



**Subject: Drugs and Alcohol Policy**

**Person Responsible: Holly Winwood and Helen Turner**

**Date: September 2017**

**Review date: September 2018**

### **Introduction**

The policy provides a focus for the school to consider how drugs education should be implemented and developed within the curriculum, and outlines the roles, responsibilities and legal duties of key staff. The policy forms an integral part of our existing personal, health, social and economic education programme, and the drug education programme complements this.

### **External Guidance**

Guidance came from the Hertfordshire County Council Drug Education Guidance document and national guidance, specifically DCSF "DRUGS: Guidance for Schools" (February 2004). Our drugs and alcohol education overview comes from the PSHE association.

### **Our Definition**

Lodge Farm defines the term 'drug' as:

***"A substance people take to change the way they feel, think or behave"*** and therefore includes legal substances like tobacco, alcohol, solvents, over-the-counter and prescribed medicines, as well as illicit substances.

## **Values and Aims**

Set in the broader context of a programme for Personal, Social, Health and Economic Education and Science, our drug education reflects whole school aims to provide a caring community in which young people can learn to respect themselves and others and take responsibility for their own actions. Our school believes that the misuse of drugs endangers not only our pupils but also affects the wider community in which we live. It is the school's responsibility to ensure the child's health and safety while in our care and we also strive to promote their personal and social wellbeing. Drug misuse undermines this and hinders the development of the young person.

We are committed to the health and safety of all members of the school community and will take action to safeguard their well-being.

Fundamental to our school's values and practice is the principle of sharing the responsibility for drug education with parents and carers. We strive for effective communication and co-operation.

All non-medical drugs on school premises are unacceptable. [With the exception of alcohol at social functions.] The school is legally required to be smoke-free, following changes to legislation (July 2007).

This policy will apply on the school premises and beyond, wherever pupils are within the care of school staff. This includes school trips and educational visits. The school will also have an interest in the health and well-being of the pupils beyond these school boundaries and we would encourage parents and others in the community to adopt the same principles.

### **Rationale:**

Whilst we acknowledge that young people may choose to use or misuse substances, it is important to recognise that the majority of young people are choosing not to do so.

The school wishes to promote the development of the 'whole person', which encompasses physical, mental, emotional, social and environmental health; by equipping pupils with the knowledge, skills, attitudes and values to handle their lives effectively in the present and prepare them for adulthood.

Drugs education should therefore form an integral part of the school curriculum.

### **We Aim to:**

- Enable young people to make healthy, informed choices through helping them increase their knowledge, challenging and exploring attitudes and developing and practicing skills.
- Help young people to develop further a sense of self-worth and self-esteem.
- Ensure children are equipped with the attitudes and decision-making skills needed to resist pressure and delay or prevent the onset of experimentation.
- Help young people to distinguish between different substances, consider their use, misuse, benefit and harm.
- Counter any inaccurate messages and myths which young people may receive about drugs with accurate information
- Inform and increase understanding of the effects of drug abuse, and the risks involved.

### **We intend to achieve our aims through:**

- A co-ordinated, integrated and consistent approach to the curriculum and to possible drug related incidents.
- An appropriate teaching programme which responds to pupils' needs.
- Clearly defined learning outcomes for lessons and other inputs.
- Reinforcement of key messages at different ages and stages and in different situations.
- Content and teaching approaches, which match the needs and maturities of all pupils, including those with special educational needs and / or English as an additional language.
- Involvement of the whole community, including staff, governors, parents/ carers, pupils and visitors, in order to promote a united and cohesive approach to substance education and misuse.
- Regular revision of policy and practice.

## Teaching- curriculum, materials and approaches

We do not view drug education as a one off topic, but as part of a spiralling PSHE curriculum which involves the development of skills and attitudes, enabling pupils to make informed choices. This will not only take into account the individual, but also the family, their peer groups, and the wider community. Where possible, we promote the partnership between the parent and child, when addressing drug issues. Planning is taken from guidance and materials from The PSHE Association.

### Drug Education Opportunities Include:

- Through planned elements of National Curriculum subjects
- PSHE lessons
- Assemblies
- Planned visits from the school nurse, police officer or other appropriate people/ local organisation.

Coverage provides opportunities for young people to develop their knowledge and understanding of the use, misuse, risks and effects of drugs and other potentially harmful substances, their effects of health and lifestyle.

The majority of Drugs and Alcohol education is specifically taught within Science and PSHE education. However, there are also opportunities for considering drug-related issues from a variety of perspectives within other subjects, such as Religious Education, English, and Physical Education.

Alongside the teaching of Drug and Alcohol objectives, pupils will learn build on their learning of consent, choice and consequence.

## Inclusion and equality

In planning drug education for pupils with SEND, our teachers consider a range of responses. For example:

- Additional support given by staff;
- Activities may be differentiated or adapted;
- Programme aspects may need to be emphasised or expanded;
- Revisiting knowledge and skills in different contexts;
- Using strategies to increase access to drug education, such as theatre projects, ICT, school visits and specialist equipment.

(See SEND policy)

## Roles and responsibilities

This policy relates to all members of the school community. All staff have a responsibility for drug education and must be fully aware of this policy and its implications for themselves and for others in the community. Whenever adults interact with children, they recognise that they may be influencing attitudes and behaviour.

**All staff** should consider themselves as role models whose behaviour the children are likely to notice and often follow. Staff also have a responsibility to know how they should respond to any possible drug related incidents. They receive training and support in delivering their responsibilities.

## Procedures for handling and reporting drug related incidents

Our definition of a drug includes medicines (both prescription and OTC), alcohol, tobacco and solvents, and it is therefore important that all aspects of an incident are considered. The needs and circumstances of the pupil are paramount.

We will consider each situation individually and recognise that a variety of actions in response may be necessary to drug related incidents as recommended by CSF and national guidance. (Ref: "Drugs: Guidance for Schools" DCSF, February 2004).

If the situation leads to a medical emergency the school emergency aid procedures will be followed immediately.

**The focus of any response will be the pupil not the substance and we will seek to balance the interests of the individual, other members of the school community and the wider community.**

**A suspected drug related incident is described as:**

- Suspect drugs found on the school premises
- A pupil suspected of being in possession of a drug
- A pupil found to be in possession of a drug
- A pupil suspected of being under the influence of drugs
- An adult suspected of being under the influence of drugs

**When an incident occurs the member of staff involved should:**

- Make the situation safe
- Send for support
- Administer first aid if necessary
- Report the incident

The incident will be in the first incidence reported to the Head Teacher who will contact the police in this area. The parents will also be contacted and made aware of the situation. The incident will be recorded by the teacher involved and by the designated teacher. Should a substance suspected of being illicit be found on the school premises it will be handed to the Headteacher and, in the presence of another member of staff, placed in a sealed container and both signed and dated. It should then be safely stored until it can be collected by a police officer. S/he will also be involved in advising the school on the most appropriate response to the situation. All such incidents will be recorded.

**Responses will be cross-referenced with related school policies such as:**

- Behaviour
- Health and Safety
- Child Protection

- School Visits
- Inclusion/ Exclusion

All staff are made aware of the procedures and where necessary emergency procedures will be followed. If a search needs to be made the Head Teacher will conduct this with an appropriate witness.

We have a range of professional colleagues who can give / obtain advice, support and information in drug or alcohol related situations. These may include:

- The school's Attendance Improvement Officer
- The county Drug Education Consultant
- A Hertfordshire Healthy Schools Advisor
- The school nurse
- The local police Youth Crime Reduction Officer (YCRO) / Police Community Support Officer (PCSO)
- Local Drug and Alcohol agencies and counselling services
- The Chairperson of the Herts Drug Education Forum (DEF)

These colleagues can provide guidance and information, and may be able to help with a needs assessment to support us in developing an appropriate response. This may be through a Common Assessment. Contact details can be found on the DEF website [www.hertsdef.org](http://www.hertsdef.org) and in the Young People's Substance Misuse Services Directory.

### **Confidentiality**

Where a pupil discloses to a teacher that he or she is taking drugs, the teacher should make it clear that he or she can offer no guarantee of confidentiality. However the teacher can advise the pupil of other sources of confidential information or advice. Pupils should also be encouraged to talk to their parents. A record will be made of the disclosure and the Head Teacher is to be informed.

## **Monitoring and Evaluating**

The school drug education policy is periodically reviewed to reflect changing circumstances and trends in drugs use. The programmes of study for drug education are continually reviewed and any changes deemed necessary are implemented.

The induction of new staff will include introduction to this policy.

The policy is available to parents and carers through the school website.

**Date established by governing body:**

**Date for full implementation:**

**Date for review: September 2018**