

# **Prudhoe West First School**



## **Drugs (and Health Education) Policy 2014/15**

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### Drugs (and Health Education) Policy

#### **Introduction**

This policy was developed and agreed in consultation with governors, senior leadership team, teaching staff, support staff, parents/carers, pupils and other relevant agencies.

The policy was developed through consultation to ensure that all teaching is appropriate, progressive and spirals through the pupil's school career and that the school rules and protocols agreed for managing an incident are consistent.

This policy reflects national guidance and priorities as outlined in DfES Drugs: Guidance for Schools (2004), DfE and ACPO drug advice for schools (2012), the Updated Drug Strategy (2010): Drugs; Protecting Families and Communities 2008-2018 strategy, Guidance for schools: Citizenship and PSHE: working with external contributors, Screening, searching and confiscation – Advice for head teachers, staff and governing bodies DfE (2012). This policy relates to the school's safeguarding policy, confidentiality policy, behaviour policy, health and safety policy, educational visits policy, visitor guidelines.

A copy of this policy is available on the school website for parents/carers, school staff, and each member of the governing body. Reference copies are available from the Head teacher for parents/carers and all other persons who come into contact with the pupils.

#### **Policy Aims**

The aim of this policy is to clarify the school's role in drug education and prevention and to provide information about procedures in response to any drug related incident for all staff, students, parents/carers and visitors to the school site.

#### **Rationale**

'As part of the statutory duty on schools to promote pupils' wellbeing, we recognise that we have a clear role to play in preventing drug misuse as part of our pastoral responsibilities.' – DfE and ACPO drug advice for schools (2012)

This school is committed to the health and safety of all pupils and will work together with parents and the local community to enable students to make healthy informed choices and discourage the misuse of drugs by providing a balanced drug education programme, containing accurate and up to date information alongside the development of life-skills.

#### **Definition – What is a drug?**

- A drug is any substance that affects the way in which the body functions physically, emotionally or mentally and includes tobacco, alcohol, volatile substances, over the counter and prescribed medicines, as well as illegal drugs, new psychoactive substances and other unauthorised substances.

#### **To whom does the policy apply?**

- This policy applies to pupils, parents/carers, staff, governors, volunteers and other visitors on site.

### Where does the policy apply?

- This policy applies at all times when staff are acting in loco parentis - this includes educational visits in line with the County Council Guidelines on visits off site. The policy applies to pupils travelling to and from school and during break and lunchtimes. It also affects the use of school premises after normal school hours. Organisers of any after school events should be made aware of the policy and their responsibility to implement it.

### Roles and Responsibilities

- **Headteacher** – the Headteacher takes overall responsibility for providing a safe place of work for all staff and pupils and as such takes responsibility for this policy, its implementation and for liaison with the Governing Body, parents/carers, LA, media and appropriate outside agencies in the event of a drug related incident. Pupils who are suspected of being at risk from drugs will be supported and monitored with assistance from relevant agencies.
- **Governors** – as part of their general responsibilities for the management of the school the governors play a key role in the implementation of the school's policy for drug education and prevention. They will continue their involvement through regular evaluation of the policy. They will be kept informed on drug issues as they affect the school by the Headteacher. The named lead Governor with responsibility for this policy is **Miss Pam Brown**.
- **All Staff** – drug awareness is a whole school issue. All staff, both teaching and support staff should be aware of the policy and how it relates to them should they have to deal with a drug related incident. This includes lunchtime supervisors, caretaker and cleaning staff. If they have any queries or training requirements these should be made known to the Headteacher.
- **Caretaker** – the caretaker regularly checks the school premises - any drugs or drug paraphernalia found will be recorded and reported to the Headteacher and dealt with in accordance with this policy
- **Parents/carers** – parents are encouraged to support the school's drug education programme and have access to this policy. They are responsible for ensuring that the guidelines relating to medication in schools are followed. The school plays its part in ensuring that parents have up to date information regarding drugs. Any information passed to parents will be done discretely. Parents have the right to be informed of any incident that could result in potential harm to their child. This can be a very sensitive issue for parents, and therefore, it will be handled with care and consideration. The Headteacher will consider if there are any special circumstances, which could affect this.
- **Others within school** e.g. volunteers, parent helpers etc. - Drug prevention is a whole school issue. Visitors working on the school site should be aware of the policy and how it relates to them

### Drug Education

#### Aims

The main aims of our drug education are:

- To enable pupils to make healthy, informed choices by increasing knowledge, exploring their own and other peoples attitudes and developing and practising these skills
- Promote positive attitudes towards healthy lifestyles
- Provide accurate information about substances
- Encourage a healthy respect for all substances taken into their body

- To enable children to discuss moral questions and share their thoughts in a safe environment
- To let children know what they should do if they come across drugs or are aware of other people using them
- To ensure that all children are taught about drugs in a consistent manner, in line with the school ethos and within the guidance provided to all staff teaching drug education

### **Drug Education Programme**

- The school provides a planned drug education curriculum as part of PSHE and through the statutory science curriculum. The programme reflects knowledge and understanding, attitudes and personal and social skills. The programme is responsive to the needs of the pupils and relevant to their age, experience and maturity. The programme will involve a wide variety of strategies and will focus on the development of self-esteem and decision making skills.
- We believe that drug education is a whole school commitment and as such will be addressed throughout the curriculum when issues of living a healthy lifestyle arise. Particular reference will be made in science or in PSHE but teachers may also use routine circle time to address issues that are important to the young people.

On the whole, teachers teach drug education, but where appropriate, outside visitors may contribute and will be aware of the school's policy (a teacher will be present at all times when external contributors are delivering sessions). Teaching materials are reviewed for quality and relevance. The school actively cooperates with other agencies such as the police, social services, the LA and health and drug agencies to deliver its commitment to drugs education.

The school recognises that some students are likely to know something about drugs, although this knowledge may be inaccurate, incomplete or based on myth. The school will strive to use students existing knowledge, beliefs, experiences and their views on what should be included in their drug education as a baseline for the development of the programme. Inclusion of this information ensures that the content is credible and relevant and it provides the baseline against which the programme can be evaluated. Existing knowledge and understanding will be identified through draw and write activities, circle time and through discussion in school or class councils.

The school acknowledges that special consideration must be given to particular groups of young people, including students with special educational needs, students whose parents/carers or relatives use drugs, students who have missed substantial amounts of schooling, students vulnerable to drug misuse. The school will ensure an appropriate focus is placed on drug education for these groups and where appropriate will provide targeted interventions that may involve the use of external agencies to enhance delivery.

YEAR GROUP	TOPIC COVERED	CURRICULUM AREA	RESOURCES USED – include paper resources and visitors
Early Years Foundation Stage  Nursery and Reception	The Body  Healthy Eating  Taking care of ourselves  People who help us	Physical Development  Understanding the World  Personal, Social and Emotional Development.	School Nurse Lollipop Lady Stories/ Role play Drama props
Year 1	Medicines/drugs  The Body (Funnybones)  Respect Health	Science  PE  PSHE - Circle Time	School Nurse Stories
Year 2	Choices  Health & growing  Florence Nightingale	Science  History  PSHE - Circle Time	Video – Magic Granddad You, Me & Us – Cit. 100 Science Lessons Fits all year groups (excl. Nursery) same with stories and/or poems.
Year 3	Teeth & Healthy Eating  Children's rights  Human rights	Science  PSHE - Circle Time	
Year 4	Moving, Growing  Rules & Laws	Science  PSHE - Circle Time	

### Managing a drugs related incident

This section of the policy provides the framework of procedures for dealing with an incident, in line with the DfE and ACPO drug advice for schools (2012). The primary concern of the school is the care and welfare of the students and, as such will seek to balance the safety and security of the school with the needs of students.

The member of staff responsible for coordinating the schools response to drug incidents is the Headteacher and/ or the Deputy Headteacher.

**Searching and Confiscation** – Advice on searching and confiscations can be found in Screening, searching and confiscation; advice for Head teachers, staff and governing bodies (DfE Feb 2014)

Following a search, whether or not anything is found, the school will make a record of the person searched, the reason for the search, the time and the place, who was present and note the outcomes and any follow-up action.

**General power to confiscate** – Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

Where the person finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. **This would include new psychoactive substances or "legal highs"**. If staff are unable to identify the legal status of a drug, it should be treated as a controlled drug.

**Involving parents and dealing with complaints** – Schools are not required to inform parents before a search takes place or to seek their consent to search their child. We would normally inform the individual child's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

Complaints about searching should be dealt with through the normal school complaints procedure.

**Legal drugs** – The police will not normally need to be involved in incidents involving legal drugs, but we may choose to inform trading standards or police about the inappropriate sale or supply of tobacco, alcohol, volatile substances or new psychoactive substances (NPS/legal highs) to children in the local area.

Children are becoming increasingly aware of new psychoactive substances (NPS). These will be treated as unauthorised substances.

**Controlled drugs** – In taking temporary possession and disposing of suspected controlled drugs we aim to

- Ensure that a second adult witness is present throughout;
- Seal the sample in a plastic bag and include details of the date and time of the seizure/find and witness present;
- Store it in a secure location, such as a safe or other lockable container with access limited to senior members of staff;
- Notify the police without delay, who will collect it and then store or dispose of it in line with locally agreed protocols – see section entitled A Positive Approach: Northumberland protocols for managing drug related incidents. **The law does not require a school to divulge to the police the name of the pupil from whom the drugs were taken.**
- Record full details of the incident
- Inform parents/carers, **unless this is deemed not to be in the best interests of the pupil;**
- Identify any safeguarding concerns and develop a support and disciplinary response.

**Drug Dogs and Drug Testing** – The Association of Chief Police Officers (ACPO) recommends that drug dogs and drug testing should not be used for searches where there is no evidence for the presence of drugs on school premises.

**The drugs named in this policy are:**

**Medicines** – see school policy/guidelines on the administration of medicines

**Tobacco**– the school is a smoke free site and signs are displayed around school. This rule also applies when on school visits.

**Alcohol** – the consumption of alcohol by pupils or staff is banned. The consumption of alcoholic drinks during fundraising activities is also banned in the school except by special licence.

**Solvents**– the school will ensure that potentially harmful substances, including aerosols, are stored safely and pupils supervised carefully in the event of them being used in the course of the school day.

**Illegal Substances** – no illegal or illicit substances should be brought to school or used on school premises.

**Unauthorised Substances** – such as new psychoactive substances (NPS) or e-cigarettes or vaporisers, should not be brought to school or used on school premises.

### **A Positive Approach – Northumberland Protocol for managing drug, alcohol, volatile substance related incidents in schools**

In the event of a drug related incident occurring on school premises the school will follow the guidelines recommended by Northumberland LA; A Positive Approach – A Protocol for Managing Drug, Alcohol, and Volatile Substance related Incidents in School. See **Appendix I** Interview Guidance.

**Pupil suspected of involvement in drug incident on school premises (including school grounds):** If required telephone appropriate agency to seek advice: Drug Education Co-ordinator 01670 622738, Sorted 01670 500150. Complete Drug Incident Report and return it to the Drug Education Co-ordinator. Co-ordinate any in-school follow up, if required, by telephoning appropriate agency to seek further advice, see details above.

**Pupil (identified/not identified) suspected/reported of involvement in drugs incidents off school premises but during the school day:** If required telephone appropriate agency to seek advice. Drug Education Co-ordinator, Sorted (see details above) Complete Drug Incident Report and return to Drug Education Co-ordinator. Co-ordinate any in-school follow up, if required, by telephoning appropriate agency to seek further advice.

**Pupil presenting intoxicated on school premises – alcohol/volatile substance/medicines:** Seek medical advice where necessary. Contact parent/carer to remove student on health and safety grounds. If student displays threatening or disorderly behaviour and police support is required urgently, ring 999 and report incident. Complete Drug Incident Report and return to Drug Education Co-ordinator. If the young person is interviewed, follow **Northumberland County Council Interview Guidelines** Take action to offer relevant support e.g. Sorted 01670 500150

**Pupil presenting intoxicated on school premises – drugs classified in the Misuse of Drugs Act 1971:** Seek medical advice where necessary. Contact parent/carer to remove pupil on health and safety grounds. If pupil displays threatening or disorderly behaviour and police support is required urgently, ring 999 and report incident. Complete Drug Incident Report and return to Drug Education Co-ordinator. If the pupil is interviewed, follow Northumberland County Council Interview Guidelines (Appendix 1). Take action to offer relevant support e.g. Sorted 01670 500150

**Pupil found in possession and/or supplying drugs on school premises:** Students should be encouraged to hand over substances in their possession. Where at all possible take possession of the drugs involved and store securely in a drug evidence bag. (See drug incident report book for guidelines on safe storage). **Police action required due to potential criminal offence.** Contact police on 03456 043043 to report incident. (Schools do not have to report the identity of the student). Seek co-operation from student to remain on school premises. If they refuse, update police on 03456 043043 using incident number or call 999 in an emergency. Police will attend incident at school and remove drug evidence bag from premises. School must include an

automatic referral to Sorted 01670 500150. Any further in-school follow up can be discussed by calling the Drug Education Co-ordinator 01670 622738

**Staff member or visitor suspected of involvement in drug incident on school premises:** Drug legislation and school policy applies to all school staff and visitors, including parents/carers. In relation to school staff involved in a drug related incident, apply **Northumberland County Council Alcohol and Drugs Policy and Guidelines**. If a visitor presents safeguarding issues, disorder or violent behaviour contact police immediately.

**Dealing with parents/carers under the influence of drugs on the school premises:** When staff are at all concerned they should maintain a calm atmosphere whilst attempting to continue discussion with the parent/carer. If they are there to take the child home staff will discuss alternative arrangements to ensure the child will remain safe. The safety of the child should be the key focus at all times. Any such incidents must be recorded and if they occur repeatedly or if the parent becomes abusive or violent the school will invoke safeguarding children procedures and may inform the police.

The school acknowledges that any response taken to deal with drug related issues must balance the needs of the individual with those of the wider school community. Information regarding young people's needs in relation to drug use will come from a variety of sources not just as a response to an incident. The school will carefully examine all evidence before proceeding with any action and will take a wide range of responses into consideration.

### **Pastoral Support**

The school acknowledges the importance of its pastoral role and will support all concerned in ensuring the well-being of pupils. To reinforce this any actions taken will be in line with the **schools behaviour policy**.

Where appropriate the school will consider the use of an **Early Help Assessment (EHA)** to assess the needs of the young person and to access multi-agency support where required. In all cases involving drugs, the pupil and their family will be offered help and support from the school or from partnership agencies such as SORTED 01670 500150 and Escape family support 07702 833944

### **Limits of Confidentiality**

Where a member of staff is questioning a pupil, no guarantee of confidentiality can be given. This should be made clear to the pupil at the outset of conversation. Information regarding a pupil's involvement in a drug related incident might be pertinent to other agencies involved in the pupil's care e.g. Looked After Children Team. Information should be shared in line with existing information sharing protocols

### **Dealing with the Media**

This policy is made available to the wider school community – parents/carers, students, governors and staff, and on the school website. Any requests by the media for information regarding drug related incidents should be directed via the Head Teacher to the Service Manager: Communications and Online – 01670 622416

### **Management of Incidents**

In the event of discovering a hypodermic needle the incident will be reported and the following procedure should be followed in order to protect all persons:

1. Do not attempt to pick up the needle
  2. Cover the needle with a bucket or other container
  3. If possible cordon of the area to make it safe
  4. Inform the HT or Deputy
  5. Inform police and request area is monitored.
- All incidents involving drugs will be recorded.

- There is no legal requirement to inform the police but it is best practice. They may be able to give relevant support and advice about the disposal of suspected drugs and at no time should a member of staff leave the premises with any illegal drugs in their possession. This contact should be made through the local community police officer.
- The school will consider each substance incident individually and recognise that a variety of responses will be necessary to deal with incidents (e.g. age and maturity, substance involved, intentions of pupil and circumstances of incident, any previous incidents etc). The school will consider very carefully the implications of any action it may take and any action taken by the school will be in line with the schools behaviour policy. This will take into consideration issues of Child Protection and Health and Safety. The School will seek to balance the interests of the pupil involved, the other school members and the local community and will identify appropriate support where drug misuse is identified.
- Permanent exclusion may be warranted as a final sanction when all other reasonable steps have been taken.

#### **Pupils whose parents/carers or family members misuse drugs**

School will be alert to behaviour which might indicate that the child is experiencing difficult home circumstances. We will be pro-active in the early identification of children's needs and in safeguarding the children in our care. Where problems are observed or suspected, or if a child chooses to disclose that there are difficulties at home and it is not deemed a safeguarding issue, the school will follow the procedures set out in its drug policy. This should include protocols for assessing the pupil's welfare and support needs and when and how to involve other sources of support for the child such as Children's Services, services commissioned by the Drug and Alcohol Action Teams (DAAT) programmes and, where appropriate, the family.

#### **Assessment, Monitoring and Evaluation**

- The elements of drug education delivered as part of the science curriculum will be assessed in accordance with National Curriculum requirements. The learning from other elements of drug education will be assessed as part of overall PSHE provision. The school will use a variety of methods to assess drug education including pupil evaluation of lessons, and will not concentrate solely on the knowledge gained.
- A copy of this policy is available on the school website. Reference copies are available from the Headteacher for parents/carers and all other persons who come into contact with the pupils
- The Headteacher and Governors will review the policy every two years. This will include evaluation of teaching and learning activities, resources, staff training requirements and the use of outside visitors. This process will be integral to the planning and development of the PSHE programme.

Head Teacher:

Governor  
(Chair or Named Governor):

Established	July 2002
Reviewed	September 2014
Review	September 2016

## Appendix 1

### Interview Guidance (including dealing with a drug incident)

**If, because of an incident within school, it is seen as necessary to interview a child to obtain further details then the following guidelines should be considered.**

- School staff are aware of these guidelines and know how to act if an interview is required
- At all times the health and safety of the school population (staff and pupils) should be paramount and the utmost priority must be placed on safety.
- Where necessary schools must meet any medical emergencies with first aid and summon appropriate help before addressing further issues.
- School staff are aware of policies relevant to these proceedings (for example Health and Safety, Child Protection/Safe guarding, Whole School Drug Policy, Behaviour Policy) and should act in accordance with these policies.

#### **First Steps**

Once a decision has been made by appropriate staff members to conduct an interview, consideration must be given to the following:

#### **Before the interview, the school should:**

- confirm the identity of the child being interviewed (name, form class, age)
- clarify interview process (venue, reasons for interview taking place, child's right to refuse interview, advice to parents, role of support person)
- ensure a decision about the involvement of parents is made and recorded. Discretion will be exercised about the necessity to inform parents of an interview with an older child when the child expresses a strong wish that the interview remains confidential. In the majority of cases it is best practice to inform the parents that a child is going to be interviewed. This would only be over ridden where there were concerns about the child's safety or where the police had recommended that parents are not informed due to on-going criminal investigations. If the school believes the child is capable of forming a sound, mature opinion without the need to inform parents, then they are not obliged to do so.
- anyone involved should be made aware of any cultural issues or issues regarding disability that need to be considered prior to the interview commencing
- explain to the child the reason for the interview and ascertain whether the child will take part in the interview, **they do have the right to refuse**
- explain the role of a "support person" to the child and ascertain if the child wishes to have a "support person" present during the interview and who this might be

- assure the child that the support person will be available after the interview for on-going support.

**If, either before or during the interview process, a decision is made to involve the police, the interview should be completed to enable the Headteacher to arrive at a decision based on the school's evidence and the standard of proof expected of schools.**

### **Where to Interview**

The choice of venue for the interview may vary according to the urgency involved in a case, the availability of space, as well as the nature of the incident. Where possible the interview should take place in a 'neutral' location e.g. whilst the Head Teachers office might be considered a possible location it might prove to be intimidating. If school has a family support office this might prove more suitable.

The atmosphere of the venue is critical in facilitating the interview. A room or space that is 'child friendly' is preferable.

It is recommended that where more than one pupil is involved in an incident, that pupils are interviewed separately but at the same time and under the same conditions. This will support fairness and will also ensure that the children involved are not able to collude.

### **Who should be involved**

The decision of who will interview the child should be made in the light of previous considerations and who has, or is likely to, establish the best rapport with the child. It is preferable that this person also have a clear understanding of relevant policies and safeguarding procedures. Possible members of staff to fulfil this role are Class Teacher, Head of Phase, and School Support Staff.

### **Role of support person**

School should ask if the child wishes to have a member of staff as a "support person" present during the interview. The identified member of staff should be asked, but not compelled, to attend the interview.

It is particularly important that very young children be interviewed in the presence of a familiar adult. The role of a "support person" is to provide general advice about the interview to the child, be present during the interview, and provide support to the child after the interview. Where possible, support persons should talk with pastoral staff in school prior to the interview for advice about how this role can be most effectively carried out.

### **The interview process**

**At the start of the interview, it is vital that confidentiality is discussed. Teachers cannot and should not promise total confidentiality. The boundaries within which the interview is taking place must be clearly explained to the pupil. Staff should refer to and abide by the school's confidentiality policy.**

**It is also essential that the pupil is given clear reasons as to why the interview is taking place.**

Where a second person is present, it is recommended that they record information provided by the pupil. This allows the interviewer to concentrate on listening. It is recommended that everyone involved signs the records.

#### **Northumberland County Council recommends that schools do**

- write **exactly** what was observed or said and ask the child (where appropriate) to write their own statement
- note the date, time and names of all present
- ask only one question at a time, preferably open ended questions rather than closed, leading questions. Listen carefully to what is being said rather than focussing on the next question
- avoid repeating a question soon after a child has answered; it could be interpreted as criticism or the child may try to please by giving an answer he or she believes the interviewer wants to hear.
- avoid interrupting the child, following up clarification of meaning later in the interview
- remember that children do not always know what is relevant.
- be aware of non-verbal messages that you are giving in the way you sit and gesture. For example, sit at a similar height to the child rather than towering above. Similarly be wary of sending encouraging messages through body language.

#### **Northumberland County Council recommends that schools do not**

- express an opinion about what was observed or said
- interpret what was observed or said
- encourage children to name others involved in incidents by promising that punishments will be changed as a result
- use emotive terms.

At the end of the interview, all of those present should sign the notes as a true record of the proceedings. Time will have to be given to allow the child to read what has been recorded.

#### **Duration and Pace of Interview**

A flexible approach should be taken when planning the duration of the interview. The length of the interview will depend on the age of the child, their attention span and any other particular intellectual or physical considerations. **Where possible; an interview should generally be limited to less than one hour.** There will be instances where it is appropriate for an interview to take longer than planned, for example, when the child is giving a lengthy account of relevant details. However, at all times keep in mind the child's needs, for example ensure water is available and allow toilet breaks if requested.

The timing of an interview should take into account a child's meal times, the needs of the child and their parents.

The interviewer should maintain control of the interview while moving at the pace of the child. Don't go too fast for the child or seem to be impatient. Similarly do not go too slowly.

During the interview it is important to explain to the child what is happening and why, and that there is a possibility that the child may be excluded or that the police may need to be involved.

#### **After the interview**

Wherever possible the child should have an opportunity with the support person or another member of staff to express any concerns or fears about what will happen next, including the possibility of exclusion or police involvement.

Support should continue to be offered to the child or young person on the days following the interview.

All records should be stored securely within school, either with the young person's records or in a designated secure space.