



DRUGS POLICY

SHINE Multi Academy Trust

Management log

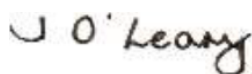
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Signed



Chair of the board

Signed



CEO

Related Policies

- ❖ equal opportunities policy;
- ❖ behaviour policy;
- ❖ health and safety policy;
- ❖ medicine policy.

All above policies are available through our academies local servers, directly through SHINE or through the Trust website www.shine-mat.com

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This policy has been developed as part of a whole Trust ethos to raise aspirations and achievement, within a Take Care ethos, whilst celebrating uniqueness and allowing all to SHINE. We recognise the increasing drug use in society and the acquisition of knowledge, understanding and skills which enable young people to consider the effects of drugs on themselves and others is therefore of vital importance.

The term 'drug' throughout this document includes medicines as well as tobacco, alcohol, illegal drugs, solvents and glues. We recognise the importance of exploring the beneficial use of drugs as medicines as well as the harmful effects of drug misuse.

This policy document identifies effective strategies that we will implement in this area of the curriculum and takes account of the guidance from the DfE Drug Advice for Schools 2012:

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

This policy must be considered alongside all other policies and procedures, which determine the expectations of behaviour and conduct of staff, pupils and visitors to SHINE and its academies. Additionally, in its application it is not only within our academies boundaries defined by the boundary fence and gates at the front of the building and the boundary fence along the sides and back of the building, but also on all school visits, trips and residential activities, including those made outside of normal school hours. It will also be upheld on any transportation requirements (such as school buses) and may be applied to the immediate vicinity of the academies, if appropriate.

1. Aims and objectives

All our Academies believes that the essential aim of drug education should be to give pupils the facts (appropriate to their age and level of understanding), to emphasise the benefits of a healthy lifestyle and to give children and young people the knowledge and skills to make informed and responsible choices now and in later life.

The following objectives have been prioritised:

- To promote pupils' self-esteem and confidence.
- To give accurate information about drugs.
- To consider and/or challenge attitudes pupils may have regarding drug use and misuse.
- To provide opportunities for pupils to be equipped with, and practise the skills they need to avoid misuse of drugs.
- To help pupils to distinguish different drugs, consider their use, misuse, benefits and harm. Ensure that parents and the community are informed of our policy.
- To establish procedures for responding to drug incidents
- To develop a whole-school approach to drug education in the context of the Science curriculum and the Personal, Social, and Health Education programme.
- To provide an environment where pupils feel safe in discussing their views/experiences of drug use/misuse.

2. Management and co-ordination

In accordance with government guidance all our Academies have a designated PSHEE co-ordinator who is responsible for the management of drug education within the school. The co-ordinator has responsibility for supporting policy implementation by providing advice and support to governors, senior managers, curriculum leaders, classroom teachers and support staff.

The co-ordinator will therefore ensure that:

- The Drug Education Policy is disseminated to all members of the school community and is discussed and understood.
- Clear roles and responsibilities for policy implementation are identified.
- The underpinning aims and values and attitudes towards drug education are made explicit.
- The development of good relationships is promoted within and beyond the school.
- The equality of opportunity is promoted.
- Provision is made for ongoing professional development within the field of drugs awareness and education.

3. Staffing and Staff Development

All staff, including support staff, need access to professional development and support that relates to the drug education curriculum and its style of delivery. A range of provision will be identified that meets staff needs across a range of roles and responsibilities.

Areas of individual staff development will be identified through existing staff development systems. This will be ascertained through staff performance management meetings and staff audits.

4. Drug Education

Drug Education Drug Education forms a part of the statutory order for National Curriculum Science and will also be provided in relationship to planned PSHE lessons. Our academies will ensure that opportunities are secured across the curriculum for drugs education and a broad range of up-to-date resources are available to support this. Our academies base the programme on the needs of young people, gathering information through surveys, discussion and research of local data and endeavour to deliver a minimum entitlement of:

5 hours delivery at KS1

12 hours delivery at KS2

5. Resources

Resources that support this area of the curriculum will be up to date, relevant to pupils and presented in ways that are consistent with the fundamental aims of PSHE and Citizenship. Overall responsibility for drug education resources is held by the PSHE co-ordinator.

In addition to existing resources, the school aims to review and update drug education resources regularly in accordance with budget allocation.

6. External Agencies and Services

Support from visitors The Drugs Strategy 2017 recognises that visiting providers, specifically police, ex-users or those who use shocking stories, facts or accounts of drugs use are the least effective form of education. Whilst our academies appreciate the valuable contributions of outside agencies, it recognises that these visitors should bring 'education-savvy' aids that support an in-school taught programme from trained teachers. The Trust and its academies are firm in the belief that external visits or one-off experiences, not in any wider context, do not constitute a complete drug education programme. The Trust believes it is the responsibility of our academies to ensure that the contributions made by visitors to the classroom reflect their philosophy and approach to the subject.

7. Partnerships

All our Academies value working in partnership with parents and carers and with the wider school community and sees this as an essential element of developing this policy and the school's drug education programme. We also aim to support parents in their efforts to inform their children. We do this by providing parents information meetings where necessary and sharing curriculum aims and objectives.

8. Equality of Opportunity

A commitment to Equal Opportunities will be built into all aspects of drug education. In order to ensure equality of opportunity, all activities will be planned:

- Ensuring that boys and girls are able to participate in the same curriculum
- Taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes
- Avoiding gender stereotyping when organising pupils into groups, assigning them to activities or arranging access to equipment
- Taking account of pupils' specific religious or cultural beliefs relating to the representation of ideas or experiences
- Enabling the fullest possible participation of pupils with disabilities or particular medical needs in all subjects
- Offering positive role models and making provision, where necessary, to facilitate access to activities with appropriate support, aids or adaptations.

9. Assessment, Recording and Reporting

The assessment, recording and reporting of drug education will take place in accordance with school policy.

Understanding in drug education will be demonstrated through assessment against learning objectives, which will be built into curriculum planning. A variety of assessment techniques will be used including, peer assessment and self-assessment. The reporting of individual achievement and progress will include skill development and values and attitudes, as well as knowledge and understanding. Progress in these areas will be reported through written reports to parents including, pupil's awareness and attitudes to others, responsibility and contribution to the life of the school.

10. Management of drugs

Storage and administration of prescription medicines

All our academies acknowledge that, parents and carers have prime responsibility for their child's health and should provide us with information about their child's medical condition, when appropriate. This will be recorded on an admissions form stored in the central office or on a prescription medicines information slip provided by the office. There is no legal duty which requires SHINE staff to administer prescription medication; this is a voluntary role and will only be called upon in exceptional circumstances. Where exceptional circumstances exist, a contract will be agreed between the academy and the SHINE Multi Academy Trust Drugs policy and parent or carer and

records kept appropriately. Where necessary, staff will receive training on specific medical conditions. Staff who are willing to administer prescription medication are:

- All teaching assistants and senior leaders (with up to date First Aid training) or any other delegated staff member with appropriate training is responsible for administering medication, its safe storage and keeping of appropriate records. Other than an inhaler, no pupil should be in possession of medication at any time. All necessary medication is stored in accordance to individual school policy and in either the refrigerator or secure cupboard. Further details can be found in the school's medicines policy based on 'Managing Medicines in Schools and Early Years Settings 2007.' Additional information will be provided by parents/carers if pupils are going on visits, trips or residentials and a designated staff member will carry the medication and be responsible for its safe storage and administration, in line with this policy.

11. Managing Drug Related Incidents

We recognise that drug related incidents in primary school are rare but recognise the need for clear procedures should an incident occur. All our Academies have identified a drug related incident as:

- Drugs or associated paraphernalia are found on school premises
- Pupil/Staff member is found in possession of drugs
- Pupil/Staff member is found to be supplying drugs on school premises
- Pupil, parent/carers or staff member is thought to be under the influence of drugs

In all cases the headteacher and designated safeguarding leads should be informed immediately.

If there is any question of a medical emergency the school will immediately call for medical assistance.

11.1 Pupil Discipline and Support

The headteacher will be responsible for deciding how to discipline a pupil following any drug related incidents and all factors influencing the incident will be taken into account. Our Code of Conduct has clear sanctions for breaking school rules and a variety of consequences are possible.

All incidents will be recorded.

11.2 Confiscating an illegal drug and its disposal

School staff will not attempt to analyse or taste an unidentified drug, but will take temporary possession of any drug suspected of being a controlled drug for the purpose of protecting our pupils from harm or committing the offence of possession. If we suspect that a pupil is concealing illegal drugs, we will encourage the pupil to voluntarily surrender the drug. Under no circumstances will any teacher undertake an intimate physical search. If the pupil refuses, the headteacher may decide to contact parents and/or the Police. We will always inform parents if the police are to be called to an incident. As our primary concern is the welfare of all our pupils, alternative action may be taken. For example, if we feel that parents are directly involved in the situation causing concern or that they may seriously overreact and cause harm to the child, we may have to inform other appropriate agencies in order to safeguard.

If the drug cannot be identified it will be treated as illegal and will either be destroyed or handed to the police as soon as possible. We will always ensure that a witness is present when disposing of any drug. We will then decide how to proceed with due regard to Child Protection and safeguarding policy issues. We will then keep a record of the action taken when responding to incidents of this nature, irrespective of the seriousness of the case.

12. Illicit Drugs and Support for Children and Families

The Trust acknowledges that in today's society it may be likely that young people may encounter drugs such as alcohol or cannabis. Our academies will offer a curriculum that reflects children's experiences and does not seek to scare, judge, sensationalise or stereotype in relation to substances, opting instead for a pro-health choice approach through PSHEE. In addition, our academies will provide discrete support for children affected by substance use in their family, in partnership with specialist agencies.

Our academies will do their best to ensure that their premises are safe and have identified safety procedures in the rare event that a syringe or needle or other drug-using equipment are found discarded within their boundaries. A sharps bin is available to clear up found sharps. Similarly, if illicit substances are found or confiscated these will be safely stored and arrangements made with the police for their safe disposal. The headteacher is permitted by law to authorise personal and property searches for drugs, if there are reasonable suspicions that they are being concealed. The police will be involved in an advisory capacity, where serious incidents occur but our academies will deal with minor incidents internally. The Trust and our academies firmly believe they have a role in early intervention with young people affected by drug use. Parents will be informed of incidents unless there is a reason not to (such as an ongoing investigation or a safeguarding concern)

13. Smoking

All our Academies Primary School is bound by the Local Authority Smoking Policy and smoking is not permitted anywhere on the school site, including the grounds. Any disregard for school restrictions will be treated as any other breach of school discipline.

14. Alcohol

The possession and consumption of alcohol by all stakeholders of our community is also prohibited on any part of our academies premises. The giving of alcohol as a gift is strongly discouraged. Any exceptions will only be with the prior permission of the school's management.

15. Transitions

Advisory note: Evidence shows that both Transition and Permanent Exclusion significantly raise the probability of involvement in substances for already vulnerable students. If drugs are already involved in this scenario then the concern is particularly high. If a pupil is excluded or involved in a managed move, or if they have known issues around substances (either their own or their families).

16. Information sharing

Although it is important to maintain confidentiality throughout the handling of any incident or disclosure, pupils and parent/carers will be made aware that complete confidentiality cannot be guaranteed and will be necessary for the safeguarding of the young person. The sharing of the information will be done sensitively and on a need to know basis. This will help in retaining the trust of pupils and parents/carers.

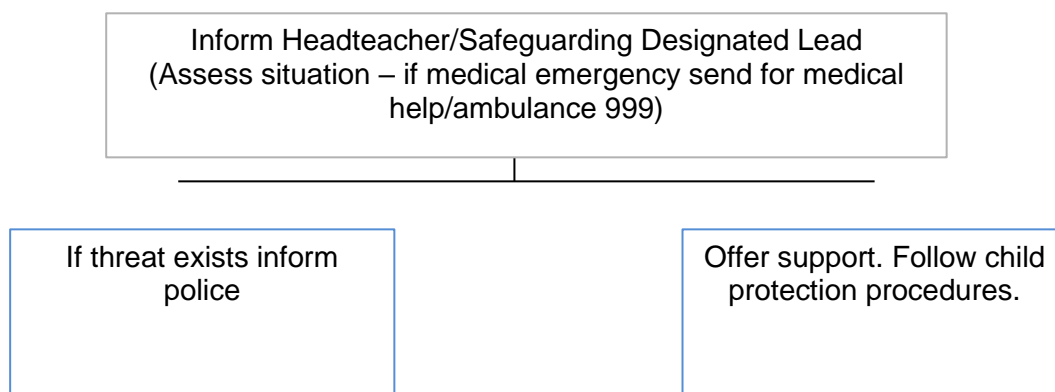
Appendix 1: Learning outcomes for drug education**KS1: Children will:**

- Know some of the risks and effects on body of medicines and household substances
- Know the names of commonly used medicines (with focus on most relevant)
- Be able to identify helpful and harmful substances in the home
- Be able to identify sources of information and help and access them confidently
- Be able to recognise when something is not safe or information may be untrue
- Demonstrate relevant understanding of risk prevention strategies in familiar contexts including
- safe storage and handling of household substances and solvents
- Know things around the home and beyond that contain drugs
- Know the benefits of healthy choices
- Develop peer relationship skills – helping each other stay safe and healthy
- Demonstrate strategies to resist or avoid peer influence in age-relevant settings
- Recognise when influences may be good or bad, why people get influenced to do things that are risky and the possible 'payoff'

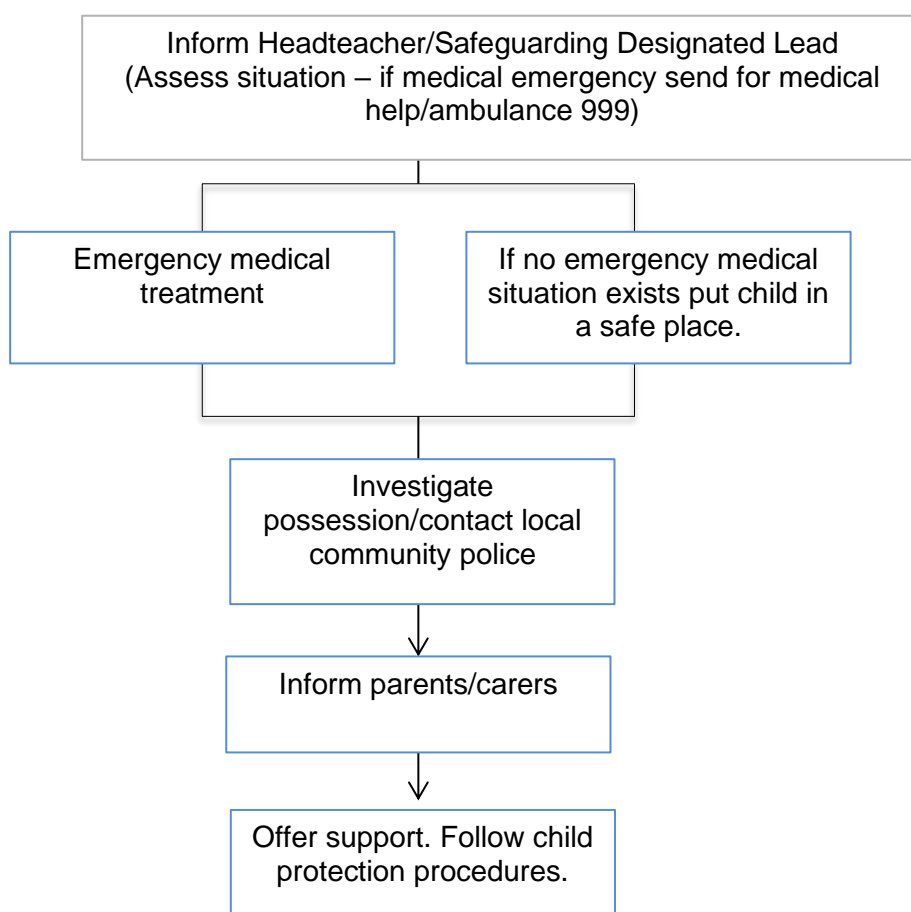
KS2: Children will:

- Know the names of drugs (with focus on most relevant), things that contain drugs
- Know the effects and risks of smoking / alcohol including addiction
- Know the most common physical and social/emotional risks and costs of drug / alcohol use (including sexual behaviours, accidents, assault, criminal involvement)
- Have access to local data / facts and realities about the drugs they discuss, the law on supply, purchase and use of drugs , alcohol and tobacco
- Understand how advertising / peers / culture seek(s) to influence choices
- Sources of information, support and help
- Recognise when something is not safe or information may be untrue
- Demonstrate strategies to resist or avoid peer influence in age-relevant settings and understand
- risk prevention strategies in familiar contexts
- Communicate with confidence around substances and be able to transfer those skills to a range of situations

- Demonstrate the ability to recognise some risks and consequences of unhealthy choices
- Demonstrate peer relationship skills – helping each other stay safe Know what is acceptable/unacceptable in friendships and when influences may be good or bad
- Understand the positive and negative aspects of risk taking
- Be able to personalise learning: what do I want for my life / body, who is the boss of my life?
- Able to develop positive health awareness / peer beliefs about health
- Aspire to a drug free life, understanding the positive future benefits

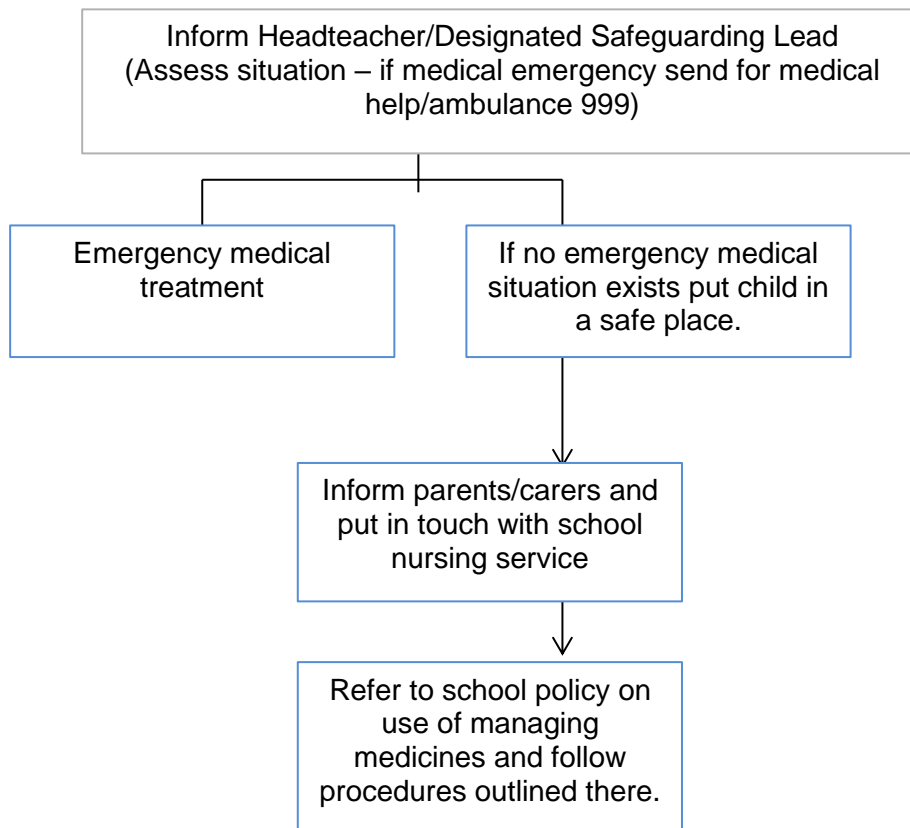
Appendix 2: Flow Charts**1. Parents/Carers/Others under the Influence of drugs/alcohol on school premises**

2. Children under the influence of drugs/alcohol on school premises.

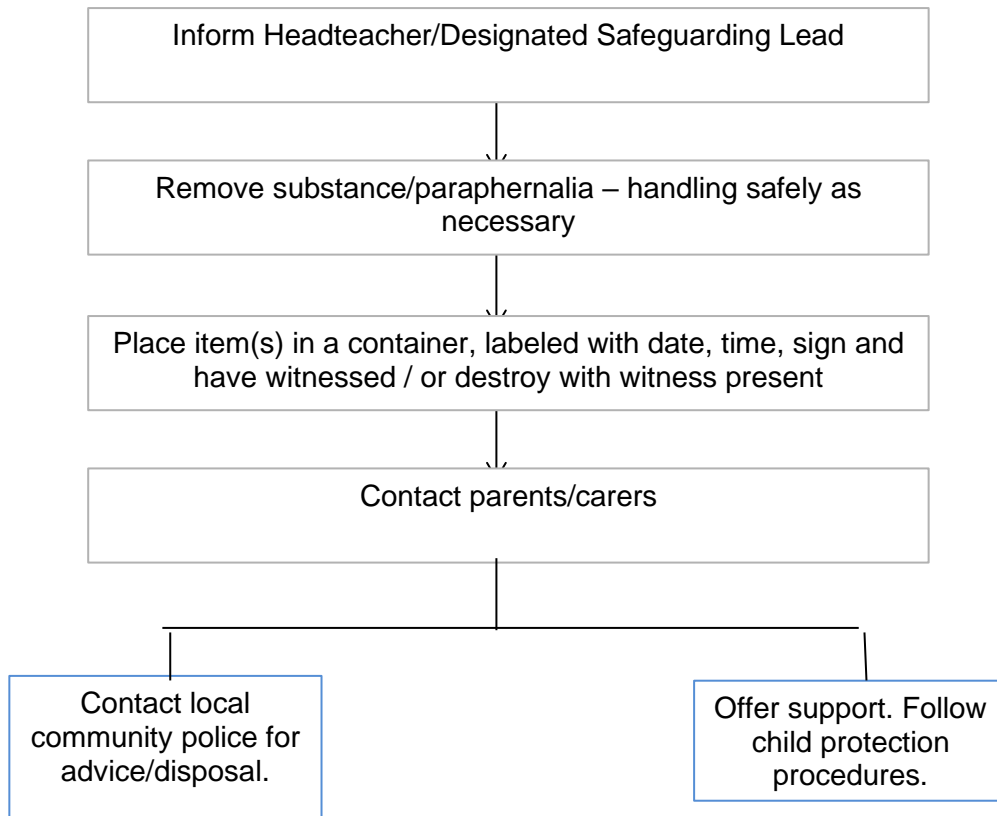


N.B. If tobacco is the drug used you may wish to follow school behaviour policy.

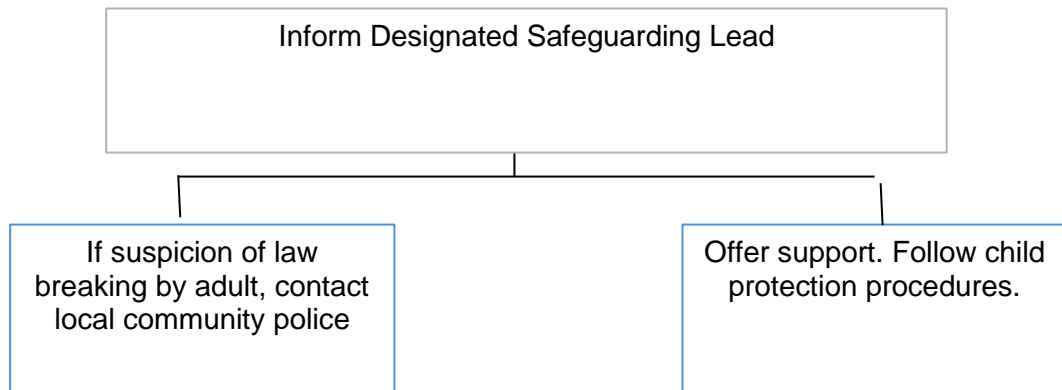
3. Children using medicines inappropriately on school premises.



4. Drugs and/or paraphernalia found on children and/or premises



5. Children makes disclosure about their own or their parents'/carers'/others' use of drugs/alcohol



6. Supplying (drugs/alcohol/tobacco) by children/parents/carers/others

