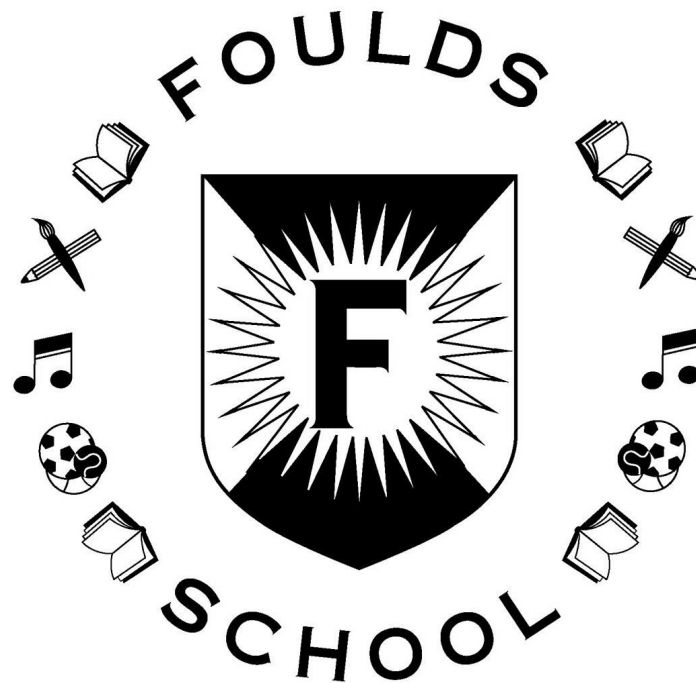


FOULDS PRIMARY SCHOOL



Drugs Policy

Updated: Autumn 2018
Review date: Autumn 2021



To discuss this document or any issues relating to drug use among young people in Barnet then please contact the Young People's Drug and Alcohol Service. You will find their details on page 10.

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The Headteacher is responsible for the implementation and monitoring of this policy. It will be part of the School Development Plan of the PSHE co-ordinator. The policy will be ratified by the Curriculum and Welfare committee on behalf of the Governing Body.

All staff members and governors will receive a copy of this policy and it will be uploaded to the Staffroom Folder on Google Drive. A copy is available to parents, from the school office on request.

1. Context to the Policy:

Foulds is a one and a half form entry, larger than average, primary school. The school draws its roll from a small area in High Barnet, with a relatively low percentage of over-crowded households. Most of the children have two parents with at least one in full time employment. School mobility is low. Our school deprivation indicator is low compared with National average. A smaller than average proportion of children are eligible for FSM. The large majority of pupils come from White British background, with a slightly higher than average percentage of pupils from minority ethnic groups. The percentage of pupils with EAL is lower than national average. The school currently has slightly more boys than girls.

Percentage of pupils identified as having SEN support is below National average and the percentage of pupils with SEN statement or EHC plan is above National average.

The vast majority of parents attend parent teacher consultations and open evenings.

Foulds is an inclusive, welcoming and caring school with respect, tolerance, acceptance, friendship and empathy at the heart of all we do. At Foulds we believe in high expectations and high standards across the curriculum for all children. We are committed to our role in enabling children to make responsible and healthy decisions, appropriate to their age. We provide drugs education which covers personal, health and social issues and supports pupils' diverse experiences. We ensure that Foulds pupils leave with the skills, confidence, knowledge, understanding and attitude that they need so that they will make healthy informed decisions about drug use and misuse, becoming aware of the consequences of their actions for themselves and others.

This policy has been written using guidance from the *Young People's Drug and Alcohol Service*; as well as the following documents:

- *Drugs: Guidance for Schools DFES 2004*
- *DfE and ACPO drug advice for schools, 2012.*
- *National Curriculum, 2013*

It links with:

Health and Safety policy
Behaviour policy
Medical policy
Safeguarding policy

2. 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 & safety of pupils and others who use the school
- Clarify the school's approach to drugs for staff, pupils, governors, parents/carers 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 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 values and ethos of the school

3. The Boundaries of the Policy

Pupils are expected to adhere to this policy once they have entered the physical boundaries of the school until they leave the same boundaries at the end of the school day. Pupils will also be expected to adhere to this policy whilst they are attending an event or on a residential or school trip. Any pupil involved in a drug related incident on such an occasion will be dealt with according to this policy. People concerned in the management of any venue hosting an event etc. may impose additional procedures/sanctions.

Responsible Behaviour

School staff should act at all times as responsible role models and set a good example of drug related behaviour. In addition this policy will apply to any person on the school premises.

4. Definition of 'Drugs':

This policy uses the definition that a drug is:

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

The term 'Drugs' includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

5. Statement on Drugs:

The world of drugs is complex for children to understand. Drugs are used for many good purposes, but are sometimes misused. The children are taught that all medicines are drugs but not all drugs are medicines.

Drug education is an entitlement for every pupil and is supported by Section 351 of the Education Act 1996.

Drug education in the classroom should be supported by a whole school approach that includes the school's values and ethos, staff training and the involvement of pupils, staff, parents/carers, governors and wider community.

This policy reflects the needs of our children and takes into account the fact that, in the experimental years of adolescence, there will be young people who choose to take risks and make inappropriate choices, and that decisions about drug use will be influenced by many factors and motivations. We are aware of the fact that all pupils, including those in primary schools, are likely to be exposed to the effects and influences of drugs in the wider community and be increasingly exposed to opportunities to try both legal and illegal drugs.

There is evidence that indicates that young people who misuse drugs frequently do not have accurate information about drugs. Research also shows that drug education can achieve reductions in the consumption of cannabis, alcohol and tobacco and delay the onset of their use.

Providing good quality drugs education to our children aims to equip them with the skills they need to make the right decisions about their health and well-being.

Illegal and other unauthorised drugs are not acceptable within the boundaries identified within the policy.

6. Responsible staff member:

- Lynnette Cook, PSHE coordinator is responsible for the drug education lesson plans, attending training to keep up to date and for maintaining links with local children and young people's services, such as the *Young People's Drug and Alcohol Service*.
- Kim Sanett (Head teacher), Amy Ingall (Deputy Head) and Kath Strong (Acting Deputy Head) are responsible for dealing with any safeguarding issues that arise related to drugs.

7. Drug education:

The statutory provision of drugs education will be taught in line with the National Curriculum, 2014 as follows:-

Lower Key Stage 2 – Making good choices about food and drink to stay healthy (Year 4 Science curriculum – finding out what damages teeth and how to look after them)

Upper Key Stage 2 – Alcohol, tobacco and other drugs can have harmful effects. (*Year 6 Science curriculum - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function; Year 5 Physical Health and Wellbeing module from the Barnet Schools Wellbeing Programme for PSHE*)

To be effective, drugs education will be taught throughout the curriculum although the main vehicle will be the PSHE curriculum. It is in Year 5/6 that specific drugs education will take place, however the skills taught in PSHE throughout their time at school, give them the grounding they need to

make healthy decisions. By using the PSHE curriculum the school will seek to assist children in their personal and emotional development and allow time for reflection with opportunities for exploration of attitudes and values.

Drug education shares the features of well-taught lessons in every subject including:

- Providing an inclusive education within a culture of high expectations
- Building on what children already know
- Making learning a vivid, enjoyable, enriching and challenging experience

Drug education is explicitly planned as part of a cohesive and progressive programme. There needs to be sufficient lesson time for learning to take place, as well as opportunities for children to actively participate and reflect and consolidate their learning. Pupils will be given an opportunity to ask questions anonymously and time will be built into the lesson plans to spend longer on an area if the needs of the children require it.

Sufficient staff will be in place during Year 5/6 lessons so that any issues that may arise can be quickly and professionally dealt with.

Appropriate provision and support will be made to enable all pupils to access the curriculum. Drugs education will be differentiated to match the individual needs, experiences, maturity and age of pupils. The staff delivering the lessons will be aware of and take into consideration the diversity of backgrounds and cultures that their pupils come from.

Foulds is committed to Equality of Opportunity in all aspects of school life. There is support for children with SEN and those whose first language is not English. Full participation of both boys and girls is encouraged. Equal opportunities in materials and teaching strategies will reflect the diversity in our world.

Parents will be informed when the lessons are to take place in Year 5/6 and will be given an opportunity to discuss any questions they may have with the PSHE coordinator, as well as to inform us of anything regarding their child that may be relevant to the lessons.

8. Methodology and Resources:

Teachers will ensure that all children are fully involved in lessons by using an active learning approach including:

- thought showers/ mind-mapping
- circle time
- research
- debates and discussions
- group work
- interactive ICT
- quizzes
- role play and drama
- games
- media analysis
- Question and answer sessions, including message envelope

Links are established with the Young People's Drug and Alcohol Service and their lesson plans have been adapted to suit our mixed year groups. Further resources can be borrowed from them if needed.

Outside Speakers

Teachers will maintain responsibility for the overall drug education programme. If outside speakers are used to complement the work in the school they will be properly briefed beforehand and the content of their sessions will be agreed with the teacher co-facilitating the lesson. The speaker will be incorporated into a programme of drug education and not used in isolation from the programme. A member of staff will participate in any deliveries from outside agencies. Outside speakers will be given a copy of the School Drug Policy prior to the visit and important areas will be highlighted.

Links with other curriculum subjects could include:

- English - group discussions and interaction, information texts, creative writing, literature and the media
- Drama - exploring and developing skills through role play
- Maths - handling data, interpreting and discussing results
- PE - fitness and health
- RE - exploring morals, values and cultural diversity

9. Staff Support and Training:

The PSHE coordinator will endeavour to maintain an up-to-date drugs knowledge through courses. This information will be cascaded to the rest of the staff through staff meetings, phase group meetings, and through electronic sharing of information.

All staff receive first aid training and safeguarding training and know the procedures and policies for reporting concerns about children's welfare within the school.

- Further support and training for other staff and parents is available from Young People's Drug and Alcohol Service.

Training may also be provided through:

- Shadowing other members of staff
- Team teaching, study time

10. Assessment and Monitoring:

(See sections 3.9-3.11 DfES doc)

See also 'Draft Assessment Guidance and end of Key stage Statements for PSHE' www.qca.org.uk

The lessons will be properly planned and evaluated using formative and summative evaluation ensuring that children reflect with the teacher what they have learned in terms of knowledge, skills and understanding. This can be carried out in a variety of formal and informal ways. Teachers will record their observations relating to any development in pupils group work skills and changes in attitude. Time will also be made to ensure that teachers can reflect on what they have learned from the educational programme which will inform drugs education.

11. Management of drugs at school:

(See sections 4.5, 4.7-4.10, & 5.3-5.5 DfES doc)

The first concern in managing drugs or drugs incidents is the health and safety of the school community and meeting the pastoral needs of the pupils.

As this is a primary school it is highly unlikely that we will have to deal with a drug-related incident, however there needs to be procedures in place just in case a drug related incident occurs.

It is also highly unlikely that the police will need to become involved, however if in the unlikely event that the police are contacted this will be handled in line with the Barnet Guidance for Schools doc. (See appendix One).

Drugs on the Premises – Medicines

Refer to school Medical Policy .

Attention should be paid to Barnet Council's 'Guidance on Managing Health Care in Schools and Settings' 2010, which can be found here: www.barnet.gov.uk/WorkingWithChildrenInBarnet/

Drugs on the Premises – Nicotine

In line with Barnet policy Foulds School is a smoke-free school. Smoking is not allowed anywhere on the school premises at any time, including evening school events. We display no-smoking signs and support information for those who want to give up smoking.

Nicotine patches may be worn by adults as necessary under clothing.

It is requested that the use of e-cigarettes are restricted to times when there are no children on site.

Drugs on the Premises – Alcohol

Schools need to obtain an occasional licence to sell alcohol under the Licensing (Occasional Permissions) Act 1983. However, no licence is needed to offer alcohol at school events (where no sale takes place) or to store alcohol on school premises. Consent of the Headteacher must be given for alcohol to be on the premises.

Any alcohol found in pupil's possession should be confiscated and returned to parents. Energy drinks can contain inappropriate levels of caffeine and are not allowed in packed lunches.

Drugs on the Premises – Solvents

The school ensures that potentially harmful substances are stored safely and pupils are supervised carefully in the event of them having to be used in the course of their work. The use of correction fluid and aerosol sprays by children is prohibited. Caretaker's materials are well labelled and locked in a secure cupboard.

Drugs on the Premises – Illegal Substances

The possession, use or supply of illegal and other unauthorised drugs within school boundaries is clearly unacceptable and in dealing with drug related incidents the school's primary concern will be with the health and safety of those involved and of the school community as a whole.

Drugs on the Premises – Other

Class A and B drugs are not permitted in any circumstances.

Needle Disposal

The Site Manager, and other staff as required, will be trained to deal with discarded injecting equipment appropriately. There is a sharps bin for disposal of sharps and this is emptied regularly by an appropriate company.

Dealing with Drug related incidents

There are six situations that would constitute a drug related incident outlined below. Procedures to deal with these are given in the document “Drug Education and Managing Drug related incidents Guidance”.

- Emergencies – where a pupil has lost consciousness or gone into a coma
- Intoxication – being intoxicated/high when it is difficult to communicate with the person
- Discovery/observation – where a child is discovered using, holding, supplying or offering to supply a substance not permitted on the school premises.
- Disclosure – where a pupil discloses to a member of staff that s/he has been using drugs, or that they are concerned about someone else’s drug use.
- Suspicion or rumour – staff should be wary about acting on the basis of rumour or suspicion.
- Discovery – this may be discovery of a restricted drug (without consent) or of paraphernalia that is used in conjunction with its use.

Support and Sanctions

There will not be an automatic sanction applied to any drug related incident in school. Any response will be taken after considering all the facts about a child and their emotions and circumstances in which any drug related incidents have come about. Training on procedures, assessments and sanctions will be given to all staff that will implement procedures or decide sanctions.

The school or any agency involved that can extend support to the school or child will be involved in implementing the action applied.

Any sanction applied will be taken from the range available, these are:

The parent being asked to attend the school

A letter home to the parents

Pastoral support programme

The school will also consider involving the police for more serious offences or where there is a lack of co-operation from the pupils or parents. *All contact with the police will be conducted in accordance with local guidance developed by Barnet Council (Appendix One)*

This will be part of a supportive network developed to ensure that the school uses its power to protect the long term welfare of the pupils in the school. Fixed term or permanent exclusion may be used when other options have been explored or where it is demonstrated that there is a significant risk to the safety or welfare of staff or pupils (refer to child protection policy).

Records will be kept using a drug related incident form for all drug related incidents. These will be kept securely by the Headteacher and only shared with key people with the consent of the Headteacher.

12. Confidentiality:

(See section 4.3).

Children wishing to disclose drug use by themselves or their peers to teaching staff will be informed that staff cannot guarantee confidentiality and may have to take the issue further for the pupil’s safety. Any information will be recorded and treated sensitively in line with the school’s Child Protection policy. Procedures for dealing with disclosures are included in the document “Managing Drug Related Incidents in Barnet Schools” December 2005.

If a pupil wishes to discuss their own drug use or of that of their friends or family they will be referred to the Headteacher or designated Child Protection officer. If there is any evidence that the pupil's safety is at risk the person providing support will work in partnership with the pupil to ensure that they are given appropriate support or intervention. This will be carried out in consultation with the designated Child Protection teacher or the Education Welfare service. Child protection procedures override any confidentiality agreements.

Disclosure

The main purpose of drugs education is to explore children's attitudes and values and not their personal drug use. For this reason this point must be addressed within the first lesson so that neither staff nor pupils will discuss their own drug use. Everybody should have the opportunity to share their opinions and have them valued. Disclosure from staff or pupils within the school drug education should be avoided at all times. At the start of any drug education pupils and staff will draw up a contract that will include this as one of the ground rules. If any adult working in a class is asked about their own drug use they will draw pupil's attention back to the contract.

13. The role of the Governors:

(See section 3.14 DfES doc).

Any drugs related issues will be reported to the chair of governors by the Head teacher.

Notes

1. Key documents which have informed this policy outline:

- Drugs: Guidance for Schools, DfES/0092/2004 www.dfes.gov.uk/drugsguidance
- YPDAS example policy

2. Additional useful websites websites

- www.teachernet.gov.uk/pshe
- www.qca.org.uk

3. Support for students and families:

Young People's Drug and Alcohol Service (YPDAS):

They are confidential and can offer individual and family support tailored to the needs of the young person.

Contact Details:

020 8441 3595

YPDAS@tavi-port.nhs.uk

www.youtube.com/user/DrugWorker746

www.facebook.com/BarnetYpdas

Appendix One

Guidance for schools: Drugs – Involving the Police

This document is to provide head teachers with specific advice and guidance on what to expect if the decision is taken to contact the police concerning one or a number of their students.

DfES "Drugs: Guidance for schools" (February 2004 - Ref: DfES/0092/2004)

All schools should refer to the document "Drugs: Guidance for schools" published by the DfES in February 2004. This is a comprehensive document which outlines how to deal with substance misuse incidents, what should be included in a schools drug policy, and who should be involved in the consultation, dissemination and evaluation of the policy. Appendix 3 provides a summary of the relevant laws.

Police Involvement

Schools have no legal obligation to report an incident involving illegal drugs to the police. Nevertheless, not informing the police may prove to be counter-productive for the school and wider community.

The law permits school staff to take temporary possession of substances suspected of being illegal drugs for the purposes of preventing an offence from being committed or continued - provided that all reasonable steps are taken to destroy the substance or deliver it to a person lawfully entitled to take custody of it (see DfES guidance para 4.7 for further advice).

Cannabis has been re-classified as a Class B drug. As such it remains an illegal substance. Small quantities of this substance coming into the possession of staff may be disposed of independently but with a second member of staff present and the incident being recorded.

The following are the most common Class A & B drugs and substances suspected of being any of these should be retained for disposal by the police: heroin; ecstasy; LSD; cocaine; crack cocaine and amphetamines.

When suspected illegal substances are handed over to the police, there is no obligation to identify the person from whom they were taken. However, the police will expect to be given any information that may assist in identifying those dealing in drugs.

Schools should be aware that once a police officer (as opposed to a member of school staff) finds illegal drugs on a pupil, the school's discretion as to what action to take no longer exists.

Urgent action required

Where a school has recovered drugs from a pupil, or suspects that a particular pupil is in possession of an illegal substance, the police may be asked to attend. Where the pupil is suspected of having possession but has refused to hand it over to a member of the teaching staff, a police officer has powers available to search under the Misuse of Drugs Act 1971. The police officer attending will seek to obtain the reasonable grounds required for searching from information given by school staff.

Legal Requirements of a Search (refer to <https://www.gov.uk/school-discipline-exclusions/searches>)

The school is granted the power to search a student if it suspects them as possessing tobacco, alcohol, or illegal drugs. The following three statements outline the guidelines for conducting a search:

1. There should normally be 2 members of staff present during the search - the person doing the search and the search witness. Searches should normally be done by someone the same gender as the student.
2. The search witness must also be the same gender as the student if possible. The student must not be asked to remove clothes, other than outer clothing like a coat.
3. If there's a risk of serious harm to a person if the search is not conducted immediately, a student may be searched by a person of the opposite gender and without another member of staff present.

Non-urgent action required

Head teachers are not empowered to authorise the police to conduct general searches of pupils or their personal property. Under normal circumstances the police will not use passive¹ or proactive² dogs to search pupils and their property unless there has been sufficient evidence to obtain a search warrant under the Misuse of Drugs Act from a magistrate. (See DfES guidance para 4.10.2 and appendix 10). There are serious implications for schools when "sniffer" dogs are used. These are outlined in appendix 10 of the DfES guidance and need to be considered carefully.

Because of limited resources, demonstrations of drugs searches by police dogs are not available on request but are sometimes arranged as part of a wider response to suspected drug use. Where such a demonstration is arranged it will not be used surreptitiously as a detection exercise and participating volunteers will be sought from staff and not pupils.

If Police are invited to become involved in dealing with suspected illegal drug possession, the school should have procedures in place of how to deal with the aftermath of such operations. Involvement of the police should be covered in the school's drug policy or as a separate set of procedures (see DfES guidance, appendix 10 to ensure that all eventualities have been covered).

These guidelines must be read in conjunction with the Drugs: Guidance for schools document, which outlines police involvement (section 4.6).

Options other than police action

- 1) Existing Drugs Education Programme that is being delivered in the school
- 2) Heightened awareness via assemblies
- 3) Further support via YPDAS who are able to meet with individual or groups of students to target specific issues such as drug dealing or high cannabis use.

Tel: 020 8441 3595

¹ Dogs will be led by Police Employee and will indicate possible presence of an illegal substance by sitting.

² Dogs will search property and retrieve any potential substances.

Appendix Two

Primary Drug Scenarios

- A pupil demonstrates, perhaps through actions or play, an inappropriate level of knowledge of drugs for their age, e.g. a year 4 pretends to roll/build a joint/spliff in the playground.
- Drugs or associated paraphernalia are found on school premises; e.g. a year 3 pupil finds a used syringe on the playground.
- A pupil is found in possession of drugs or associated paraphernalia E.g. a year 5 pupil drops from their school bag a packet of large cigarette papers with some of the card torn off.
- A pupil is found supplying drugs on school premises, E.g. a year 6 pupil is selling cigarettes.
- A pupil, parent/carer or staff member is thought to be under the influence of drugs, e.g. a drunken parent arrives to take a child home.
- A staff member has information that the illegitimate sale or supply of substances is taking place in the local area, e.g. a teacher overhears a pupil saying that they knew another pupil who bought lighter fuel from the local shop.
- A pupil discloses that they or a family member/friend are misusing drugs, e.g. a year 3 pupil drops a piece of cannabis on the floor and when asked what it is and where he got it he says he doesn't know what it is, but his dad was cutting it up on the kitchen table.



The Tavistock and Portman



NHS Foundation Trust

DRUG POLICY (example)

YPDAS

School



Hi, We're The Young People's Drug And Alcohol Service. We Want To Try And Explain Your School's Drug Policy To Help Keep You In The Know...

Suspected...

Under the influence → Sent Home & Letter Home

Possess illegal substances → Exclusion & Police Informed

Caught...

Under the influence → Sent Home, Letter Home & Drug Session in School

Possess illegal substances → Permanent Exclusion & Police Informed

Teachers...

This is a mock example summary of your drug policy. Please contact us to arrange for us to adapt this to your specific policy (free of charge).

If you want someone confidential to talk to about drugs or alcohol then please give us a call on 020 8441 3595 or e-mail ypdas@tavi-port.nhs.uk.



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