PERRY HALL PRIMARY DRUG EDUCATION POLICY & GUIDELINES FOR DRUG-RELATED INCIDENTS

Document Control Table

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Document History

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10.01.23	LA	Appendices – changed title
5.09.23	CA	Changed: Appendices – changed long term plan to SCARF to highlight different topics and progression within years. Added – Page 5 included SCARF in monitoring. Page 19 changed date on table 2023
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Introduction

This policy document outlines the policy of Perry Hall Multi-Academy Trust Schools for:

- Drug Education
- Handling/prevention of drug-related incidents on school premises

For this policy, the term 'drugs' refer to any substance that changes the way people think, feel or behave or the body or mind work. This includes:

- all illegal drugs (those controlled by the Misuse of Drugs Act 1971)
- all legal drugs, including alcohol and tobacco
- all over the counter and prescription drugs.

Specific examples may include:

- Alcohol
- Tobacco
- Electronic cigarettes and vaping devices
- Volatile substances (aerosols, solvents, glue or petrol)
- Caffeine and energy drinks
- Over the counter/prescribed drugs/medicines e.g., painkillers, antibiotics
- Illegal drugs e.g., cannabis, ecstasy, cocaine, heroin and New Psychoactive Substances (NPS) (formerly known as 'legal highs')

The Purpose of the Policy

- Clarify the legal requirements and responsibilities of our schools.
- Re-enforce and safeguard the health, safety and wellbeing of pupils and others who use our schools.
- Clarify the school's approach to drugs for all staff, pupils, parents/carers, external agencies and the wider community.
- Give guidance on developing, implementing and monitoring the drug education programme.
- Enable staff to manage drugs on the 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 the values and ethos of the Trust and individual schools.

At Perry Hall Multi-Academy Trust, we aim to ensure that our approach to drugs is a 'whole school' one, designed as part of our commitment to, and concern for, the health and wellbeing of our individual whole school community.

The policy is aimed at all staff, pupils, parents/carers and external agencies working with the schools. At Perry Hall Multi-Academy Trust Schools, we recognise that drug use and misuse in our society is a major threat to individuals, families and the wider community. Young people are influenced by their parents/carers, their peers, youth culture and the media.

An effective drug education programme in school will help to ensure that young people are aware of the risks of drug taking and have the ability to make informed decisions. Thus, we recognise our responsibility to treat drug use and misuse as an educational issue and to work, where appropriate, in partnership with the Police, health services, relevant outside agencies and parents/carers to inform and protect our pupils and manage any related incidents in an appropriate and pragmatic way.

The purpose of drug education is to mitigate drug use and experimentation amongst young people by ensuring that all pupils receive consistent, clear and well-planned lessons appropriate to their age and stage of maturity, understanding and knowledge. New statutory guidance on drug education requirements as part of statutory Health Education are thoroughly embedded into our approach, and we recognise the cross-cutting links to other risky behaviours which can increase children's vulnerability.

Drug education contributes to children's health and safety; it is part of a broad and balanced curriculum. An understanding of drugs enables pupils to make informed decisions and forms part of the school's duties under safeguarding and promoting wellbeing.

As a MAT, we encourage individual schools to take an appropriate local approach to the delivery and content within drug education lessons so that they may adopt a flexible response to meet any specific local need and community issues. The outcomes around any drug education programmes used will all still fit within the wider ethos of our approach to supporting the health and wellbeing of pupils across the MAT.

We aim to ensure that the approaches and processes that we follow for drug-related incidents are clear for all pupils, staff, parents and the wider community.

We aim to manage drug education in a way which enables pupils to access educational opportunities in a safe environment. We manage drugs, which are medicines, as well as legal and illegal drugs in a lawful, responsible way, which ensures the health and safety of individuals and the school community.

Policy Development

In the first instance the PSHE co-ordinators have written this policy in consultation with the Heads, Executive Head Teacher, staff and Governors.

This policy is based on guidance provided by national organisations such as MENTOR, the Alcohol Education Trust and the PSHE Association. This policy is written using the Drug policy framework from the 2004 DfES Drugs: Guidance for Schools and with reference to updated guidance in DfE and ACPO drug advice for schools, 2012.

This policy also relates to and complements other MAT/school-level policies. For example: Safeguarding, PSHE education, Curriculum, behaviour/discipline and anti-bullying. Medicines, code of conduct and equal opportunities and importantly our exclusion policy.

This policy can be found in the school policies file and the school's SharePoint. Hard copies are available upon request from any Perry Hall Multi-Academy Trust school.

Staff with Key Responsibilities

The Heads of School/Headteacher and Executive Headteacher have overall responsibility for all drug issues within the school and will oversee the planning and co-ordination and the management of drug incidents.

Within the Trust, all class teachers will teach drug education through their PSHE curriculum but the Headteachers and PSHE education lead will offer advice and support if and when necessary.

There are identified qualified First Aiders in each Key Stage.

The Trust Board/Local Governing Body is responsible for:

- Authorising the Drug Education policy and any subsequent reviews of the policy and ensuring that the terms and ethos of this policy are followed.
- Reviewing the policy every two years.
- Monitoring the number and nature of any drug-related incidents and the outcomes, including any disciplinary action.

The Head Teacher is responsible for:

- Ensuring that the terms and ethos of this policy are followed.

- Appointing a Senior Leadership Team to implement the policy and ensure a planned drug education curriculum is delivered in line with recognised good practice and statutory guidance within Health Education as required from September 2020.

- Ensuring that teachers are provided with the required training and guidance to deliver effective drug education and respond to drug-related incidents.

- Ensuring that learners are aware of the school drug policy and consequences of not adhering to it.

- Ensuring that clear procedures for drug-related incidents with appropriate sanctions consistent with the school's behaviour, exclusion and safeguarding policy are in place.

- Liaising with external agencies and organisations.

- Ensure that there is a named lead to deal with drug-related issues in school, if this is not the Headteacher

The PSHE Lead is responsible for**:**

- Reviewing and updating the Drug Education Policy and PSHE Scheme of Work SCARF considering current research and local and national data.

- Monitoring the effectiveness and quality of the planned and delivered curriculum for PSHE/Drug Education.

- Ensuring that statutory elements of Drug Education, as part of Health Education requirements, are adequately covered within planned delivery.

- Providing leadership and training for teachers.

- Auditing and monitoring resources for effective teaching and learning.

Drug Education

Values

We have a whole school approach to drug education that reflects the ethos of our schools. Our drug education reflects whole school aims to provide a caring environment in which students learn to respect themselves and others and take responsibility for their own actions. We are committed to the health, safety and well being of all members of our school's community.

We wish to prepare pupils to encounter experiences related to drug education without making them unduly apprehensive or encouraging them to take an inappropriate interest. As such, we take a positive approach which supports pupils to understand what they can do to keep themselves safe.

Aims and Objectives

- For the pupils to be taught about the use/misuse of drugs (including alcohol and tobacco) in an age-appropriate way before the age when they may be tempted to experiment.
- For pupils to understand that drugs as medicine are beneficial when used correctly and can contribute to a healthy lifestyle.
- That the same drugs can be harmful if misused.
- For pupils to know that there are illegal drugs that may be offered and that such drugs can be extremely dangerous and addictive.
- For pupils to use and understand the correct definitions and terminology when referring to medicines and drugs.
- Enable pupils to make informed healthy and safe choices by increasing their knowledge, challenge their understanding and develop their skills and values.
- Support pupils to develop positive self-esteem and resilience in order to help them assert themselves, respond to pressure, assess risks and seek help, support and advice to keep them and others safe from harm.
- Provide accurate, factual and up to date information about substances and the laws surrounding them.

Our Drug Education delivered via PSHE is part of a co-ordinated, spiral programme which addresses keeping safe, healthy relationships and understanding the world around you as part of a planned, progressive and age-appropriate curriculum. Schools may use different teaching resources to do this but the approach to delivering PSHE is based on this model.

Definitions and Terminology

Drug use – drug taking, for example using illegal/illicit drugs, consuming alcohol or taking medicine. Any drug use can potentially lead to harm.

Drug misuse – drug taking which leads a person to experience social, psychological, physical or legal problems related to intoxication or regular excessive consumption.

The Delivery of Drug Education

Drug education is delivered by teachers in Science as part of national curriculum, as well as in PSHE education as part of statutory Health Education requirements around drug education which came into effect from September 2020. These are:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Other curriculum subjects also make contributions towards the teaching of drug education and cross-curricular links and opportunities in RE, English, Drama etc. should be utilised.

The delivery of drug education within PSHE education lessons is designed to give pupils a chance to explore and investigate the subject in several ways across the curriculum e.g., through;

- discussion
- factual based activities
- workshops run by outside agencies
- practical resources.

In PSHE we use a wide range of teaching and learning approaches. Myths and misinformation will be discussed, attitudes and values will be challenged, and realistic case studies and scenarios will be explored to help pupils assess risk, consider options and consequences.

Where appropriate, external agencies and visiting speakers will only be used to complement and support the planned curriculum.

Please see the school's PSHE education policy for wider information about PSHE provision, curriculum content and approaches to delivery.

Curriculum content

Perry Hall Multi-Academy Trust will ensure that all schools deliver the relevant curriculum content around drugs, alcohol and tobacco as required within statutory Health Education guidance for schools from September 2020.
Please see each school's Science policy for details of related drug education delivered as part of National Curriculum Science.

Each school within the Trust will take an individual approach to drug education lessons and resources. Please see Appendix 1 for a summary of the programme at this school.

Monitoring and Assessment

Various forms of assessment are employed when monitoring pupil progress and understanding within PSHE education and drug education. Methods of monitoring and assessment include.

- Feedback from pupils at the end of lessons in their progress, understanding and achievement
- Teacher assessment of activities undertaken, and work completed
- Pupil self/peer assessment

Evaluation

The PSHE lead in schools will be responsible for evaluating the effectiveness of the drug education curriculum. This will be achieved as part of a regular monitoring and evaluation cycle which will include areas such as:

- Monitoring of delivery and planning (e.g., lesson observations, learning walks, pupil interview etc.)
- Reporting on strengths/areas for development within the curriculum
- Review of curriculum content/consultation

Staff Support and Training

We understand that those involved in teaching drug education need opportunities to develop skills, knowledge and confidence through a programme of continuing professional development. Drug education must be delivered in a way that does not 'sensationalise' the subject. Teachers therefore need to feel comfortable with the information and how they educate young people with it.

The PSHE lead will take a proactive approach to ensuring that he/she is up to date with any required training and ensure that any appropriate information or training is cascaded to other teachers. Any additional training required by other staff will be dealt with as appropriate but should be requested via the PSHE lead who will liaise with SLT.

Specific drug-related incidents or concerns are discussed at staff meetings or as part of safeguarding protocol.

Members of staff need to be aware of procedures in relation to working and drug taking. Staff need to be clear about how they may access support, if required.

Handling/prevention of drug-related incidents on school premises

Please see **Responding to Drug-Related Incidents** flowchart included within this policy as an appendix.

Our first concern when forming this policy in handling drug incidents is the health and safety of the school community and meeting the pastoral and safeguarding needs of our pupils

Below is a summary of the key approaches to handling drug-related incidents within the Perry Hall Multi-Academy Trust.

When dealing with a drug-related incident we will consider:

- The welfare of the child concerned/safeguarding
- Whether parents must be involved appropriately.
- Legal requirements
- Recording of all incidents, decisions and monitor the outcomes for the pupil and school community.

Staff should note any significant changes in behaviour of any pupil, which may be attributed to the use of legal or illegal drugs. This should be brought to the attention of the Headteacher or designated person. If after further investigation the use of such drugs is confirmed:

- The pupil's parents will be informed (unless the welfare of the child is a concern)
- The Heads of School will inform the School's Educational Social Worker
- Any illegal or suspected substances discovered will be handed to the Police to be disposed of

In the event of any incident that is believed to warrant Police involvement the Heads of School may choose to contact the school's Community Police Officer to seek advice and assistance.

It will be decided by the Headteacher if:

- an incident should be managed internally
- the Police should be informed or consulted
- the Police should be actively involved
- a pupil's name can be withheld and when it should be divulged to the Police. There is no legal requirement for schools to involve Police in drug-related incidents, other than to inform them of any illegal substances being held and to hand these over to Police to dispose of them properly.

Any actions taken will always be recorded using appropriate school reporting tools so that a clear record of how incidents have been dealt with exists. The health and safety and welfare of the child should always be the principal concern when responding to all incidents.

Searches & confiscation

If we suspect that drugs are present on the premises then a search can take place, although we would always attempt to minimise the need for such action by discussing the matter with pupils first and the options available to them. Any searches will be conducted in a sensitive manner to minimise potential embarrassment or distress.

The DfE and ACPO drug advice for schools (2012) guidance document makes it clear that schools should not consider the legal status of a substance as a hindrance to confiscation, and says where the legality isn't clear the substance should be treated as a controlled drug.

Any searches will be carried out in line with the DfE document 'Searching, screening and confiscation Advice for headteachers, school staff and governing bodies' (2018). The relevant key points of this are:

- School staff can search a pupil for any item if the pupil agrees.
- Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item, which includes alcohol, illegal drugs, tobacco and cigarette papers or an item that may cause personal injury of any person, including the pupil
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for
- School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Under common law, schools may search school property (including lockers and desks) if they believe drugs to be concealed there. Prior consent to this will be sought but as stated in the DfE document 'Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies' (2018) the search may still lawfully proceed without such consent for prohibited items.

Searches of pupils will only be used if other options to obtain a suspected prohibited item have been exhausted (e.g., discussion, explanation of consequences of actions, potential involvement of parents/carers etc.) Prior consent to personal searches of pupils will always be sought from pupils.

However, if a pupil does not agree to a search then authorised staff have a statutory power to search pupils without consent where they have reasonable grounds and feel it to be necessary.

In these circumstances:

- Authorised staff can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The staff member must decide in each particular case what constitutes reasonable grounds for suspicion.
- Authorised staff must be the same sex as the pupils and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.
- There is a limited exception to this rule. Staff can carry out a search of a pupil of the opposite sex or without a witness present, but only where we reasonably believe that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England or in training settings.
- The person conducting the search may not require the pupil to remove any clothing other than outer clothing.
- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, but 'outer clothing' includes hats; shoes; boots; gloves and scarves.
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately

Please note that the power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g., a police officer) can do.

In any such cases we would follow our procedures for managing drug-related incidents, detailed earlier.

Perry Hall MAT Trust will always conduct any searches following specific guidance on searching and confiscation taken from DfE guidance which can be found in Screening, Searching and Confiscation; Advice for Head Teachers, Staff and Governing Bodies (Jan 2018)

Confiscation/disposal of drugs

If unauthorised drugs such as alcohol, tobacco, volatile substances or medicines are found on site they will be confiscated immediately. In the case of alcohol and tobacco parents/carers will be informed and given an opportunity to collect the items, unless this will jeopardise the safety of the child.

In regard to illegal or suspected illegal substances, in summary, in taking temporary possession of any suspected illegal drug we will:

- take temporary possession of such items, as allowed by law, for the purposes of preventing an offence from being committed or continued in relation to that drug
- ensure that two adults are present
- seal the sample in a plastic bag and include details of date and time of the seizure/find and witness present
- store it in a secure location - school safe or locked cabinet in Head's room
- notify the Police without delay who will collect it and then store or dispose of it in line with locally agreed protocols (by law we are not required to divulge names of pupils from whom drugs were taken)
- record full details of the incident, including Police incident reference number if applicable
- inform parents/carers, unless this would jeopardise the safety of the pupil, in this case further Safeguarding support will be sought.

Managing Medicines

Most medication prescribed for a pupil will be able to be administered once, twice or three times a day. In these circumstances, parents/carers will be able to manage this before and after school and there is no need for medication to come into school. However, some pupils may require medicines that have been prescribed for their medical condition during the school day.

An adult (parent/carer) must bring prescribed medicines into school and give it to an appropriate adult with written consent and instructions as to how it is administered.

Any medicines are kept securely in the designated lockable area and given to the child by a designated teacher or teaching assistant as directed. Parents/carers may arrange to come into school if they wish and give the medicines themselves.

The two exceptions to this rule concern children who need medicine for asthma or nut allergies. These children always need rapid access to their reliever inhaler or EpiPen. So, these medicines may be kept in the classroom, in a place known to the child (inhalers, EpiPens are kept out of the reach of children), so they can use the inhaler when necessary. These reliever inhalers will not harm a non-asthmatic child.

Named members of staff are fully trained in administering EpiPens.

Referral and External Support

If we have any concerns over an individual child's drug and / or alcohol use, or if they are affected by someone else's, we will refer pupils and/or parents to relevant outside agencies. If such action is needed it will be made in accordance with our child protection policy and confidentiality policy.

Involvement of Parents and Carers

Parents/carers have an important role to play in supporting drug education within our schools. We encourage parents into school to discuss our approach to drug education, and if they have any concerns about drug-related issues.

Parents and Carers Under the Influence

If it is found or suspected that a parent/carer is under the influence of drugs on the school premises a calm, responsible approach must be taken. The focus should always be on the child's welfare. It may be necessary to discuss, where possible, with the parent/carer if alternative arrangements could be made, e.g., is another responsible adult available to take the child home?

Where this becomes a regular pattern, or the parent/carer becomes abusive or violent, consideration will be taken whether to begin safeguarding procedures and/or involve the Police.

Confidentiality

It is important that staff and pupils know the boundaries of confidentiality before embarking on a drugs education programme. If a pupil wishes to disclose

information of a personal nature to a member of staff, it should be made clear to the pupil that total confidentiality cannot be promised.

If information is disclosed of a sensitive nature, not generally known and which the pupils ask not to be passed on, then the member of staff should honour this request unless it is unavoidable for them to fulfil their professional duties in relation to:

- safeguarding
- co-operating with a Police investigation
- referral to external services.

Sensitive information will only be passed on in exceptional circumstances and the pupils will be informed first to 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

Appendices

PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes

(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

Responding to Drug-Related Incidents

