

Long Meadow School

DRUGS POLICY



The role of the school in Drug Education and the management of drug related incidents

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| Policy adopted: | May 2006 |
| Date of last review: | July 2017 |
| Date of next review: | July 2020 |
| Type of policy: | Non Statutory / LMS |
| Frequency of review: | 3 years |
| Governor committee: | Curriculum Committee |

Milton Keynes agreed and endorsed strategies, policies and targets

The National Drug Strategy, Healthy Schools

Milton Keynes Council Learning and Development Directorate

The Education Act 1996 Section 351 places a duty on LEAs to “exercise their functions with a view to securing that the curriculum for every maintained school” provides “a balanced and broadly based curriculum which -

- a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- b) prepares pupils at the school for the opportunities, responsibilities and experiences of adult life.”

As part of this duty Milton Keynes Council Learning and Development Directorate supports schools in the interpretation and implementation of the national drug strategy and guidance, in particular the aim for young people.

The national measure for progress is the number of schools achieving level 3 National Healthy School Standard status, equivalent to the silver award in the re-organised Milton Keynes Healthy School Award Scheme (MKHSAS).

The Learning and Development Directorate target is that all schools achieve the silver award by 2007. This includes:

- a PSHE/citizenship policy and curriculum in place that addresses the needs of all pupils, and of which drug education, including the management of drug-related incidents, is either a linked or integrated element
- the school is delivering the requirements of the National Curriculum in relation to drug education in line with statutory and non-statutory guidance

The use of drug tests and sniffer dogs

Milton Keynes Council, Drug Action Team and Police do not support the use of drug tests or sniffer dogs without the authority of a police warrant. Schools considering these should exercise extreme caution and follow the guidance in Appendix 10 of *Drugs: guidance for schools* (DfES/0092/2004).

Police involvement in drug education and drug related incidents

The only contribution that police will make to school drug education is either a Y7 or a Y10 lesson, devised by the Schools Drugs Adviser and the School Based Officers. In accordance with national guidance on areas of expertise that police officers can contribute, it covers only the law and its consequences.

The Secondary School Based Officer (SBO) should be informed of ALL incidents involving suspected illegal substances in order that appropriate action can be taken. The SBO will take charge of any substances.

It is likely that the offence of possession of cannabis by under 18 year olds will be processed by the police. It is expected that incidents involving other Class C drugs will be managed internally by the school.

See the appropriate section of the draft policy for further details.

The Safety Centre

A drugs scenario is an integral part of the Y6 visit to the Safety Centre, and is followed up by a lesson delivered by the Schools Liaison Officer.

Drug education lessons for years 3, 4, and 6, based on Protective Behaviours, are available for downloading from the website: www.safetycentre.co.uk

Endorsement of external contributions to drug education

The only contributions currently endorsed are the police and Safety Centre as detailed above.

Support for young people involved with drugs

The only local organization to whom referrals can be made is:

Compass Young People's Drug Service
257a Queensway
Bletchley
MK2 2EH
Tel: MK 379673
Email: compassmk@btconnect.com

Compass will work with staff and parents to inform them of the service, but do not offer any contribution to drug education with pupils.

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Development process

This policy was reviewed and developed during the period 2005/2006 by staff and governors in consultation with:

Milton Keynes School Improvement Adviser for Healthy Schools

It was approved and adopted in Spring 2006 and will be reviewed, refined and updated in two years, in the light of:

- national developments
- local developments
- evaluation of the drug education programme by pupils and teachers
- consideration of the number, nature, response and outcome of drug-related incidents.

Signatures

Headteacher (Mrs Sue Davies)

Governor Mr Chris Bond

PSHE/ SRE/ Drugs and Citizenship Leader Mrs Chantal Wright

Location and dissemination

A reference copy of this policy can be found in the Head Teachers office and the staffroom.

It has been disseminated to the whole school community through the staff handbook and the school prospectus.

The context of the policy and its relationship to other policies

This policy should be read and implemented in line with school policies on the following:

Equal opportunities;
PSHE;
Citizenship;
the management of medicines;
behaviour;
child protection;
assessment and record keeping;
health and safety;
school visits
confidentiality

Local and national strategies and guidance

The National Drug Strategy

This strategy sets out objectives and offers guidance for four elements: Young People, Communities, Treatment, and Availability.

The aim for the first element is to:

prevent today's young people from becoming tomorrow's problematic drug users.

Long Meadow School will play its part in this strategy by developing and implementing a policy and programme in line with national guidance.

The national measure for progress is the number of schools achieving National Healthy School Standard status, Milton Keynes Healthy School Award Scheme (MKHSAS). See below.

National Alcohol Harm Reduction Strategy

Amongst other initiatives, this is intended to provide "alcohol education in schools that can change attitudes and behaviour."

Long Meadow School will play its part in this strategy by delivering its drug education programme and dealing with alcohol related incidents in an appropriate manner.

National guidance

The following publications have been consulted in the development of this policy and are referred to in appropriate places:

The National Curriculum handbook (QCA, DfEE, 1999)

Drug, alcohol and tobacco education, curriculum guidance for schools at key stages 1-4 (QCA, 2003)

Inspecting schools: Framework for inspecting schools; handbooks for inspecting nursery, primary, secondary and special schools (Ofsted 2003)

Drugs: Guidance for schools (DfES, February 2004)

The Milton Keynes Drug Action Team

The Drug Action Team (DAT) is made up of the chief officers of local authorities and leads the local implementation of the national drug strategy. The Young People's Drug Operation Team informs the DAT and develops and delivers the Young People's Substance Misuse Plan.

Long Meadow School supports this delivery.

MK Learning and Development Directorate

Drug testing and sniffer dogs

At Long Meadow School we do not intend to take such action.

The Safety Centre

Year 2 Pupils to visit Safety Centre

Year 5 Pupils to visit Safety Centre

The purpose of the policy

The purpose of the school drug policy is to:

- clarify the legal requirements and responsibilities of the school
- reinforce and safeguard the health and safety of pupils and others who use the school
- clarify the school's approach to drugs for all staff, pupils, governors, parents/carers, external agencies and the wider community
- give guidance on developing, implementing and monitoring the drug education programme
- enable staff to manage drugs on school premises, and any related incidents that occur, with confidence and consistency, and in the best interests of those involved
- ensure that the response to incidents involving drugs complements the overall approach to drug education and the values and ethos of the school
- provide a basis for evaluating the effectiveness of the school drug education programme and the management of incidents involving illegal and other unauthorised drugs
- reinforce the role of the school in contributing to local and national strategies.

The scope of the policy

This policy and procedures apply to:

- all legal and illegal drugs and medicines;
- all pupils, staff, parents/carers, governors and visitors to the school;
- the school premises,
- educational visits, residential courses and extra-curricular activities for pupils.

The possession, use or supply of any unauthorized drug is regarded as a breach of school rules and the appropriate disciplinary procedure will be initiated, with the exception of the following circumstances:

- *the use of medicines by pupils with parental notification and knowledge by the school first aid person/ nurse*
- *the appropriate use of medicines by staff*

There are no circumstances in which it is appropriate/acceptable for staff or visitors to use tobacco, alcohol, illegal drugs or any drug for non-medical purposes in the presence of pupils, with the exception of family social events, such as the school fete, when alcohol is sometimes available. Smoking is not allowed on the school premises at any time.

Any information about illegal drugs or the illicit sale of legal drugs outside the scope of this policy as defined above, will be passed on to the secondary school based police officer, details above. This includes sale of tobacco, solvents and alcohol to under age people, and any information about the use, possession or supply of illegal drugs.

Definitions and terminology

Drug

The definition of a drug given by the United Nations Office on Drugs and Crime is:

A substance people take to change the way they feel, think or behave.

The term 'drugs' and 'drug education', unless otherwise stated, is used throughout this document to refer to all drugs:

- all illegal drugs (those controlled by the Misuse of Drugs Act 1971)
- all legal drugs, including alcohol, tobacco, e cigarettes, shisha pens, volatile substances (those giving off a gas or vapour which can be inhaled), ketamine, khat and alkyl nitrites (known as poppers)
- all over-the-counter and prescription medicines.

Drug use

Drug use is drug taking, for example, consuming alcohol, taking medicine or using illegal drugs. Any drug use can potentially lead to harm, whether through intoxication, breach of the law or of school rules, or the possibility of future health problems, although such harm may not be immediately apparent. Drug use will require interventions such as management, education, advice and information, and prevention work to reduce the potential for harm.

Drug misuse

Drug misuse is drug taking which leads a person to experience social, psychological, physical or legal problems related to intoxication or regular excessive consumption and/or dependence. It may be part of a wider spectrum of problematic or harmful behaviour and require specific interventions, which may including treatment.

Drug incident

Suspicion or evidence of any situation or specific event at school involving a drug. This could relate to a pupil, parent/carer or staff member.

Authorised drugs

Principally 'authorised drugs' refers to medicines and other drugs sanctioned for legitimate use (such as alcohol stored for a raffle, safe storage and use of hazardous chemicals, prescribed medication held by the school nurse...). In all other circumstances, drug are unauthorized whether illegal or not.

The school's stance towards drugs, health and the needs of pupils

Illegal and other unauthorized drugs are not allowed on the premises of Long Meadow School.

Medicines which have been authorized by a doctor need to be taken to the school reception by the child's parent. They will need to complete a form to give their consent for a named member of staff to give the medicine at a particular time during the school day. All medicines will remain in the Medical room.

If illegal or unauthorized drugs are found on the premises, the Headteacher will manage the situation to ensure the health and safety of the school is not affected.

Drug Education

Aims and key learning objectives

The aim of drug education is to provide opportunities for pupils to develop their **knowledge, skills, attitudes** and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions.

The learning objectives for drug education are to:

- increase pupils' **knowledge** and understanding and clarify misconceptions about:
 - the short- and long-term effects and risks of drugs
 - the rules and laws relating to drugs
 - the impact of drugs on individuals, families and communities
 - the prevalence and acceptability of drug use among peers
 - the complex moral, social, emotional and political issues surrounding drugs

- develop pupils' personal and social **skills** to make informed decisions and keep themselves safe and healthy, including:
 - assessing, avoiding and managing risk
 - communicating effectively
 - resisting pressures
 - finding information, help and advice
 - devising problem-solving and coping strategies
 - developing self-awareness and self-esteem

- enable pupils to explore their own and other peoples' **attitudes** towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences.

Content

The programme is based on

1. New National curriculum science programme of study
2. National curriculum PSHE framework
3. Drug, alcohol and tobacco education, curriculum guidance for schools at key stages 1-4 (QCA, 2003)

and is outlined in Appendix 1 and Appendix 3

Arrangements for timetabling, staffing and teaching

At Long Meadow School a coherent and continuous drug education programme operates as part of the whole-school approach to PSHE and SEAL, with some input in each year of the school.

The delivery occurs in class teaching, national curriculum subjects, circle time, PSHE, assemblies, presentations by visitors.

Every class teacher will need to consider their pupils carefully before teaching a lesson. More vulnerable children, and those with SEN will be considered and support will be planned and given where necessary. Parents will be contacted if the class teacher feels this is appropriate.

Methodology and resources

The following **principles** are applied in every session/module of drug education:

- ground rules are negotiated for the discussion of this sensitive issue
- an assessment of where pupils are in terms of e.g. knowledge, language, skills, interest and anxieties is the first activity
- a range of teaching methods is used which encourage the active and interactive participation of all pupils
- information that is provided is comprehensive, accurate, up-to-date and unbiased
- pupils are given an opportunity to reflect on their learning.
- teachers to hire and use resources from HPRO in Newport Pagnell to support their learning.

The following **resources**, which have been assessed against the key criteria for good drug education materials in DfES guidance Appendix 4, are used in the programme:

Senses DVD- CDROM and teachers Guide to support pupils and teachers with the learning and teaching of Drugs education.

Staff support and training

Staff training to be arranged in the school year 2017-2108

Chantal Wright has completed and achieved the PSHE certificate. Information, resources and procedures were fed back to the staff. Furthermore, electronic information provided by the PSHE Association is used to inform practice and policy.

Assessment, monitoring, evaluation and reviewing

Assessment will be carried out through the class teacher's observations, marking of the children's learning and from the children's discussions and questions.

Each pupil has a KPI with the key objectives for PSHE/SRE/ DRUGS and Citizenship. Teachers assess each child at the end of every term and the information is passed on to the next teacher. The teachers will track progress using class Well Being KPI. See PSHE policy.

Sessions will be evaluated by the class teacher, and recorded on their lesson plans. Using the whole school self assessment system of green, orange and red (RAG).

Management of drugs at school

The site supervisor checks regularly for any visible signs, (e.g. discarded needles, tin foil, cigarette ends, empty beer bottles etc.) of drug use, informs the head teacher and disposes of/destroys paraphernalia appropriately.

The headteacher will manage any situations which may involve searching either school or pupils' property. Parents will be involved and aware of the situation.

Milton Keynes Environmental Health Department advice for disposal includes:

- i. suspected illegal substances should be handed to the police (see above)
- ii. needles should be put in a sharps box and collected by the PCT (to be clarified)
- iii. clinical waste (which may cause infection, e.g. blood-soaked clothing) will be collected by Environmental Health by phoning 252570
- iv. any other non-infectious paraphernalia, e.g. bongs, pipes, cigarette papers, can be disposed of as any other rubbish.

MK Health and Safety Department advise that site managers should pick it up, using a litter picker, store in a solid container (e.g. milk bottle) and take it to either the nearest chemist, dentist, or doctor's surgery.

Suspected illegal substances will be handed to the secondary school based police officer at the first opportunity.

Any parents/ carers under the influence of drugs on the school premises will be spoken to by either the headteacher or deputy headteacher.

Police Involvement

If a situation arises the Headteacher will contact the police after consultation with the child's parents.

The needs of pupils

During class teaching, teachers discuss where support is available in school if they should require it.

Solve It! is an organization providing information for parents.

Referral and external support

The headteacher will be able to provide information about agencies which can provide support.

Confidentiality

In managing drugs regard will be given to issues of confidentiality. **Teachers cannot and should not promise total confidentiality.** The boundaries of confidentiality will be made clear to pupils. If a pupil discloses information which is sensitive, not generally known, and which the pupil asks not to be passed on, the request will be honoured unless this is unavoidable in order for teachers to fulfil their professional responsibilities in relation to:

- co-operating with a police investigation
- referral to external services.

Every effort will be made to secure the pupil's agreement to the way in which the school intends to use any sensitive information.

It may be necessary to invoke local child protection procedures if a pupil's safety is under threat. It will be only in exceptional circumstances that sensitive information is passed on against a pupil's wishes, and even then the school will inform the pupil first and endeavour to explain why this needs to happen. These exceptions are defined by a moral or professional duty to act:

- where there is a child protection issue
- where a life is in danger

Referred to in Safeguarding policy.

Involvement of parents/carers

This policy will be mentioned in the School Prospectus.

Parents/ carers views are sought through questionnaires and during informal discussions with class teachers.

Any incidents involving illegal and unauthorized drugs will be taken seriously and will involve the child's parents being contacted.

The role of governors

The governors have been involved with developing and reviewing the this policy each year. They will oversee the drug education programme. Governors will be informed if any situations which involve illegal and unauthorized drugs arise.

Liaison with other schools

The PSHE lead teacher is part of the LA PSHE specialist teachers and liaises with other school in the local authority. Furthermore Chantal Wright meets with the PSHE lead teacher at Shenley brook end to ensure progressing of the teaching and learning of Drugs education.

The local drug situation, the content of drug education, the management of incidents, training opportunities and transitions between schools will be routine elements of liaison between local schools.

Appendix 1 Responses to drug related incidents

At Long Meadow School we will apply the behaviour policy to drug-related incidents, and the following responses are likely to occur:

| Situation | Support | Sanction |
|--|---|--|
| <p>Legal drugs</p> <p><u>Medicines</u></p> <p>Unauthorised possession or use Repeated unauthorised possession or use</p> <p><u>Tobacco</u></p> <p>Possession Use Repeated possession Repeated use</p> <p><u>Alcohol</u></p> <p>Possession Use Supply Repeated possession Repeated use Repeated supply</p> | <p>For all incidents the headteacher will consider the appropriate response</p> | <p>Each incident will be investigated thoroughly and reference will be made to the behaviour policy in determining the appropriate sanction.</p> |
| <p>Illegal drugs</p> <p>Possession Use Supply Sale</p> <p>Repeated possession Repeated use Repeated supply Repeated sale</p> | | |

PSHE Overview SEAL Themes Topic overview

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|---|---|---|---|--|--|
| EY | New Beginnings Ground Rules | Getting on and falling out Say no to bullying 1week Financial Capability | Going for Goals BOX of feelings Financial Capability | Good to be me Financial Capability | Relationships Financial Capability | Changes SRE- Germs Financial Capability |
| Year 1 | New Beginnings Ground Rules Ourselves – Science - smoking and medicines Go-givers Lesson | Getting on and falling out Say no to bullying 1week Go-givers Lesson Financial Capability- My Money Impact DRUGS | Going for Goals Go-givers Lesson Financial Capability-Guide Dogs | Good to be me DRUGS Healthy Living and Hygiene Go-givers Lesson Financial Capability | Relationships DRUGS medicines, first aid kits, harmful substances in the home, smoking Go-givers Lesson Financial Capability | Changes SRE Go-givers Lesson Financial Capability |
| Year 2 | New Beginnings Ground Rules Go-givers Lesson Financial Capability | Getting on and falling out Say no to bullying 1week Go-givers Lesson Financial Capability | Going for Goals Go-givers Lesson Financial Capability- My Money | Good to be me DRUGS Science – smoking Go-givers Lesson Financial Capability Adopt an animal | Relationships Piggy Book A Browne DRUGS Keeping Safe – medicines, first aid kits Go-givers Lesson Financial Capability | Changes SRE |

PSHE Overview SEAL Themes Topic overview

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|--|--|--|--|--|---|
| Year 3 | New Beginnings Ground Rules Citerzenship Financial Capability | Getting on and falling out Say no to bullying 1week Go-givers Lesson | Going for Goals Go-givers Lesson Financial Capability Remembrance day | BRAVE- Good to be me Keeping Healthy Financial Capability | Relationships Financial Capability British values- Charity | Changes Go-givers Lesson SRE Financial Capability |
| Year 4 | New Beginnings Ground Rules Go-givers Lesson | Getting on and falling out Say no to bullying 1week Go-givers Lesson Financial Capability | Going for Goals Go-givers Lesson | Financial Capability Adopt a toilet tear fund | Good to be me Relationships DRUGS Medicines, smoking & personal health Go-givers Lesson Financial Capability | Changes SRE Go-givers Lesson Financial Capability |
| Year 5 | New Beginnings Ground Rules Go-givers Lesson DRUGS Science – medicines and smoking | Getting on and falling out Say no to bullying 1week Go-givers Lesson Financial Capability | Go-givers Lesson Money charity | Going for Goals Go-givers Lesson Financial Capability | Good to be me DRUGS Making decisions alcohol and solvents Go-givers Lesson Financial Capability | Relationships Changes SRE Go-givers Lesson Financial Capability |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |

PSHE Overview SEAL Themes Topic overview

| | | | | | | |
|--------|--|--|---|---|--|--|
| Year 6 | New Beginnings Ground Rules Go-givers Lesson | Getting on and falling out Say no to bullying 1week Royal Legion Go-givers Lesson Financial Capability | Going for Goals Go-givers Lesson Financial Capability | Good to be me Go-givers Lesson Financial Capability | Relationships DRUGS Go-givers Lesson Financial Capability | Changes Sex Education Go-givers Lesson Financial Capability |
|--------|--|--|---|---|--|--|

Resources used

- SEAL
- Citizenship- Go Givers lesson plans
- Financial capability- PFEF My Money