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Drugs, Alcohol and Tobacco Education

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1. Introduction

The Trust intends and expects that all decisions around the use of Trust resources will be underpinned at all times by its vision and values:

Our aim:

To create centres of educational excellence that inspire all pupils to turn their potential into performance

To achieve this our schools will:

Provide a broad and balanced curriculum that allows pupils to develop their talents and ambitions

Deliver the highest quality learning opportunities facilitated by excellent teachers

Inspire our pupils to become confident, motivated and respectful individuals ready to make a positive contribution to society

The Trust will support our schools by:

Maximising the resources and expertise available to individual schools

Providing a platform for the sharing of excellent practice

Challenging and developing staff to turn their potential into performance

1.1. Aims and Scope

The Red Oaks Primary School Drug Policy seeks to ensure:

- That young people in our school receive an education that enables them to grow up confidently, knowledgeably, competently and safely in a drug-using world
- That young people get consistent messages about living a healthy lifestyle and the inappropriateness of drug misuse
- That drug related incidents are addressed throughout our school, in a consistent manner

1.2. Other Linked Policies

- PSHE and Citizenship
- Health and Safety
- Behaviour
- Administering Medicines
- Child Protection and Equal Opportunities.

2. Policy Statement

Welfare

Problems with drug use can affect any of our young people, from the youngest to the eldest. These can range from:

- Accidental exposure to a substance or drug equipment e.g. discarded needles
- Inappropriate experimental or recreational use of a drug
- Developing a drug habit or losing control of their drug use
- A sudden, catastrophic health problem (sudden illness or collapse)
- Living in drug using families or in circumstances that might make them vulnerable to future drug misuse

The welfare of the young person and their peers is paramount.

Staff Responsible for Drugs Issues

The Headteacher and PSHE Subject Leader are responsible for the development, monitoring and review of the drug education curriculum, supporting and training staff, liaising with external agencies to support the curriculum and developing, monitoring and reviewing the drugs policy.

The Headteacher and Safeguarding team is responsible for managing drug-related incidents liaising with external agencies to support pupils vulnerable to drug misuse and is the named member of staff for Child Protection.

Confidentiality

Whilst every effort should be made to enable constructive dialogue to take place between young people requiring support and school staff, no staff member can or should offer total confidentiality.

Definition of Drugs

The definition of drugs used in this policy is the definition given by the United Nations Office on Drugs and Crime: "A substance people take to change the way they feel, think or behave".

This refers to all drugs, including:

- Legal drugs, including alcohol, tobacco
- Over-the-counter and prescription medicines
- Illegal drugs (those controlled by the Misuse of Drugs Act 1971) including ecstasy, cannabis, crack/cocaine, heroin and LSD

Medicines

Refer to - Drugs Guidance for Schools – DFES 2004 – page 56

Refer to - Swindon LEA – Guidelines for Drug Education Policies – 2001- page 33

Refer to the School Health and Safety Policy regarding the safe storage of medicines in school.

Currently Epi-pens, antihistamine, asthma inhalers and an oxygen cylinder are kept in school.

The School has have established a policy whereby no staff will administer medicines to children unless:

- The child has a Health Care Plan that clearly outlines the need for medicine to be administered during the school day
- A child is on a residential visit and the teacher is acting in loco-parentis.
- Written instructions for administration are sent to the teacher prior to such visits

Parents may come into school as necessary to administer medicine to their child with permission from the school.

Named staff are trained to administer Epi-pens and oxygen to named pupils during a medical emergency.

Definitions of Other Key Words

Drug use describes any drug taking. Any drug use can potentially lead to harm, including through intoxication, breach of the law or school rules, or 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.

Drug Education

The aim of drug education is to give pupils information about drugs and help them to develop the skills and attitudes to make healthy and safe decisions about drug use.

To achieve this, our drug education programme will help pupils to:

- Gain knowledge and understanding about the effects, risks and dangers of certain drugs and to correct myths and misunderstandings
- Develop skills in order to make informed decisions and to manage situations that may arise in daily life
- Explore their own and other peoples' attitudes to drugs, drug use and drug users

Drug and Alcohol Education

Definition of 'Drugs':

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around Drug and Alcohol Education-related issues are varied. However, while personal views are respected, all Drug and Alcohol Education issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

Our school believes that Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support.

We have a mapping grid outlining specific Drug and Alcohol Education learning intentions for each year group in the Jigsaw Scheme of work (see appendix 1)

There are also additional materials available to support discussion around vaping during the lessons on smoking. We also use materials from the PSHE Association to further support teaching and learning when applicable.

Assessment and Monitoring

Pupils' progress in drug education is assessed as part of PSHE Curriculum. Pupils' knowledge, attitudes and skills are assessed verbally during and at the end of each unit of work.

Headteacher and PSHE Subject leader are responsible for monitoring and evaluation in line with school policy, using our planning database, lesson observations and scrutiny of work.

3. Guidance and Procedures

Procedures

We should be prepared for any pastoral incident where drug misuse is a significant or contributory factor in relation to the immediate or long-term safety or welfare of an individual child. We should also be aware of the risks posed to young people by parents, carers or staff members who misuse drugs. Many 'over-the-counter preparations' such as Paracetamol are potentially lethal if misused. Children should not have over-the-counter medicines in their possession in school. If this is found to be the case then staff should report this to the Headteacher. The child will be asked to agree to the medicine/tablets being put into safe storage. Parents will be contacted.

Drug related incidents in schools are rarely extreme. The majority of young people who use drugs are 'experimental' or 'recreational users' rather than 'habitual users'. All drug use carries risks, and these should neither be inappropriately exaggerated nor inappropriately minimised. At all times all staff have a duty of care and any child deemed to be at risk will be reported to the named person for child protection. A young person thought to have misused any substance by intent or by accident will always be treated as a serious medical emergency and medical advice and treatment will be swiftly sought. The use of recreational drugs (including alcohol) or the bringing of recreational drugs onto the school premises will not be tolerated.

When Dealing with any Incident, in Priority Order, Staff will consider:

- Medical support – immediate first aid / ambulance if required, then appropriate referral to health services
- Immediate safety / welfare support – is the young person 'at risk' from their own behaviour or the behaviour of others
- Pastoral support – counselling and guidance
- Discipline – only if appropriate

Involving Parents

As a general principle, parents will always be notified of the school's concern over a drug – related incident. The only exception to this is when the Headteacher feels that the welfare of the young person would be placed in greater jeopardy by this action, in which case the Child Protection Team will be consulted.

Incident Management

All staff have a professional duty to investigate and take appropriate action, either individually or by referral if they have reason to believe that any young person is at risk. The school has a legal duty to ensure that illegal drug use or the making or supply of controlled drugs does not take place on the premises.

School staff may safely take possession of an unknown substance. The law "provides that if a person took possession of a drug to prevent another committing an offence or continuing to commit an offence and then took speedy action to destroy the drug or hand it to an authorised person, this shall be a defence to the charge, of possessing a controlled drug".

SEC 5 MISUSE OF DRUGS ACT 1971

Guidelines for Action

The DfE and ACPO drug advice for schools guidance states that:

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. Where the person finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include new psychoactive substances or 'legal highs'. If school staff are unable to identify the legal status of a drug, it should be treated as a controlled drug.

If drugs or equipment are discovered on the school premises, staff are required to:

- Take possession and store securely
- Inform a member of senior staff as soon as possible
- The Headteacher will seek police advice regarding identification of the substance and safe disposal

In the event of a syringe being found it will be placed in a safe container e.g. screw top coffee jar, and placed in a safe location prior to safe disposal – under no circumstances will a used syringe be placed in a waste bin. Senior staff will record the incident in the school Drug Incident Book.

Telephone number for safe disposal is: **01793 463463**.

If a pupil is thought to be in possession of a drug, staff are required to:

- Isolate the pupils from peers and supervise at all times
- Inform the Headteacher or one of the Assistant Heads
- The Headteacher will inform the police
- The Headteacher will inform parents or carers

The school reserves the right to search the possessions of any pupil suspected of being in the possession of drugs, by asking a young person to empty their pockets or open their bags. If the young person refuses, under no circumstances will any member of staff attempt to physically search a young person. This will only be undertaken by a police officer.

If a pupil is found to be in possession, staff are required to:

- Take possession of the substance and store securely
- Inform a senior member of staff
- Seek advice from police re identification of substance and safe disposal
- or to look into other legal action
- Inform the parents or carers

If a member of staff suspects a pupil may be under the influence of a drug:

Staff will never treat intoxication lightly. The effect of any drug (including alcohol) on a young person can be highly unpredictable. Intoxication or a suspected overdose (even if the young person appears fit and well) will always be deemed a medical emergency.

Under no circumstances will an intoxicated young person be disciplined until medical advice has been sought. Intoxication from solvent can be lethal if the young person is suddenly shocked or alarmed. The unpleasant (even horrific) effects of psychedelic drugs can be exacerbated by discipline with potentially catastrophic results.

Staff are required to:

- Seek medical advice (999 – if urgent)
- Perform appropriate first aid measures
- Keep the young person as calm as possible
- Inform a senior member of staff
- Ensure no other pupils are at risk (if appropriate call an emergency whole school registration)
- Inform parents or carers
- Inform child protection, if child is 'at risk'
- Inform police, if appropriate

If a pupil discloses that they are using drugs staff are required to:

- Inform a senior member of staff who will;
 - Inform child protection team, if the child is 'at risk'
 - Inform parents
 - Seek advice from Community Drug and Alcohol Team and if appropriate Social Services.

If a pupil discloses that parents or carers misuse or supply drugs, staff are required to:

- Inform a senior member of staff
- Inform child protection team, if the child is 'at risk'
- Retain the child and notify senior staff if a parent is collecting a child from school (especially by car) who appears intoxicated, (if unable to retain the child – telephone 999 and inform the police)
- Inform the child protection team

If the school discovers that a child is dealing drugs in the school, staff are required to:

- Isolate the pupils from peers and supervise at all times
- Inform the Headteacher
- The Headteacher will inform the police
- The Headteacher will inform parents or carers
- Secure as much evidence as possible
- Work with police to construct an action plan

Parents or carers under the influence of drugs on the school premises:

The focus of action will be to maintain the welfare of the child. If a parent is violent or abusive they will be asked to leave the premises. No member of staff will place themselves or a young person at risk. If necessary the police will be informed.

If the parent or carer is collecting the child and the welfare of the child is deemed to be at risk, the child will be retained on school premises, senior staff will be informed and the school will consider whether to invoke child protection procedures or call the police.

'It is a criminal offence to be 'drunk in charge' of a child under the age of 7 years'. Refer to the "DfE and ACPO drug advice for schools Advice for local authorities, headteachers, school staff and governing bodies" [DfeE and ACPO drug advice for school](#)

Sharps or Needle – Stick Injuries:

Some young people may encounter "used injecting" equipment in their community. Although the curriculum should include work on safety and emphasise the importance of not touching any suspicious sharp or dirty object, curiosity or simple accident may still result in a needle stick injury.

If this should happen or even if it is suspected that it might have happened it is vital that the following protocol is followed.

- Immediately encourage the wound to bleed and wash thoroughly with hot soapy water.
- Do not suck or allow the child to suck the wound
- Dress wound as normal
- A senior member of staff will immediately contact the parents or carers

<ul style="list-style-type: none">• Medical attention should be sought as a matter of extreme urgency because Hepatitis B requires the treatment to be started within 24 hours of exposure
<ul style="list-style-type: none">• NHS Direct 0845 46 47 can give advice.
<ul style="list-style-type: none">• The telephone number for safe disposal is 01793 463463

Monitoring and Record Keeping:

All drug related incidents will be initially recorded in the school Drug Incident Book. No entry will be made on the child's permanent record until all the evidence has been gathered and corroborated. Only factual information will be recorded. The school will regularly follow up drug related incidents in order to monitor progress.

Discipline:

The majority of young people who misuse drugs are only experimenting with them. This behaviour is still potentially dangerous and young people must understand that the use of illegal drugs and the misuse of any substance in all circumstances is inappropriate.

Young people need to understand that the school will try to support anyone who voluntarily seeks our help with drugs related problems.

It is our policy:

- That young people who bring recreational drugs (i.e. tobacco, alcohol or solvent) to school, will be disciplined and their parents informed

- That young people who knowingly bring illegal drugs into school will be reported to the police
- That young people who are found in possession of illegal drugs will be reported to the police (unless in exceptional circumstances i.e. where a young person has been coerced or bullied into carrying a substance)

Media:

All media involvement will be dealt with solely by the Headteacher.

School's Preparation for the Visitor

- The school should check that the visitor or agency is a member of the Healthy Schools' Alliance, considered suitable and has DBS clearance. The visitor will provide verifiable information (if required).
- The visitor's session will be a key part of the school's planned curriculum.
- A Partnership Agreement should be completed. The session plans should be complete, including the intended learning outcomes.
- The school should provide clear guidelines as to what pupils should be learning (e.g. depth of information, content).
- There should be preparation and follow-up activities. This may be in the form of contact details, leaflets, workshops or general information about the subject, which pupils can access independently. Pupils should know where they can get further support.
- The school should inform the visitor who is to meet them, where they are to be met and at what time. Signing in procedures should be followed.
- The teacher should be present throughout the visit and is responsible for discipline within the class.
- Teaching staff will take appropriate action should inappropriate disclosures be made during the session.
- The teacher is responsible for providing relevant information about Health and Safety issues.

Visitor's Preparation for the School

- The visitor should make clear the boundaries of the session, for example to admit that certain areas may not be their remit or area of experience.
- Visitors should provide clear, accurate, age appropriate information within their professional boundaries. Information and activities should enable pupils to make informed choices.
- Visitors will plan to involve pupils in their learning.

Drugs, Alcohol and Tobacco Education

Appendix 1

Age	Healthy Me Piece	Lesson Name	Lesson Focus
3-4	HM6	Stranger Danger*	Staying safe when out and where to go for help.
4-5	HM6	Stranger Danger*	Staying safe when out and where to go for help – extending on Pre-School content.
5-6	HM3	Clean and Healthy	Household substances such as those found in the kitchen and the bathroom.
5-6	HM4	Medicine Safety	How and when we might use medicines and how to keep safe with medicines.
5-6	HM6	Happy Healthy Me*	Valuing our bodies and keeping ourselves healthy.
6-7	HM2	Being relaxed*	Identifying things that may make us feel stress, why it is important to find ways to relax.
6-7	HM3	Medicine Safety	How medicines work and how to minimize risk when taking medicines.
7-8	HM3	What do I know about drugs?	Consideration about what the word 'drug' means and how we know if a substance is safe or unsafe.
7-8	HM4	Being safe*	Strategies for saying safe and asking for help.
7-8	HM5	Safe or Unsafe?	Exploring scenarios and considering different ways to stay safe.
8-9	HM2	Group Dynamics*	Peer influence in different types of groups
8-9	HM3	Smoking	Smoking and Vaping: physical effects and influences that affect people's choices to smoke
8-9	HM4	Alcohol	Alcohol: physical effects and influences that affect people's choices to drink alcohol
8-9	HM5	Healthy friendships*	Peer pressure
8-9	HM6	Celebrating my inner strengths and assertiveness*	Considering how own knowledge and confidence in what is right or wrong can be used to be assertive
9-10	HM1	Smoking	Health risks of smoking and making informed decisions.
9-10	HM2	Alcohol	Health and social risks of alcohol and making informed decisions.
9-10	HM3	Emergency Aid*	Basic Emergency first aid including getting help.
9-10	HM6	Healthy Me	How the media and social media have an impact on making healthy choices.
10-11	HM1	Taking Responsibility for My Health and Wellbeing	Taking responsibility for our own health and asking for help.
10-11	HM2	Drugs	Understanding the different types of drugs, the law and what is meant by misuse,
10-11	HM3	Exploitation	What exploitation is, why it might happen and the choices that can keep someone out of it.
10-11	HM5	Emotional and Mental Health*	Keeping emotionally healthy and strategies for dealing with negative feelings.
10-11	HM 6	Managing Stress and Pressure	The relationship between good mental health and finding safe ways of managing stress and pressure.
11-12	HM1	Healthy choices on emotional and mental health*	Links between physical and emotional health and ways that we can support ourselves in these.
11-12	HM2	Healthy choices managing stress*	Links between stress and our emotions, and the effect of stress on the body. Managing stress.
11-12	HM3	Healthy choices on substances	Effects of different substances on the body, why some people use them, and considering healthier ways to make ourselves feel good.
11-12	HM5	Healthy choices on medicines and immunisations	The role of vaccinations, differing views on this and the importance on having access to accurate information when making decisions about health.

Lessons with a * next to them indicate that there is no substance/drug specific content but there is key supporting content that is age appropriate. Teachers could extend scenarios to include specific content if they feel it is appropriate for their class e.g. adding content on household substance for Ages 3-4 and 4-5 years