

## 1. Introduction:

The school is guided by the first of four strategies outlined in Tackling Drugs to Build a Better Britain: The Government's 10-Year Strategy for Tackling Drug Misuse.

All drugs have the potential to harm; but some drugs are more harmful than others. For a small number of people, drugs lead to serious and far reaching consequences not only for themselves, but their families, their communities and society in general. For children and young people in particular, drugs can impact on their education, their relationships with family and friends and prevent them from reaching their full potential.

All children and young people need to be able to make safe, healthy and responsible decisions about drugs, both legal and illegal. Schools play a central role in helping them make such decisions by providing education about the risk and effects of drugs; by developing their confidence and skills to manage situations involving drugs; by creating a safe and supportive learning environment; and ensuring that those for whom drugs are a concern receive appropriate support.

Drugs education should be delivered through personal, social and health education (PSHE) and citizenship and fulfill the statutory requirements of the National Curriculum Science Order. It should start in primary schools and develop through each of the Key Stages to ensure continuity and progression. 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 the wider community.

Clarification on vocabulary:

*Drug = A substance people take to change the way they feel, think or behave (United Nations Office on Drugs and crime)*

*Drug use is drug taking through which harm may occur, whether through intoxication, breach of school rules or the law, or the possibility of future health problems, although such harm may not be immediately perceptible. Drug use will require interventions such as management, education, advice and information, and prevention work to reduce the potential for harm.*

## 2. Aims and Objectives:

We aim to equip children with the knowledge, understanding and skills that enable them to make the sort of choices that lead to a healthy lifestyle. Our drugs education programme has the primary objective of helping children to become more confident and responsible young people. We teach children about the dangers to health posed by drug taking, and we aim to equip them with the social skills that enable them to make informed moral and social decisions in relation to drugs in society.

The objectives of our drugs education programme are:

- To provide children with knowledge and information about legal and illegal drugs and the harmful effects they can have on people's lives
- To enable children to discuss moral questions related to drug taking, and so provide a safe environment for young people to share their thoughts and ideas
- To help children become more self-confident so that they are able to make sensible and informed decisions about their lives
- To let children know what they should do if they come across drugs, or are aware if other people misusing drugs
- To help children respect their own bodies and, in doing so, reduce the likelihood that they will be persuaded to become more involved in drug abuse
- To show that taking illegal drugs is a moral issue, and that choices about drugs are moral choices
- To ensure that all children are taught about drugs in a consistent manner, following guidelines that have been agreed
- To help young people resist drug misuse in order to achieve their full potential in society
- To enable pupils to make healthy informed choices by providing opportunities for pupils to acquire the knowledge, understanding and skills they need to avoid the misuse of drugs
- To provide a supportive environment and well-structured procedure for any members of the school who require intervention for drug use

### **3. Roles and Responsibilities:**

Schools, parents/carers and a range of agencies working with young people have an important role to play in the delivery of the Government's strategies on drugs. Schools play a key role in providing drug education and pastoral support to all pupils and identifying vulnerable pupils so that those who need extra help receive it either in school or through referral to other services

#### **Co-ordinator**

The Co-ordinator will keep updated with local and national issues and disseminate this information to the staff when appropriate. They will initiate the biannual review but should be supported by the senior management and a working party or the Drug Education Co-ordinator if necessary.

#### **Head Teacher**

It is the responsibility of the Head Teacher to ensure that staff and parents/carers are informed about the drugs education policy, and that the policy is implemented effectively. It is also the Head Teacher's role to ensure that staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Head Teacher will liaise with the external agencies regarding the school drugs education programme and ensure that all adults who work with children on these issues are aware of the school policy and work within this framework.

The Head Teacher will monitor the policy alongside the coordinator and report to governors, when requested, on the effectiveness of the policy.

#### **Governors**

The governing body has the responsibility of setting down these general guidelines. Governors will inform and consult with parents/carers about the drugs education policy. Governors will also liaise with the LA and health organisations so that the school's policy is in line with the best advice available. The lead governor will meet with the Co-ordinator to keep abreast of current issues and lead the governor's involvement in the biannual reviews of the policy.

#### **Parents/Carers**

The school is well aware that the primary role in children's drugs education lies with the parents/carers. We wish to build positive and supporting relationships with all parents/carers of children at our school through mutual understanding, trust and cooperation. In promoting this objective we will:

- Inform parents/carers about the school drugs education policy and practice
- Invite parents/carers to view materials used to teach drugs education in our school
- Answer any questions parents/carers may have about the drugs education their child receives in school
- Take seriously any issue which parents/carers raise with teachers or governors about this policy or the arrangements for drugs education in the school
- Encourage parents/carers to be involved in reviewing the school policy wherever possible
- Inform parents/carers about the best practice known with regard to drugs education so that they can support the key messages being given to children at school

### **4. Implementation:**

#### **Drug Education**

The school is committed to providing an accurate drug education curriculum that meets the statutory requirements as set out in the National Curriculum Science Order September 2000 but goes beyond that to include a wide ranging Scheme of Work that empowers our pupils to make healthy informed choices throughout their life.

We are guided by *The 1988 Education Reform Act* that asks schools to provide a broad and balanced curriculum that:

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

The curriculum will reflect a balance between:

- personal and social skills
- knowledge and understanding
- attitudes and values

We regard drugs education as a whole-school issue, and we believe that opportunities to teach about the importance of living a healthy lifestyle occur throughout the curriculum. Each class teacher answers questions about drugs sensitively and appropriately, as they occur. In the routine circle time sessions we encourage children to discuss issues that are important to them, and we help children to be aware of the dangers of the misuse of drugs. In science lessons we teach children what a drug is, and how drugs are used in medicine. We also teach them the difference between legal and illegal drugs.

Drug education is an integral part of the school's PSHE programme and this policy must be read alongside the PSHCE Policy. The main teaching about drugs takes place in year 6, where children are taught about illegal drugs, and the dangers involved to those who take them. We follow guidelines in our teaching and receive advice and support as needed. Lessons are designed to promote a healthy lifestyle for all.

The school will use a range of teaching active teaching methods and resources. It will ensure that pupils have opportunity to discuss and explore these issues as well as gain the necessary knowledge and skills, to make informed choices.

#### **Use of Outside Visitors**

The use of outside visitors and agencies can be highly valuable if part of a structured SOW where due preparation and evaluation can be given to the visit. School staff will remain present in all sessions. The Healthy School's Scheme 'Working with agencies proforma' will be used.

Useful contacts:

- SPARK (Drug & Alcohol Service for London) - 0207 702 0002  
Workshops on drug education, counselling, projects for young people
- CREATE , One to One counselling, diversionary activities ... - 0208 522 7225
- Plaistow Community Police Team - 0207 275 5982

#### **Training**

Staff should feel confident in their knowledge and delivery of the subject. They should understand the contribution drug education makes to the social development of their pupils. They also need to consider their own experience of, and attitudes to, drug use and what the collective standpoint of the school is.

As part of the school's commitment to providing a comprehensive SOW, the training needs of the staff will be monitored regularly as part of the biannual review of the Drug Education Policy. Basic training will be updated on a regular basis to all teachers of PSHCE. More detailed training will be made available to the lead for Drug Education in the school and those that request additional support. Such training can be provided by the Drug Education Co-ordinator for Newham.

To ensure that lesson planning and delivery is in line with school policy. Lessons will be monitored as part of the school's monitoring system.

#### **Use of alcohol and tobacco on school premises**

Our school is a smoke free zone. Those staff wishing to stop smoking can access the Newham Smoking cessation service by contacting 020 8270 1301.

### School grounds

The site-officer or any other staff that find drug related paraphernalia in the school grounds should clear the area of children. Needles and the like present an infection risk and need very careful handling / disposal. Report any such find immediately to a member of the senior management team. The incident will be investigated as appropriate. Syringe disposal can be organised through the council.

### Whole school approach

The following steps will be taken to ensure that there is a whole school approach that encourages ownership and a continued awareness amongst the school and wider community:

- Flow chart for dealing with drug incidents laminated and displayed in strategic places around the school.
- Entering into national health events such as; No Smoking Day, European Drug Prevention Week, drink-drive campaigns etc
- Assembly topics
- Theatre in Education
- Health weeks within the school
- Notice board with current news, information, projects for local young people, and where they can get help and advice
- Parent evenings on sensitive issues

### Help Lines

Talk to Frank	0800 77 66 00 ( <a href="http://www.talktofrank.com">www.talktofrank.com</a> )
Bengali	0800 37 11 42 6pm - 10pm Tuesday
Punjabi	0800 37 11 43 6pm - 10pm Wednesday
Gujerati	0800 37 11 44 6pm - 10pm Wednesday
Urdu	0800 37 11 45 6pm - 10pm Wednesday
Hindi	0800 37 11 46 6pm - 10pm Wednesday
Cantonese	0800 37 11 37 6pm - 10pm Monday

Newham Community Drugs Team      0207 474 2222

### Drug Incidents

The school will follow the process set out in Drugs: Guidance for schools (DfES, 2004) (see Appendices 1/2)

For any drug incident, the utmost priority should be placed on safety, meeting any medical emergencies with first aid and summoning appropriate help.

However, in addition to this the school will provide a combination of the following to help support our pupils who are involved in drug incidents:

- Pastoral Support Programme
- Mentoring
- Supervised break times
- Involvement in extra curricular activities
- Family conferences
- Research project on the drug or related topics

It's generally good practice to investigate suspected student drug use by looking at factors such as: attendance to school, behavioural patterns, academic attainment, relationships with others and physical appearance. Also it is important to consider other areas of the young person's life such as possible family issues.

There are no 'hard and fast' indicators of substance misuse, the key factor being noticing a change with the child in question. It is also important to consider that a young person may have other needs that may have influenced substance misuse (e.g. Family break down, exam stress, underlying mental health condition)

The following is a list of the sanctions that may be initiated when a pupil is involved in a drug incident:

- Loss of privileges
- School community service
- Supervised break times
- Monitor progress in class

Sanctions will always be used along side support and will be in proportion with the offence.

Incidents will be recorded on a Record of drug-related situation form. These records will be kept in the Head Teacher's room. They will be treated as confidential records.

When dealing with a drug incident the relevant policies will be taken into account. These include: Confidentiality, Positive Behaviour and Child Protection Policies. This will be especially important if there is concern for a child due to parents or carers drug dependency. In such cases the school will endeavour to provide extra support for the child such as:

- Involvement in after-school clubs
- Mentoring / Counselling
- Pastoral Support Programme
- Providing appropriate literature for children of drug using parents and for the parent/carer. This may be done through: suggested involvement in a parent support group. (CREATE & SPARK have a Parent Worker) or provide appropriate literature
- Keeping open communication between the school and the parent/caregiver on the child's progress.

Talk to staff and the student concerned separately. Keep the discussion general - avoid asking directly if they are taking drugs; this may cause antagonism and denial. Monitor the situation until the evidence is strong. On a case by case approach, judge whether it is appropriate to inform the parents. It may be best to invite them in for a general discussion expressing concern about the student's progress or emotional wellbeing. Work together to put in supportive strategies for the student, without focusing specifically on the students' drug use.

If the school is contacted by the media regarding a drug related incident this should be referred to the SMT.

Permanent exclusion is a last resort, once all other support / sanctions have been tried and the health and safety of staff and students are at risk from the continued presence of the student involved. Evidence suggests that exclusion can leave a pupil at more risk of involvement with drugs and only a minority make a successful transition to another school.

## 5. Inclusion:

Gainsborough Primary School aims to be responsive to all aspects of diversity and to increase the learning and participation of all pupils within the school and its locality. We have inclusive values which are shared between all staff, pupils, governors, parents/carers and the wider community, in a secure, accepting, collaborative and stimulating environment. Everyone is valued and diversity is seen as a rich resource to enhance and support the learning of all.

This inclusive culture is reflected in all school policies and practices. We ensure that classroom and extra-curricular activities encourage participation of all pupils, drawing on their knowledge and experience outside school. Teaching and support are integrated together, enabling all pupils to overcome barriers to learning and participate fully in school life.

Inclusion is achieved through analysis and assessment of children's needs, by monitoring the quality of teaching and the standards of pupils' achievements and by setting targets for improvement. Learning for all children is given equal priority and available resources are used to maximum effect.

### Disability Equality Scheme:

Gainsborough Primary School is committed to include the views and needs of pupils, staff, parents/carers and members of the public within our Disability Equality Scheme. The scheme embodies good practice and aims at eliminating discrimination against disabled people within the school community.

We have a commitment and obligation to work and consult with all stakeholders in identifying barriers within our school for disabled people; eliminating and reducing these barriers by the implementation of an action plan which informs and is embedded in our whole school Disability Equality Scheme. The consultation process has been the corner stone in assisting our school in recognising its general duty to promote disability equality. Therefore, transparency, consultation and active engagement lie at the heart of this scheme.

Gainsborough Primary school welcomes its general responsibilities under the new disability Equality Duty to having due regard to the need to:

- Promote equality of opportunity between disabled and non-disabled people;
- Eliminate discrimination that is unlawful under the Disability Discrimination Act;
- Eliminate harassments of disabled persons that is related to their impairments;
- Promote positive attitudes towards disabled people;
- Encourage participation by disabled people in public life; and
- Take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.

The scheme sets out the steps that the governing body takes to ensure improved outcomes for disabled pupils, parents/carers and staff in all aspects of the school life. A representative steering group has been set up to develop and monitor the scheme.

### 6. Assessment, Recording and Reporting:

The school's method for assessment for PSHE will be used to monitor student's progress. This is in accordance with the school policy on assessment. It is expected that each teacher will be responsible for the regular assessment of his or her pupils through marking work set, making informal judgements as they observe children during lessons and use this to inform future short term planning. Class teachers are also responsible for completing the skills audit for their pupils highlighting which skills have been covered. The assessment all feeds into the end of year report which is sent home to parents and comments on individual pupils abilities within PSHCE. There are opportunities throughout the school year for parents/carers to discuss with the class teacher, the progress their child is making.

Assessment is done through activities for example, discussion with pupils, group activities, marking and guiding their work, observing, displaying work, asking and answering questions, teachers are continually finding out about their pupils' achievements. This information is then recorded against the statements of attainment in line with other areas of the curriculum. At this school we appreciate that a vital aid to learning is for pupils to be actively involved in their own assessment.

### 7. Resources:

Resources will be bought with reference to DfES Drugs: Guidance for schools and the school's Equal Opportunities Policy so that they are as accessible and relevant to all the students as possible.

Drug resources will be catalogued and kept in the resources area. Teaching staff will be made aware of this. Additional resources are also available for browsing at the Credon Centre. All teachers are welcome to contact the Drug Education Co-ordinator to arrange a visit.

The secured budget for the investment and renewal of drug education resources, staff training and use of outside visitors will be part of the PSHCE overall budget.

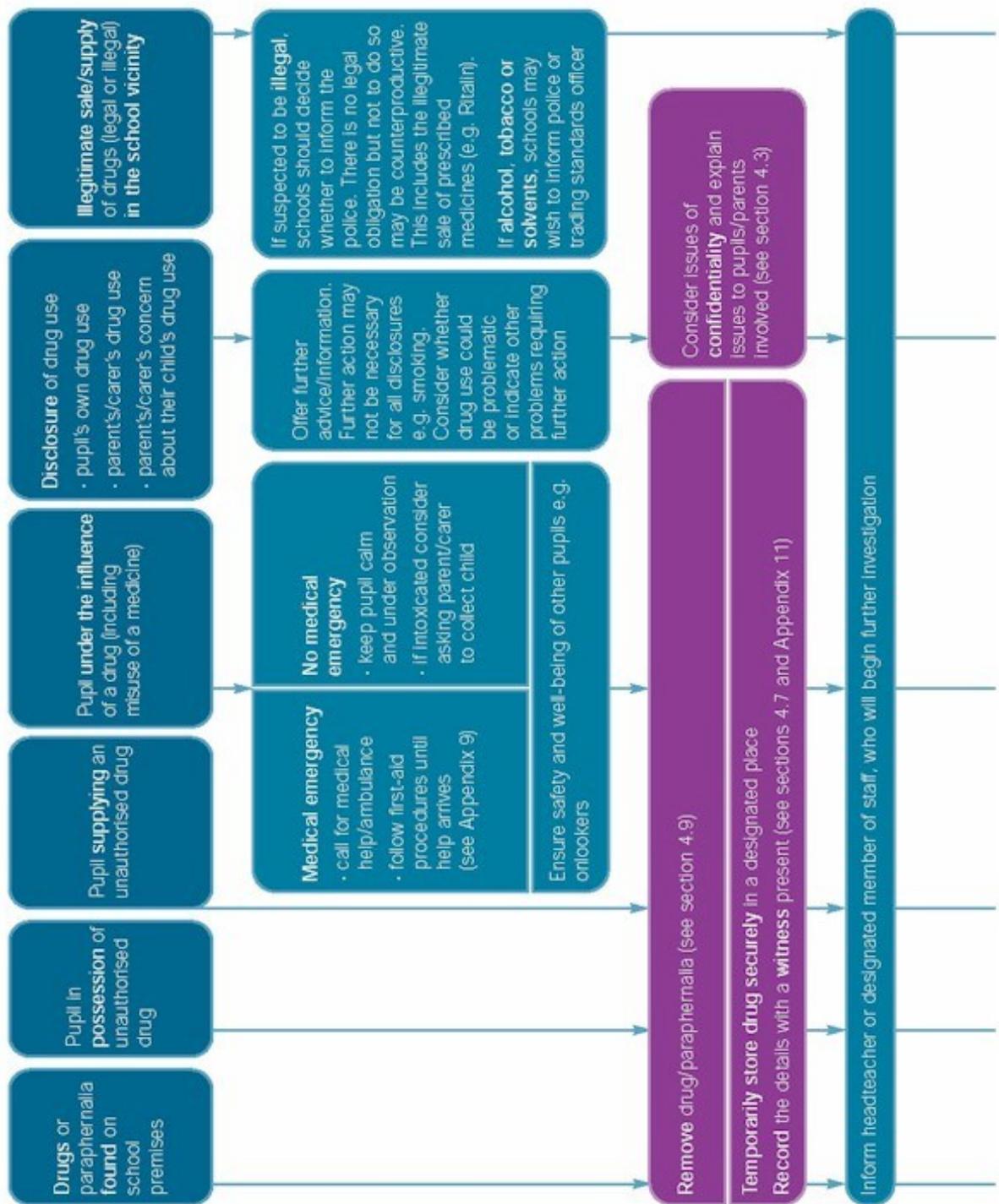
### 8. Monitoring, Review and Evaluation:

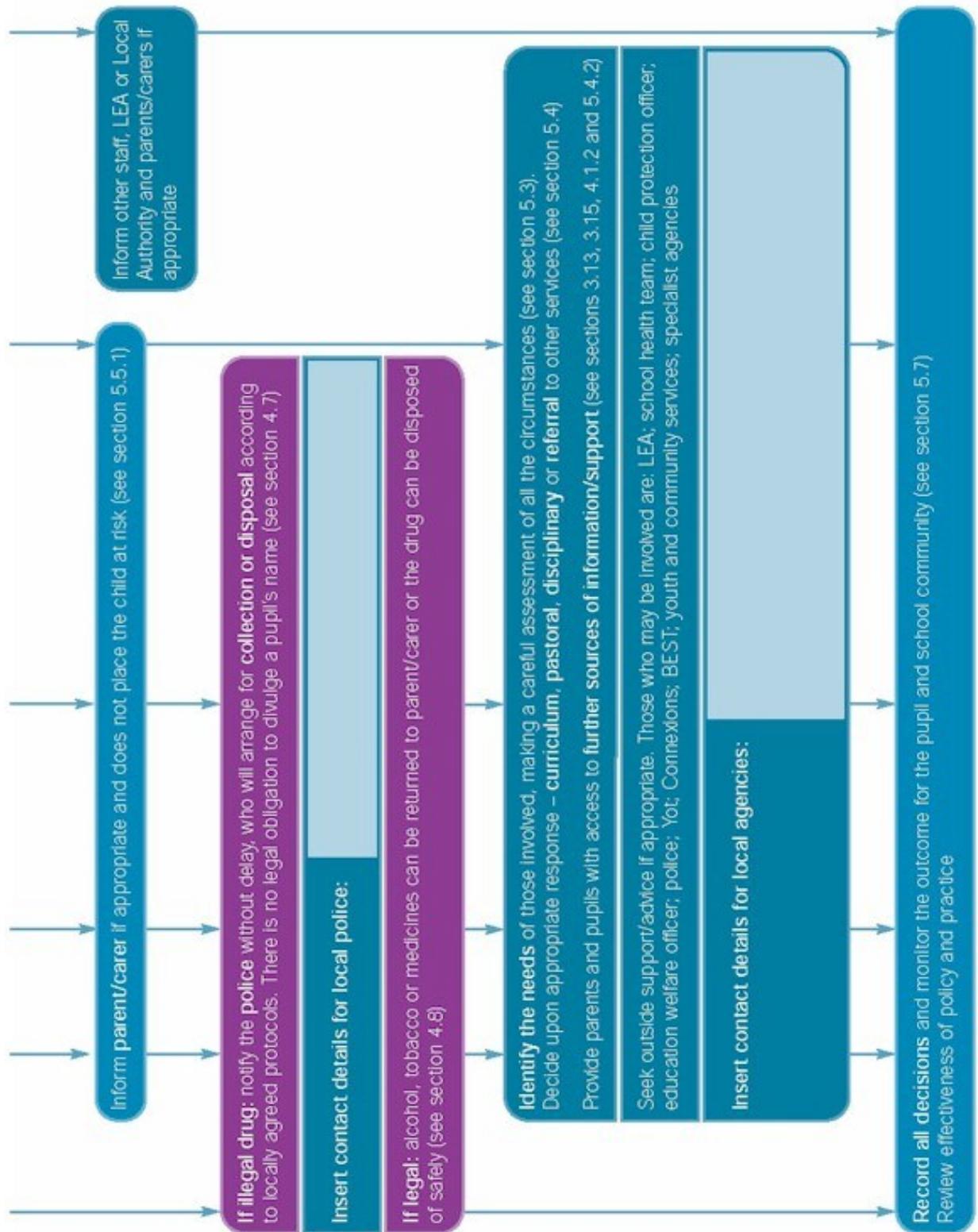
The PSHCE coordinator monitors the teaching of all aspects of the PSHCE curriculum through planning scrutiny, topic displays, lesson observations, pupil interviews and skills audit. The class teacher writes the plans for each lesson and lists the specific learning objectives for that lesson. These plans are kept in the

planning file where they can be easily accessed for discussion with the coordinator. The coordinator also informs colleagues about current developments in the subject and gives support where necessary. She /He has specially allocated time for carrying out the vital tasks such as reviewing samples of children's work, going to network meetings and for co-ordinating PSHCE activities across the school. The PSHCE coordinator presents the head teacher with a termly report, which evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

The curriculum committee of the governing body will monitor the drugs education policy. This committee will report their findings and recommendations to the full governing body as necessary, if the policy appears to need modification. The curriculum committee takes into serious consideration any representation from parents/carers about the drugs education programme and comments will be recorded. Governors require the Head Teacher to keep a written record detailing the content and delivery of the drug education programme taught in the school.

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## Appendix 2: Drug situations - medical emergencies

The procedures for an emergency apply when a person is at immediate risk of harm. A person who is unconscious, having trouble breathing, seriously confused or disoriented or who has taken a harmful toxic substance, should be responded to as an emergency.

Your main responsibility is for any pupil at immediate risk, but you also need to ensure the well-being and safety of others. Put into practice your school's first-aid procedures. If in any doubt, call medical help.

### Always:

- assess the situation
- if a medical emergency, send for medical help and ambulance.

### Before assistance arrives

If the person is conscious:

- ask them what has happened and to identify any drug used
- collect any drug sample and any vomit for medical analysis
- do not induce vomiting
- do not chase or over-excite them if intoxicated from inhaling a volatile substance
- keep them under observation, warm and quiet.

If the person is unconscious:

- ensure that they can breathe and place in the recovery position
- do not move them if a fall is likely to have led to spinal or other serious injury which may not be obvious
- do not give anything by mouth
- do not attempt to make them sit or stand
- **do** not leave them unattended or in the charge of another pupil
- **notify** parents/carers

For needle stick (sharps) injuries:

- **encourage** wound to bleed. Do not suck. Wash with soap and water. Dry and apply waterproof dressing
- **if** used/dirty needle seek advice from a doctor.

### When medical help arrives

- **pass** on any information available, including vomit and any drug samples.

Complete a medical record form as soon as you have dealt with the emergency.

(Adapted from: *The Right Responses* [DrugScope, 1999])