



WELLESLEY PRIMARY SCHOOL

Drug Education Policy & Sub Policy Dealing with Drug Related Incidents

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Drug Education

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Change Record Sheet

Issue No	Date	Summary of Change	Amended by:
3	January 2019	Policy Reviewed	Heather Small
4	January 2020	Policy Reviewed	Heather Small
5	January 2022	Policy Reviewed	Heather Small
6	January 2023	Policy Reviewed	Heather Small

Summary

This policy will be reviewed every year.

This policy has been reviewed to ensure that it meets the requirements of the equalities impact assessment.

Policy written September 2017.

This policy should be read in conjunction with:

Relationship and Sex Policy
Inclusion Policy
Anti-Bullying Policy
School Discipline and Rewards
Healthy Eating

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Rationale

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The DfE specified as part of its National Curriculum guidance that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. The review also detailed:

"PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum" (Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013).

Drug and Alcohol Education

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

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

Moral and Values Framework

The Drug and Alcohol Education programme at Wellesley reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

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Jigsaw Drug and Alcohol Education Content

The grid below shows specific Drug and Alcohol Education learning intentions for each year group in the 'Healthy Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
2	Piece 3 Medicine Safety	understand how medicines work in my body and how important it is to use them safely feel positive about caring for my body and keeping it healthy
	Piece 3 What Do I Know About Drugs?	tell you my knowledge and attitude towards drugs identify how I feel towards drugs
4	Piece 3 Smoking	understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
	Piece 4 Alcohol	understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
	Piece 1 Smoking	know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart make an informed decision about whether or not I choose to smoke and know how to resist pressure
5	Piece 2 Alcohol	know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure
	Piece 2 Drugs	know about different types of drugs and their uses and their effects on the body particularly the liver and heart

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	be motivated to find ways to be happy and cope with life's situations without using drugs
Piece 3	evaluate when alcohol is being used responsibly, anti-socially or being misused
Alcohol	tell you how I feel about using alcohol when I am older and my reasons for this

Monitoring and Assessment

Planning for PSHE&C will be monitored by the PSHE&C co-ordinator
Observations of teaching and learning will take place as part of the monitoring cycle.
Pupil conferences will be held annually to discuss issues relating to PSHE&C.
The majority of work will be of a practical nature with limited written recording. Staff will be encouraged to keep photographic evidence where appropriate, e.g. role-play.
Parents will receive an annual written assessment of their children's progress in PSHE&C.
There will be opportunities for staff development through staff meetings, INSET and training courses.

Conclusion

Children at Wellesley will be taught the knowledge, skills and understanding which help them to develop personally and socially. This will enable them to tackle many of the issues which are part of growing up and which will help them to become responsible citizens of the future.

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Dealing with Drug-Related Incidents

Procedures

There are a variety of situations that would constitute a drug-related incident outlined below.

1. Pupil under the influence of drugs/alcohol
2. Discovery – unauthorised drugs/paraphernalia found on pupil
3. Supplying by:
 - a) pupil;
 - b) school staff/parents/carers/persons external to the school community.
4. Disclosure
5. Suspicion or rumour
6. Unauthorised drugs/alcohol/paraphernalia found on premises
7. School staff/parents/carers/person external to the school community under the influence of drugs/alcohol on school premises.

Support and sanctions

There will be an automatic sanction applied to any drug-related incident considered to be in deliberate disregard to school policy. However, any long-term response will be taken after considering all the relevant facts and information about a young person and the circumstances in which any drug-related incident has come about.

The school response will be part of a supportive network developed to ensure that the school uses its powers to protect the long-term welfare of all the pupils in the school.

TAKING TEMPORARY POSSESSION OF AND DISPOSAL OF SUSPECTED ILLEGAL DRUGS

The law permits school staff to take temporary possession of a substance suspected of being an illegal drug for the purpose of preventing an offence from being committed or continued in relation to that drug, providing that all reasonable steps are taken to destroy the drug or deliver it to a person lawfully entitled to take custody of it.

In taking temporary possession and disposing of suspected illegal 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 the school safe or other lockable container with access limited to two senior members of staff
- without delay notify the police, 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 pupils from whom the drugs were taken. Where a pupil is identified the police will be required to follow set internal procedures.
- record full details of the incident, including the police incident reference number
- inform parents/carers, unless this would jeopardise the safety of the pupil.

School staff should not attempt to analyse or taste unknown substances. Police can advise on analysis and formal identification, although this is normally carried out only if it will be required as evidence within a prosecution.

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If formal action is to be taken against a pupil, the police should make arrangements for them to attend a local police station accompanied by an appropriate adult for interview. Only in exceptional circumstances should arrest or interviews take place at school. An appropriate adult should always be present during interviews, preferably a parent/carer or duty social worker.

CONFISCATION AND DISPOSAL OF OTHER UNAUTHORISED DRUGS

Staff should only confiscate unauthorised drugs in the presence of a second adult witness.

Alcohol and tobacco

Parents/carers should normally be informed and given the opportunity to collect the alcohol or tobacco, unless this would jeopardise the safety of the child.

Volatile substances

Given the level of danger posed by volatile substances schools may arrange for their safe disposal. Small amounts may be placed in a bin to which pupils do not have access, for example a bin within a locked cupboard.

Medicines

Disposal of medicines held at school should be covered in the school's medicines policy. Parents/carers should collect and dispose of unused or date-expired medicines.

DISPOSAL OF DRUG PARAPHERNALIA

Needles or syringes found on school premises should be placed in a sturdy, secure container (for example, a tin with lid), using gloves. Soft-drink cans or plastic bottles should not be used. Used needles and syringes should not be disposed of in domestic waste.

PERSONAL SEARCHES

When a person is suspected of concealing illegal or other unauthorised drugs it is not appropriate for a member of staff to carry out a personal search; this includes the searching of outer clothing and inside pockets. Every effort should be made to persuade the person to hand over voluntarily any drugs, in the presence of a second adult witness. Where the individual refuses and the drug is believed to be illegal, and the school wishes to proceed along formal lines, then the police must be called. The police can conduct a personal search if they believe a crime has taken place, or to prevent harm to themselves or others following an arrest. Schools are not permitted to detain a person without their consent unless a citizen's arrest is made.

SEARCHES OF SCHOOL PROPERTY

Staff may search school property, for example, pupil's lockers or desks if they believe drugs to be stored there. Prior consent should always be sought. Individuals should be made aware that if consent is refused the school may proceed with a search. However, where consent is refused, the school will need to balance the likelihood that an offence has been committed against the risk of infringing the individual's privacy without just cause.

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WORKING IN PARTNERSHIP WITH THE POLICE

The school will contact the police to discuss a case and ask for advice without necessarily needing to divulge a pupil's name.

999 should only be called in emergencies.

CONFIDENTIALITY

In managing drugs the school needs to have regard to issues of confidentiality. Teachers cannot and should not promise total confidentiality. The boundaries of confidentiality should be made clear to pupils. If a pupil discloses information which is sensitive, not generally known, and which the pupil asks not to be passed on, the request should be honoured unless this is unavoidable in order for teachers to fulfil their professional responsibilities in relation to:

- child protection
- co-operating with a police investigation
- referral to external services

Every effort should be made to secure the pupil's agreement to the way in which the school intends to use any sensitive information.

It may be necessary to invoke local child protection procedures if a pupil's safety is under threat. It should be only in exceptional circumstances that sensitive information is passed on against a pupil's wishes, and even then the school should inform the pupil first and endeavour to explain why this needs to happen. These exceptions are defined by a moral or professional duty to act:

- where there is a child protection issue
- where a life is in danger

INFORMING PARENTS/CARERS

The school will inform the child's parents/carers of any incident involving illegal and other unauthorised drugs. The school will explain how it intends to respond to the incident and to the pupil's needs. However, if the school suspects that to do this may put the child's safety at risk, or if there is any other cause for concern for the child's safety at home, then the school will exercise caution when considering involving parent/carers. In any such situation the child protection procedures will be followed.

The school will be happy to refer parents/carers to sources of help, for example specialist drug agencies or family support groups if requested.

PARENTS/CARERS UNDER THE INFLUENCE OF DRUGS AT SCHOOL PREMISES

When dealing with parents/carers under the influence of drugs on school premises, staff should attempt to maintain a calm atmosphere. On occasion, a teacher may have concerns about discharging a pupil into the care of a parent/carer. In such instances, schools might wish to discuss with the parent/carer if alternative arrangements could be made, for example asking another parent/carer to accompany the child home.

The focus for staff will always be the maintenance of the child's welfare, as opposed to the moderation of the parent's/carer's behaviour.

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Where the behaviour of a parent/carer under the influence of drugs repeatedly places a child at risk or the parent/carer becomes abusive or violent, staff should consider whether to call the police.