

Newfield School Drugs Education Policy

Introduction

The misuse of drugs both legal and illegal by young people can have a serious impact on their educational attainment, relationships with family and friends and their health and well-being, preventing them from reaching their full potential.

Schools play a fundamental role in providing drug education and in creating a safe and supportive environment that enables young people to develop their knowledge, understanding, skills and attitudes to drugs and drug related issues.

It is a government requirement that all schools have an up to date drug education policy that is accessible to all and is reviewed on a regular basis. This policy has been developed in consultation with the Teacher with TLR for PSED.

Definition

For the purpose of this policy a 'drug' is a substance people take to change the way they feel, think or behave. This includes both legal and illegal substances, volatile substances (solvents), alcohol, tobacco and prescribed drugs.

Aims

The Drugs Education Policy is delivered through PSED and the aim of the school is to ensure that all pupils are given the opportunities to participate in drugs education in a secure, caring, stimulating, challenging, warm, friendly and supportive environment.

The aim of Drug Education is to provide an opportunity for pupils to explore and develop their knowledge, understanding, skills and attitudes to drugs and drug related issues to enable them to make informed choices. It is vital that in the context of Newfield School Drugs Education is delivered in a way that is sensitive and appropriate to the pupil's level of understanding. This may mean individual, bespoke programmes can be developed according to the needs of particular pupils.

Through the Drugs Policy and the delivery of a Drugs Awareness programme tailored to the needs of the children, it is the aim of the school to ensure that all children in its care have the best possible skills and appropriate information to enable them to make informed decisions about keeping themselves safe and choosing a healthy lifestyle.

Through this learning, the children should, as far as they are able, learn to have an understanding of the risks that they would be taking and the consequences of their actions. They need to be aware of the dangers, but also the positive uses of drugs. To understand how drugs can affect the body, and that not all drugs are illegal, but that drugs do have an effect on the body and that not all drugs are illegal but that all drugs do have an effect on the body. To know that some foods also contain substances that can also affect these changes.

Curriculum Content

Certain aspects of drug education are delivered via the PSED aspect of our curriculum, giving the perspective of **Healthy Lifestyles** and these requirements are met at Newfield in the different Key Stages as follows:

- Foundation/Key Stage 1 – pupils are given opportunities to learn about the role of drugs as medicines.
- Key Stage 2 - pupils are taught through a spiral approach in the following topics: **Healthy eating; Taking care of physical health and Keeping well**

- From Key Stage 3 onwards - pupils are taught through a spiral approach in the following topics: **Mental wellbeing; Physical activity; Healthy eating; Body image; Medicinal drugs and Drugs, alcohol & tobacco** (See appendix i)

This is taught in a developmentally appropriate way and conversations around drugs start with talking about medicines at Band 2.

Resources to support are taken from the PSHE Association which provide DfE recognised resources.

Other aspects are differentiated and delivered through Body Awareness sessions, individual sessions with the Thrive trained HLTA, Communication activities and through PSHE and Citizenship to reflect knowledge, understanding, attitudes and social skills which will:

- Enable pupils to make healthy, informed choices.
- Promote positive attitudes to healthy lifestyle.
- Provide accurate information about substances.
- Increase understanding about the implications and possible consequences of use and misuse
- Widen understanding about related health and social issues
- Enable young people to identify sources of appropriate advice and personal support.

Ground Rules

Drug Education needs to be delivered in a safe, secure and supportive learning environment. Therefore it is essential that clear ground rules are negotiated with pupils regarding confidentiality, rights to privacy and respect and boundaries. Young people should be actively encouraged to participate in their own learning and to question and think critically.

Controlled Drugs

In the very unlikely event that a student at Newfield School were to bring a controlled drug into school staff would follow the guidelines below:

In taking temporary possession and disposing of suspected controlled drugs schools are advised 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. The law does not require a school to divulge to the police the name of the pupil from whom the drugs were taken but it is advisable to do so;
- record full details of the incident, including the police incident reference number;
- inform parents/carers, unless this is not in the best interests of the pupil;
- identify any safeguarding concerns and develop a support and disciplinary response (see below).

DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies 2012

Working with other professionals

Teachers will usually take the lead role for the overall drugs programme but visitors to school, such as health professionals, may be invited to plan and contribute to Drugs Education. They will be given a copy of this policy and will be expected to work within the ethos of the school and in line with the learning outcomes of the school's

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'Newfield School is committed to safeguarding and protecting the welfare of children and vulnerable adults as it's number one priority. This commitment to robust recruitment, selection and induction procedure is shared by all staff and volunteers of Newfield School'

Drugs Education programme. A teacher will be present during the lesson. Teachers and visiting speakers also need to ensure that the resources they use are relevant, up to date and appropriate in order to meet the needs of the children in their care.

Medication

See separate 'Supporting pupils with Medical Conditions Policy Statement'.

Monitoring and Evaluation

Drugs Education follows the school monitoring and evaluation procedures of the school (see Teaching and Learning Policy) and parent/carer views are invited at parent consultation sessions.

Equality

All pupils are entitled to receive Drugs Education regardless of ability, gender, race, religious belief or grouping. It is our intention that all children have the opportunity to experience a programme of Drugs Education at a level which is appropriate for their age and physical development, with differentiated provision if required.

Dealing with a drug related incident

If a pupil is discovered to be using or in possession of a drug that is illegal or not permitted on the school premises, the drug should be confiscated, and the Designated Senior Person and child protection staff should be informed immediately. The incident should be recorded on CPOMS in line with the school procedure for reporting accidents and incidents (see Child Protection and Safeguarding Policies)

Child Protection/Safeguarding

Teachers and support staff need to be aware that effective Drugs Education, which brings an understanding of what is and is not acceptable, may lead to disclosure of a child protection issue. Under common law, young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection (see Child Protection and Safeguarding Policies). If staff are concerned about any issues raised or discussed, they should immediately inform the headteacher/ designated child protection staff member in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Safeguarding

Newfield School is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority

Full copies of Policies and Procedures related to all aspects of Safeguarding, and the Complaints Policy, are available on request from Rachel Kay, Head Teacher.

Equal Opportunities

Newfield School is also committed to ensuring the equality of opportunity in line with the Equality Act and seek to show this through all aspects of school life and in particular through our commitment to every child fulfilling their potential, our work in the classroom, our recruitment and retention of staff and our work in the local and wider community.

Appendix I – Extract from the Newfield PSED Skills Framework

Band 2

Keeping well

Demonstrate how to tell someone that they are feeling ill, uncomfortable, or are in pain using chosen communication method

Understand that when they are hurt or unwell they may have to go to bed, see a nurse or doctor, or go to the hospital.

Recognise that they may be given medicines to help them get better and that these will be given to them by a trusted adult (nurse, doctor, parent/carer looking after them).

Drugs, alcohol, tobacco, medicinal drugs KS3 and 4

Begin to understand what is meant by a medicine

Recognise that they may be given medicines to help them get better and that these will be given to them by a trusted adult (nurse, doctor, parent/carer looking after them).

Band 3

Keeping well

Explain what it means to be hurt, unwell, uncomfortable or in pain.

Identify medication that can help people to keep well; give examples of when this might be used.

Identify the difference between things that go on our body (creams, lotions) and things that go in our bodies (injections, tablets, liquid medicine).

Identify some substances or chemicals around the home that we should never taste or swallow; and where we might come across them

Band 3

Drugs, alcohol, tobacco, medicinal drugs KS3 and 4
Recognise what is meant by a 'medicine'.
Identify some substances people might swallow, drink or inhale that could be harmful to their health.
Describe what alcohol is and how alcoholic drinks are different to non-alcoholic drinks.

At the highest level of understanding- Band 6, staff will talk about the following topics:

Drugs, alcohol, tobacco, medicinal drugs KS3 and 4
Recognise the importance of taking over the counter and prescribed medicines correctly
Explain that all drugs can have risks to health, even if they are legal or have been prescribed.
Explain how drugs/alcohol can affect how people feel, influence their ability to make decisions and can contribute to causing accidents.
Describe how pressure to use substances can come from a variety of sources, including people they know.
Explain why they might put themselves under pressure to try substances such as smoking and drinking (e.g. to fit in or not to feel left out).
Describe or demonstrate strategies to resist pressure to smoke, drink alcohol or use illegal drugs.
Explain long term personal and social risks of substance misuse
Describe what is meant by someone having a 'habit', or 'addiction' in terms of substance misuse.
Identify reliable sources of support or advice if they are worried about themselves or someone else in relation to substance misuse.