

Governor approved

INTRODUCTION

In 2009 the DCSF updated its guidance to schools about drugs. This sets out the statutory position on drug education in schools and supports schools in:

- developing, implementing and reviewing a comprehensive and effective drug education programme for all students;
- developing, implementing and reviewing the school drug policy;
- managing drug incidents in the school community; and,
- supporting the personal, social and health needs of all students with regard to drugs.

For schools to achieve Healthy Schools Status, they should have had a drug education programme which meets the criteria set out in the National Healthy Schools Programme Framework.

Terminology

The term 'drugs' is used throughout this policy to refer to all drugs.

- All illegal drugs (those controlled by the Misuse of Drugs Act 1971).
- All legal drugs, including alcohol and tobacco, and also volatile substances (those giving off a gas or vapour which can be inhaled).
- All medicines, whether over-the-counter or on prescription
- Legal substances that affect behaviour

Drug education is best when it is delivered by practitioners who are “*skilled and confident in teaching PSHE*”, including those who have achieved national PSHE certification. Programmes should be school-led, taking into account the views of the students: external contributors such as the Bexley Young People’s Substance Misuse Strategy*, police, health workers, charities and theatre groups can be used if they can add value.

Schools should have an awareness of the confidence and competence levels of staff responsible for delivering drugs education or managing drug related incidents and should ensure that training and support is provided from external specialists as appropriate.

AIMS

The aims of this policy are to:

- Clarify Welling School's approach to drugs, for staff, students, governors, parents or carers, and to clarify the legal requirements and responsibilities
- Reinforce and safeguard the health and safety of students and others who use the school
- Give guidance on developing, implementing and monitoring the drug education programme
- Enable staff to manage drugs on Welling School premises, and any drug related incidents that occur with confidence and consistency, and in the best interests of those involved
- Ensure that the response to incidents involving drugs complements the overall approach to drug education and the values and ethos of the school.

Why children think that drugs education is necessary

- *The role of the student is to make sure we get the right education about drugs because the problem is getting worse.*
- *More young people are becoming involved with drugs.*
- *The children need to be taught the causes and effects that drugs have.*
- *They need to know what it does to the brain. All the problems like the effects on your family. Getting into trouble with the law and putting your life at risk.*
- *Problems like needing money for your habit may cause to steal from your family. A constant supply of drug and alcohol leaflets/posters on notice boards. Information on websites like frank.*
- *People that have problems with drugs should be able to talk to children about their experiences. Staff should all be trained on the signs of different types of drugs and dangers if the user is not helped in the right way.*
- *Children really need to know from an early age about the dangers of being involved with drugs. There should a properly trained person teaching about drugs that children can talk to.*
- *Police should get more involved about telling children what could happen if they are caught with drugs. Help line numbers should be available around schools. Staff should be trained on the effects of medication on children.*

DRUGS EDUCATION

At Welling School, we aim to follow the statutory requirements for Key Stages 3 & 4 in PSHE and Science.

- Objectives of drug education.
- Build on Knowledge and understanding.
- Provide accurate information, and clear up misunderstanding.
- Explore attitudes and values, and examine the risks and consequences of actions relating to drugs.
- Develop students' interpersonal skills, their understanding of rules and laws, and their self-awareness and self-esteem.
- Ensure that all children are taught about drugs in a consistent manner, following guidelines that have been agreed by parents, governors and staff.

| KEY STAGE 3 | KEY STAGE 4 |
|--|---|
| <p>To agree and follow rules for their groups and classroom and understand how rules help them [e.g simple safety rules]</p> <p>About the role of drugs and medicines That all household products, including medicines, can be harmful if not used properly</p> | <p>Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making rules</p> <p>About the effects on the human body of tobacco, alcohol, solvents and other drugs</p> <p>The body's natural defences may be enhanced by immunisation and medicines How smoking affects lung structure</p> |
| PHSE | PHSE |
| <p>Personal well-being: facts and laws about drug, alcohol and tobacco use and misuse and the personal and social consequences of misuse for themselves and others, e.g: Year 9 presentation taken by Belmarsh Prison wardens.</p> <p>Explored issues of drugs' negative effects that various drugs have on the behaviour of individuals and how they can affect people's health in the short and long term.</p> | <p>Personal well-being: the benefits and risks of health and lifestyle choices, including substance use and misuse and the short term and long term consequences for health and mental and emotional well-being of individuals, families and communities.</p> |
| SCIENCE | SCIENCE |
| <p>Organisms, behaviour and health, conception, growth, development, behaviour and health can be affected by diet, drugs and disease.</p> | <p>Organisms and health, human health is affected by a range of environmental and inherited factors, by the use and misuse of drugs and medical treatments.</p> |

RESPONSIBILITIES

The role of the Headteacher is to:

ensure that parents have access to this drugs policy and that staff and governors are involved in its development and regular review;
 ensure that the policy is implemented effectively;
 ensure that drug related incidents are managed effectively;
 ensure that there are members of staff with responsibility for drug education;
 ensure that staff have up to date information (and training where appropriate) so that they can teach effectively about drugs and handle any difficult issues with sensitivity and confidence;
 ensure that staff have access to information on children who have specific medical conditions;
 allow opportunities for liaison with external agencies including the Bexley Young People's Substance Misuse Strategy regarding the school drug education programme;
 monitor the policy and report to governors, when requested on the effectiveness of the policy;
 ensure that relevant concerns and information are provided to appropriate agencies and forums as necessary e.g. case conferences, CAF;
 consult, as appropriate, with relevant agencies on the management of drugs related incidents;
 provide a range of ways for students, staff and parents to report their concerns and develop a school ethos which encourages the reporting of incidents.

The role of the Governing Body is to:

- monitor the effectiveness of the policy and its regular review;
- receive reports from the Headteacher as appropriate regarding the management of drug related incidents;
- support the Headteacher in complaints procedures, or in appeals against exclusions.

The role of the teachers is to:

- deliver the programme of PSHE and drugs education as set out by the school and any national programmes;
- follow this policy and have access to information on children who have specific medical conditions;
- liaise with the Headteacher and parents to manage drug related incidents;
- keep up to date with current initiatives and training and know where and how to access help, support and share good practice;
- bring any concerns relating to drugs to the Headteacher's attention;
- answer any questions parents may have about the drugs education their child receives in school.

The role of parents / carers is to:

- work in partnership with the school in supporting their child's drug education;
 - inform the school about any medication needs with the child's name, class and how it is to be administered, providing medication in a suitable container;
 - work in partnership with the nurse attached to the school to construct an up to date care plan as appropriate;
 - keep the school informed of any changes in the child's condition, health, circumstances or lifestyle.

DRUGS AT SCHOOL

- Students may not bring prescribed medication into school, unless sanctioned by the Head of Year / Deputy Headteacher. When students have this permission, the medication **MUST** be left at Reception, clearly labelled with the student's name and tutor group. Parents may visit the school in the lunch break to bring and administer prescribed medication themselves, by prior arrangement.
- Records will be kept of all medication given and received. Emergency medication may be stored in the classroom (for anaphylaxis & asthma) other drugs will be stored securely in medical room.
- Risk assessments will be carried out and followed to prevent inappropriate access to drugs by members of the school community.

MONITORING AND REVIEWING

- This policy will be reviewed annually and any amendments submitted to the Governors for their approval.
- The Headteacher will monitor the policy and report to governors, when requested on the effectiveness of the policy.

Signed

Date.....

Review date

Useful contacts and resources

- Bexley Young People's Substance Misuse Strategy Jackie Larkin
- Healthy Schools Partnership Tricia Oates
- Life Education Bus www.lifeeducation.org.uk
- Narcanon Drug Education Services www.drug-education.co.uk
- Safer Neighbourhood Teams – Graham Marwood
- Miss Dorothy – www.missdorothy.com
- Youth Engagement Service Pat Marshall
- Local Authority Designated Officer