



Symphony Learning
TRUST

Drug Education Policy 2017-2020

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| Adopted by Symphony Learning Trust on | Autumn 2017 |
| Next Review Due | Autumn 2020 |

In Symphony Learning Trust, all schools aim to provide our pupils with the knowledge, understanding and skills that enable them to make informed choices that lead to a healthy lifestyle and develop to their full potential. Our drugs education programme teaches the pupils about the dangers posed by drug use and aims to equip them with the skills that enable them to make informed decisions in relation to drugs in society.

Objectives

The objectives of this policy are:

- Clarify the legal requirements and responsibilities of the school;
- Reinforce and safeguard the health & safety of pupils and others who use the school;
- Clarify the school's approach to drugs for staff, pupils, governors, parents/carers and the wider community;
- Give guidance on developing, implementing and monitoring the drug education programme;
- Enable staff to manage drugs on school premises, and any 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 values and ethos of the school;
- Provide a basis for evaluating the effectiveness of the school drug education programme and management of incidents involving illegal and other authorised drugs;
- Reinforce the role of the school in contributing to local and national strategies;

Organisation

We regard drug education as a whole school issue, and believe that opportunities to teach about the importance of living a healthy lifestyle occur through the curriculum.

Teaching of drug education

Drugs education is delivered in a clear, concise and consistent manner:

- **Early Years** Every school's 'Drug Education' programme runs from Early Years, initially covering medicines, who keeps them safe and who looks after them. They are taught to respect themselves and others.
- **At Key Stage 1** 5 - 7 year olds should be taught about the role of drugs as medicines.
- **At Key Stage 2** 7 - 11 year olds should be taught that tobacco, alcohol and other drugs can have harmful effects.

Pupils with special needs

Symphony Learning Trust is aware that due consideration should be given to the educational entitlement of all the pupils in its care and that they are taught appropriately.

Parents

We wish to build a positive partnership with the parents of our pupils and this can only be achieved through mutual trust and co-operation (See each school's PSHE policy).

In addition, we will :

- Invite parents to view the materials and resources used to teach drug education.
- Answer parental questions about drug education and where necessary signpost a parent to the relevant support agencies.
- Inform parents about best practice with regard to current drugs education so that they may support the key teaching points being given to the pupils in the school.

Monitoring

Specific monitoring should take place in Science whilst monitoring in PSHE should be both formal and informal, and may be the scrutinising of planning, classroom observation, peer assessments, sampling of work and discussions with the pupils (See each school's PSHE policy)

Confidentiality

See Safeguarding Policy, Data Protection Policy and Confidentiality Policy.

Use of prescribed medicines

The school is aware of and follows the DfE's 'Supporting pupils at school with medical conditions: statutory guidance for governing bodies of maintained schools and proprietors of academies in England' (2015) (see also Medical Conditions' Policy and Health and Safety Policy)

Staff development

It is vital that staff are given regular support in providing quality learning experiences and using good resources (see PSHE guidance). The school's designated person will attend updates on a regular basis

Responding to illegal drug related incidents in school

By illegal drugs we mean all substances classified under the Misuse of Drugs Act 1971 and the use of other substances used for illicit purposes. These substances affect our physical and emotional states. Note the links to the school alcohol and smoking policy guidance.

Initial response to an incident:-

- The first response is to ensure the health and well-being of pupils involved;
- To make safe any substances and paraphernalia.

Assess the situation calmly:-

- Seek advice from the named person for school drug related incident and/ or contact external support (please see below).

Informing parents:-

In most cases of substance-related incidents, the school will inform parents or the appropriate responsible adult about the incident. However, the following points will be taken into consideration:

- Young people involved will be consulted and informed about the home-school contact;
- A guidance procedure will be provided, on accessing external support;
- Develop home-school relationship to support the young person concerned;
- Would it be helpful to have the young person present when parents are being told?
- In instances involving illegal substance misuse or supply on the premises, and following discussion between staff members who know the child well, parents will be informed at the earliest opportunity by the school and the parents can then work together to support the child involved.

(See guidance on confidentiality - and Confidentiality Policy)

Sanctions and Responses

If any drug related incident occurs then it should be made clear that the school is committed to tackling illegal drug use among young people and to this end will give the appropriate education and support.

Each school will retain the responsibility for dealing with incidents and take account of individual factors.

Safety within school and school premises:-

- Each Premises Officer will check the grounds regularly;
- All staff to be vigilant for evidence of drug misuse.

If someone reports finding a syringe:-

- Ask informer to show where or give exact location;
- Inform appropriate authority/or person who has the correct equipment for removing dangerous items.

If a teacher/parent/carer suspects that a pupil has been in contact with a syringe:-

- Seek immediate medical advice;
- Reassure parent/carer to keep calm and prevent fear in the child.

If substances are found on the premises:-

- If a suspicious substance is found and you think that it may be illegal, then it should be treated as such;
- Place substance in sealed envelope with description, location and date (eg one white tablet found in cloakroom) then sign the envelope in the presence of a witness and place it in a secure location;
- Inform the school drug named person for advice and guidance;
- Make a record of action taken.

Responding to information received concerning substance misuse:-

- Record only facts, not opinions, observations incidents etc. Inform the Executive head/ Head teacher/ Head of School;
- If there is a policing issue contact Leicestershire Police on 0116 2222222;
- The School Nurse may be able to offer confidential medical advice and support to families and young people.

OVERVIEW OF DRUGS EDUCATION {INCLUDING ALCOHOL, SOLVENTS, MEDICINES, ILLEGAL DRUGS}

Drugs Awareness will be achieved for Key Stage 1 students by increasing their knowledge and understanding of:

- the school's rules relating to medicine;
- providing basic information about how the body works and ways of looking after the body;
- the role medicines play (both prescribed and over the counter) in promoting health and reasons people use them;
- that all drugs can be harmful if not used properly;
- simple safety rules about medicines and other substances used in the home, including solvents;
- the general effects of alcohol and tobacco on the body and on behaviour;
- people who are involved with medicines (e.g. health professionals, pharmacists, shop keepers);
- people who can help children when they have questions or concerns.

By increasing their skills in:

- communicating feelings such as concern about illness and taking medicines;
- following simple safety instructions;
- knowing when and how to get help from adults;

By enabling them to develop attitudes:

- which value their own body and recognise its uniqueness;
- towards medicines, health professionals and hospitals;
- towards the use of alcohol and cigarettes
- and consider their responses to media and advertising presentations of medicines, alcohol and smoking.

For pupils at Key Stage 2 Drugs Awareness will be achieved by increasing knowledge and understanding of:

- School rules relating to medicines, alcohol, tobacco, solvents and illegal drugs;
- More detailed information about the body, how it works and how to take care of it;
- Different types of medicines (both prescribed and over the counter), legal and illegal drugs including their form, their effects and their associated risks;
- Introduction to the law relating to the use of legal and illegal drugs;
- People who can help children when they have questions or concerns;
- Dangers from handling discarded syringes and needles; and by developing skills for
 - Identifying risks;
 - Coping with peer influences;

- Communicating with adults;
- Decision making and assertiveness in situations relating to drug use;
- Giving and getting help;
- Safety procedures when using medicines; and by helping promote attitudes towards
- Valuing oneself and other people;
- Different drugs and the behaviour of people who use or misuse them;
- The media and advertising of alcohol, tobacco and other legal drugs;
- Taking responsibility for one's own safety and behaviour.

In Symphony Learning Trust, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristics:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

Inclusion

All of the schools in Symphony Learning Trust are inclusive schools. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. In our schools, we have systems in place for early identification of barriers to their learning and participation so that children can engage in school activities with all other children. We acknowledge the need for high expectations and suitable targets for all children.

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