

Christ Church NW1

Drugs Incident and Education Policy



Autumn 2023

Christ Church
CE Primary School
Regents Park
NW1 4BD

Vision and Values



**The Christian faith is at the heart of our school community.
At Christ Church we all care, learn and work together for God and others.**

'For we are all God's handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do'. Ephesians 2:10

**Our Christian Values are
Creation, Community, Endurance, Thankfulness, Reconciliation, Wisdom**

The distinctive nature of our approach to education can be found in our explicit Christian values, our collective worship, our grounded Christian ethos, our carefully crafted curriculum and in our Religious Education.

We aim to provide ambitious learning opportunities, promoting achievement in every area and nurturing social, emotional and spiritual well-being.

We actively promote the children's cultural capital (defined as the acquisition of skills and knowledge, which an individual can draw on to give them an advantage in life). We will introduce them to strong role models who will impart their knowledge and wisdom to help the children engender an appreciation of human creativity and achievement and to become responsible local and global citizens.

Character and resilience are the qualities we promote within our children, developing the inner resources that we call on to help us in life. We instil these qualities in our children to make sure that they are ready to make their way in the world as robust, confident and inquisitive individuals.

We know that confidence, knowledge and skills will help them to become compassionate and well balanced young people. We want them to take their place in society as active citizens, economically independent, exemplifying the British values of equality, mutual respect, democracy, individual liberty and rule of law.

We use our six Christian values, Creation, Wisdom, Thankfulness, Community Endurance and Reconciliation, to reinforce and enrich our teaching wherever applicable.

- **Creation**

For every house is built by someone, but God is the builder of everything. Hebrews 3:4

- **Wisdom**

For the LORD gives wisdom; from his mouth come knowledge and understanding. Proverbs 2:6

- **Thankfulness**

Give thanks to the LORD, for he is good; his love endures forever. 1 Chronicles 16:34

- **Community**

My command is this: Love each other as I have loved you. John 15:12

- **Endurance**

Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up. Galatians 6:9

- **Reconciliation**

Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you.

Colossians 3:13

Our vision is inclusive and seeks to promote the whole child thrive within our Christ Church family.

Each member of our Christ church family; children, parents and staff are valued as God's creation. We believe in full inclusion and acceptance of all and that this allows every individual to flourish.



Date: September 2023

FGB approved: 10/10/23

Review date: September 2025

- ❖ Introduction
- ❖ Aims and Objectives
- ❖ Terminology
- ❖ School Statement
- ❖ Responsibilities
- ❖ DRUGS EDUCATION
- ❖ Objectives of Drugs Education
- ❖ The Teaching of Drugs Education
- ❖ MANAGING DRUGS AT SCHOOL
- ❖ Drugs Incidents
- ❖ The Role of Parents and Carers
- ❖ Confidentiality
- ❖ Monitoring and Review

Christ Church C of E Primary School

Drugs Incident and Education Policy

Introduction

In 2012, the DfES updated its guidance to schools about drugs. This policy reflects that guidance, as well as the content of the PSHE and Citizenship Policy, the non-statutory framework for PSHE, the statutory Science curriculum and the statutory Health Education guidance (2019). It also accords with advice in the Healthy Schools Programme, guidance from the LA, and guidance from the local Drug Action team.

Aims and Objectives

The aims of this policy are to:

- clarify the school's approach to drugs, for staff, pupils, governors, parents or carers, and to clarify the legal requirements and responsibilities;
- give guidance to staff on the school's drugs education programme;
- safeguard the health and safety of pupils and staff in our school;
- enable staff to manage drug-related incidents properly.

Terminology

Drugs, as defined by the United Nations Office on Drugs and Crime, are 'chemical substances that affect the normal functioning of the body and/or brain'. 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) including novel psychoactive substances (formerly known as legal highs), anabolic steroids and khat;
- all legal drugs, including alcohol, tobacco, shisha, caffeine drinks and poppers, and also volatile substances (those giving off a gas or vapour which can be inhaled);
- all medicines, whether over-the-counter or on prescription.

Drug use describes any drug-taking. Any drug can potentially lead to harm, including intoxication, breach of the law or school rules and future health problems.

Drug misuse is drug taking which leads to social, psychological, physical or legal problems through intoxication, regular, excessive consumption and/or dependence.

School Statement

Christ Church School believes that the presence of unauthorised drugs in our school is not acceptable.

We want our school to be a safe place for us all to work, and the presence of unauthorised drugs represents a threat to our health and safety.

We have a crucial role to play in drug prevention and education. Primary aged children need to be protected from the harm that drugs can cause and it is our responsibility to give them the knowledge and skills to be able to be healthy and keep safe.

Responsibilities

The headteacher will:

- ensure that staff and parents/carers are informed about this drugs policy;
- ensure that the policy is implemented effectively;
- manage any drug-related incidents;
- ensure that staff are given sufficient training, so that they can teach effectively about drugs, and handle any difficult issues with sensitivity;
- liaise with external agencies regarding the school drugs education programme;
- monitor the policy on a day-to-day basis, and report to governors, when requested, on the effectiveness of the policy.

The governing body will:

- designate a governor with specific responsibility for drugs education;
- establish general guidelines on drugs education;
- support the headteacher in following these guidelines;
- inform and consult with parents and carers about the drugs education policy;
- liaise with the LA and health organisations, so that the school's policy is in line with the best advice available;
- support the headteacher in any case conferences, or in appeals against exclusions.

Drugs Education

Objectives of Drugs Education

Drugs education should enable pupils to develop their knowledge, attitudes and understanding about drugs, and to appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions. It should:

- build on knowledge and understanding;
- provide accurate information, and clear up misunderstandings;
- explore attitudes and values, and examine the risks and consequences of actions relating to drugs;

- develop pupils' interpersonal skills, their understanding of rules and laws, their self-awareness and self-esteem; their understanding of where to seek help and find accurate information; and their ability to make informed decisions.
- develop skills to keep safe and manage situations involving drugs including assessing and avoiding risks, assertiveness and refusal skills and helping others
- ensure that all children are taught about drugs in a consistent manner, following guidelines that have been agreed by parents/carers, governors and staff.

The Teaching of Drugs Education

The content of our curriculum reflects:

- statutory Health Education-by the end of primary, pupils should know

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

- Statutory Science

During Year 5 and 6 – 'Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health'

We regard drugs education as a whole-school issue, and we believe that opportunities to teach about the importance of a healthy lifestyle occur naturally throughout the curriculum, but especially in Science, PSHE, RE and PE. There are also opportunities in whole class circle time.

Key Stage 1

Teaching about drugs will begin in Key Stage 1, when pupils are taught about seeing the doctor, visiting the chemist, and the importance of medicines and their safe handling.

Key Stage 2

In Key Stage 2, pupils will learn about both legal and illegal drugs. They will learn that alcohol is the most widely used drug, and that its dangers can be overlooked. We will ensure that our pupils are aware of the risks associated with drinking. We teach pupils that smoking (including shisha) is a minority habit, and encourage them to consider its effects and risks. We also teach pupils about the dangers of volatile-substance abuse, because of the high risk of accidental death, especially for first-time and occasional abusers.

We acknowledge that by the time pupils are in Year 6, some of them may have had some experiences with drugs already, so we must help to equip pupils to handle risky situations, before they actually meet them.

| Year Group | Topic |
|------------|--|
| Year 1 | <p>To learn how to identify harmful substances (warning labels on bottles)</p> <p>To learn about medicines that are applied to the skin.</p> |
| Year 2 | <p>To learn why medicines are taken.</p> <p>To learn how to stay safe around medicines.</p> |
| Year 3 | <p>To learn that medicines and drugs can be helpful or harmful.</p> <p>To learn about the risks of tobacco and second-hand smoke.</p> |
| Year 4 | <p>To learn about medicines used to treat asthma.</p> <p>To learn about the effects and risks of drinking alcohol.</p> |
| Year 5 | <p>To learn about immunity and vaccination.</p> <p>To understand how antibiotics work.</p> |
| Year 6 | <p>To learn about the risks associated with different drugs, including nicotine and legal and illegal drugs.</p> <p>To learn ways to manage risk in situations involving drug use.</p> |

We recognise that learning is most effective when it addresses the development of knowledge, attitudes and skills together, and when teaching and learning are participative and active. We use a variety of teaching styles that are characterised by active learning. We find out what the children know already, we pose dilemmas, and we get the children to discuss choices. Wherever possible, the information we give is visually reinforced. We use drama, role-play or ICT to demonstrate various strategies and scenarios. In short, we seek to engage our pupils. We give them the opportunity to talk to groups or to the whole class. We encourage them to listen to the views of others, and we ask them to explore why drugs are such a problem for society.

We aim to teach all pupils about drugs, however different their attainment levels, and diverse their requirements. We recognise that pupils with special educational needs may be more vulnerable, that different communities have different attitudes towards drug abuse,

and that some pupils may have drug-abusing parents or carers. It is the responsibility of the teacher to ensure that every child within their class can access the material.

All classes establish clear ground rules to ensure that pupils discuss opinions with respect and listen to one another as well as ensuring that pupils and teachers do not disclose personal information.

Drugs education takes place during normal lesson time and is taught by the class teacher. Sometimes, a class teacher will seek support from the school nurse or another health professional. In teaching this course, we follow the DfES and LA guidelines. The resources and materials that we use are part of the Drugs Wise scheme recommended by Camden LA. Lessons that focus on drugs education form part of a sequence of lessons that are designed to promote a healthy lifestyle.

Assessment

Pupils' progress in drug education is assessed as part of PSHE and Citizenship assessment and Science assessment. Pupils' knowledge, attitudes and skills are assessed through a range of methods including end of topic self-assessment and teacher assessment.

Monitoring

The PSHE Lead is responsible for monitoring and evaluation. A range of methods may be used including lesson observations, monitoring of whole class books and looking at individual pupils' work. Teachers use the scheme of work to monitor what they are covering and record whether they make changes.

Training and Support for Staff

All staff who teach drug education participate in training through a range of activities including; staff INSET, Camden training, team teaching and observing other teachers. We take advantage of the support, advice and training provided by Camden's Health and Wellbeing Team.

Information and teaching strategies gained from staff attending external training are shared with other staff through staff meetings and INSET.

The PSHE Lead has opportunities to develop their skills in planning drug education, through support from Camden's Health and Wellbeing Team.

Managing Drugs at School

This school has agreed that under some circumstances pupils may bring prescribed medication into school. In most cases, staff do not administer medicines at school to pupils

unless it would be detrimental to health or attendance not to administer and only with parental written consent. This medication should be clearly labelled and parents must complete a form to advise the first aider. Parents and carers may visit the school in the lunch break to bring and administer prescribed medication themselves, by prior arrangement.

Where children have medical needs, parents and carers must give us details of the child's condition and medication. Parents and carers will bring the medication to school in a secure, labelled container. Records will be kept of all medication received and given. Emergency medication may be stored securely in the classroom (e.g. for asthma); other drugs will be stored securely in locked cabinets in the medical room. Staff will be aware of, and trained in, the medical needs of pupils in their class.

In the event of a child or adult who is required to use medical sharps to address the management of their health condition (e.g. insulin or gluco blood testing) a medical sharps disposal bin will be provided. Advice will be sought from the School Nurse regarding the management of the sharps and sharps bin on the school site.

Solvents and other hazardous chemicals must be stored securely, to prevent inappropriate access, or use by pupils. Teachers are cautious with older, solvent-based Tippex, with aerosols, with glues and with board-cleaning fluids.

Legal drugs are legitimately in school only when authorised by the headteacher. Members of staff who smoke must keep their tobacco, matches or lighters or e-cigarettes secure. Smoking is not permitted anywhere in the school building

Alcohol to be consumed at community or parents' events will be stored securely beforehand. Occasionally, members of staff may consume limited amounts of alcoholic drinks in the staff room.

Drugs Incidents

In this school, a drug-related incident includes any incidents involving any drug that is unauthorised and therefore not permitted within the school boundaries.

An incident involving unauthorised drugs in school is most likely to involve alcohol, tobacco or volatile substances, rather than illegal drugs.

School Responses to Drug Related Incidents

In response to all drug related incidents the following principles will apply:

- In the event of a drug related incident the Headteacher or Designated Safeguarding Lead will be informed immediately.
- They will decide whether the police need to be called or whether the school will manage the incident internally.
- The safety and wellbeing of pupils will always come first, whilst also taking into account the needs of the school as a whole.

- Parents/carers will be involved at an early stage and throughout any investigation, as appropriate.
- Support agencies, including the police will be involved as appropriate and in keeping with legal requirements.
- A range of responses will be considered including disciplinary and counselling/supportive responses.
- Any action taken will be in line with the school's behaviour policy.
- Decisions about the response will depend on the severity of the situation, whether the offence is one of a series or a first time and whether the person involved is putting themselves and others at risk. The Headteacher, in consultation with key staff will decide whether a disciplinary and/or counselling action should take place.
- Incidents will be reported to the Chair of Governors.

Procedures for Managing Drug Related Incidents

All drug related incidents are reported to the Headteacher or Designated Safeguarding Lead immediately. A full record will be made of any incident and kept securely.

It is very rare for primary-age pupils to misuse drugs in school, however we believe it is important to be prepared should such an incident occur.

The first priority is safety and first aid, i.e. alerting a First Aid trained member of staff, calling the emergency services and placing unconscious people in the recovery position. An intoxicated pupil does not represent a medical emergency, unless unconscious. Pupils suspected of being intoxicated from inhaling a volatile substance will be kept calm; as chasing can place intolerable strain on the heart, thus precipitating sudden death.

Any drug suspected of being illegal will be confiscated and stored securely, awaiting disposal; these precautions must be witnessed and recorded. Staff should not taste unknown or confiscated substances.

Legal but unauthorised drugs or medicines will also be confiscated, and will be returned to parents or carers; the school may arrange for the safe disposal of volatile substances.

Where a pupil is suspected of concealing an unauthorised drug, staff are not permitted to carry out a personal search, but may ask for pupils to voluntarily produce the substance as well as searching pupils' bags, trays, etc, in the presence of 2 other staff members.

The Headteacher will conduct an investigation into the nature and seriousness of any incident, in order to determine an appropriate response.

The Role of Parents and Carers

The school is well aware that the primary role in children's drugs education lies with parents and carers. We wish to build a positive and supporting relationship with the parents/carers

of our pupils, through mutual understanding, trust and cooperation. To promote this objective, we will:

- inform parents or carers about the school drugs policy;
- invite parents and carers to view the materials used to teach drugs education in our school;
- answer any questions that parents and carers may have about the drugs education that their child receives in school;
- take seriously any issue which parents and carers raise with teachers or governors about this policy, or about arrangements for drugs education in the school;
- encourage parents and carers to be involved in reviewing the school policy, and making modifications to it as necessary;
- inform parents and carers about the best practice known with regard to drugs education, so that the parents/carers can support the key messages being given to children at school.

When an incident concerning unauthorised drugs has occurred in school, and a pupil is involved, we will inform the parents or carers, and explain how we intend to respond to the incident.

Staff will be cautious about discharging a pupil to the care of an intoxicated parent, particularly when the parent intends driving the pupil home. Staff will suggest an alternative arrangement. The focus will be the pupil's welfare and safety. Where the behaviour of an intoxicated parent repeatedly places a child at risk, or the parent or carer becomes abusive or violent, staff should consider whether the circumstances of the case are serious enough to invoke child protection procedures, and possibly the involvement of the police.

Confidentiality

Pupils need to be able to talk in confidence to staff without fear of being judged or told off. The welfare of children will be central to our policy and practice. However, teachers cannot promise total confidentiality if specialist help is needed or issues of child protection are raised. This is made clear to pupils through the PSHE and Health Education programme. Information about a pupil in relation to drugs will follow the same procedure as for other sensitive information. If teachers have any concerns about the welfare of children they must inform the Child Protection Officer.

Monitoring and Review

This policy is reviewed every two years by a working group of the PSHE Lead, members of SLT and the curriculum committee of the governing body. If the policy appears to need modification, then the committee will report its findings and recommendations to the full governing body. The curriculum committee takes into serious consideration any representation from parents and carers about the drugs education programme, and comments will be recorded.