li> <li>■ PSHE 2e about the health risks of alcohol, tobacco and other drug use, early sexual activity and pregnancy, different food choices and sunbathing, and about safer choices they can make</li> <li>■ PSHE 3j to know about the statutory and voluntary organisations that <i>relate to drug, alcohol and tobacco use</i>*</li> </ul>

\* denotes examples (*in italics*) that are not included in the frameworks or national curriculum programmes of study