

# Drugs Policy

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<b>Last review date</b>	May 2018
<b>Next Review date</b>	May 2021
<b>Review Cycle</b>	3 Years
<b>Statutory Policy</b>	No
<b>Publication</b>	Website. Sharepoint/Policies

## Drugs Policy

This policy has been written to provide guidelines for the schools within The Small Schools Multi Academy Trust, and their communities for the management of drug-related incidents and the teaching of drugs education to the children.

The Trust is aware that the misuse of drugs by young people may have a serious impact on their healthy, well-being and academic achievement. The Trust has a part to play in reducing the risks to its pupils.

It has been written with reference to:

1. DfES circular 4/95;
2. Drugs Education Curriculum Guidance for Schools;
3. Drugs A Guidance Manual for Schools in Staffordshire;
4. Drugs Education in School (Ofsted);
5. Writing and Implementing a policy for Drug Education and the management of Drug Related Incidents;
6. Quality standards in drug education;
7. Protecting Young People (DfES 1998)
8. The Right Choice (Scoda 1998)
9. The Right Approach (Scoda 1999)
10. The Right Responses (Scoda 1999)
11. The National Curriculum Handbook (DfES/QCA 1999)

### Drug Education Curriculum

The Drug Education programme in the Trust is part of our wider curriculum. Although taught alongside Science topics, it is also part of the Trust ethos that teaches values and self-respect as written in our Trust aims. Any incidents that arise may be dealt with in a variety of ways e.g. assemblies, class discussions etc. We will encourage outside visitors to have a role in drug education.

Class teachers will be responsible for delivering the programme.

The Headteacher will manage the programme and ensure its implementation. Staff and Directors will be given opportunities to develop their understanding of drug education and its delivery within Trust schools.

### Aims and Objectives

For the purposes of this policy the word 'drug' includes both legal and illegal substances, volatile substances (Solvents), alcohol and tobacco and prescribed medicines.

The outcomes of drug education are to give young people the knowledge, skills and attitudes to appreciate the benefits of a healthy lifestyle and relate these to their own action, both now and in their future lives. Effective drug education enables pupils to:

- Improve their self esteem;
- Make informed choices and decisions;
- Develop personal initiative and be able to take responsibility;
- Recognise personal skills and qualities in themselves and others;

- Maintain and develop relationships;
- Develop self confidence;
- Develop assertiveness in appropriate situations
- Develop the motivation to succeed.

### **Managing Drug Incidents**

The Headteacher is responsible for co-ordinating a school's response to drug incidents, including day to day arrangements for dealing with any drug paraphernalia such as needles, syringes and broken bottles and their disposal.

The primary concern of the Trust is the care and welfare of its children. The Trust will seek to balance the safety and security of the school with the individual needs of pupils.

Any incident of drugs will take account of:

- The age and maturity of the pupil;
- The intention of the pupil and the circumstances of the incident;
- The nature and legal status of the substance involved;
- The availability of support for the pupil and the family from other agencies.

The sanctions available to the Trust are described in the Trust's Behaviour Policy.

The Trust considers that the education it provides, together with support of the parents, gives children the best chance of resisting long term harm from drug abuse. Whenever possible they will strive to sustain the involvement of the child in formal education.

Where illegal drugs are found on school premises or in the possession of a pupil, the Trust will follow the flow chart "situations involving drugs without medical authority".

### **School Environments, Relationships and Ethos of the Trust**

Drug education can be enhanced by a supportive Trust ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning. The Trust uses Health for Life, LCP files, school council and circle time.

### **Trust Curriculum**

Drug education is firmly rooted within the non-statutory framework for PSHE and Citizenship and is not delivered in isolation. Many opportunities exist throughout the curriculum for promoting drug education. The programme is developmental and builds on young people's existing knowledge, experiences and perceptions. There is progression across key stages. Consideration is given to pupil's needs, ethnic origin and culture and is sympathetic to the needs of vulnerable and at risk pupils. The programme demonstrates educational inclusion in respect of the new OFSTED framework.

The Drugs Education curriculum is delivered through:

- Discrete curriculum for PSHE;
- National curriculum science;
- Other subjects/curriculum areas;
- Through PSHE and Citizenship activities and school events.

The programme has three main elements:

- Attitudes and values;
- Personal and social skills and emotional literacy;
- Knowledge and understanding.

It is important that the programme ensures that *all* pupils know the Trust expectations and procedures for managing drug related incidents.

There will be ongoing evaluation and monitoring of the programme for drug education. The Headteacher and PSHE co-ordinator will be responsible for monitoring and evaluating the programme. Parents, staff and pupils will be included in the process.

### **Approaches to Teaching and Learning**

Our Trust can help young people develop confidence in talking, listening and thinking about drugs. A number of teaching strategies help this, including:

- Establishing ground rules with pupils;
- Using 'distancing' techniques such as role play;
- Knowing how to deal with unexpected questions or comments from pupils;
- Encouraging reflection.

To facilitate pupils learning in drug education:

- The purpose of each lesson is made clear;
- Appropriate learning experiences are planned and meet the needs of *all* the pupils in the class;
- Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge;
- The focus is not on fear arousal techniques;
- Teaching resources are up to date, differentiated and culturally and age appropriate;
- Time is given for pupils to reflect and consolidate their own learning and to record their own progress;
- Attention is given to developing a safe and secure classroom climate;
- Staff training needs are met.

A variety of teaching and learning strategies are used in delivering the programme, together with previously mentioned resources. Staff development will be identified through professional development and the school development plan.

The Trust leads the programme but outside visitors have a role. The visitors who contribute to the drug education programme include the school nurse and community police.

There are guidelines for staff on confidentiality and handling sensitive and controversial issues and supporting young people.

Teachers and other adults involved in drug education will sometimes hear disclosure that suggest a child may be at risk. It is essential that all are aware of the Trust's Safeguarding policy. A copy of this is available from the Designated Safeguarding Leads, in staff rooms, or on the shared network. Where an

adult believes a child may be at risk the Designated Safeguarding Lead, or Designated Deputy Safeguarding Lead must be consulted before any further action is taken.

### **Working with Parents**

The Trust seeks to work in partnership with parents to provide effective drug education and support for young people. Parents need to know that the Trust's drug education programme will complement and support their role as parents and understand the Trust expectations and procedures for managing drug incidents. Directors have a role to play in agreeing policy and procedures.

### **Smoking**

The Small Schools Multi Academy Trust operates a non-smoking policy in all parts of its premises.

As the schools are so small it is impossible for children not to be contaminated by cigarette smoke and so it is considered a health risk.

Anyone wishing to smoke must do so beyond the school boundary.