





## School Vision

At Chesswood Junior School we inspire our whole school community to enjoy their learning adventure and have fun along the way. We ignite a passion for learning throughout the school community, securing excellence, empathy and equality in all that we do.

## School Mission

We will strive to achieve the highest standards of academic achievement and behaviour within a vibrant, exciting learning environment so that all children leave this school with confidence and the ability to take advantage of future opportunities.

## Agreement Links

This policy should be read in conjunction with the following school policies:

Administration of Medicines

Good Behaviour and Discipline Policy

Health & Safety

PSHCE Policy

Teaching and Learning Policy



## Contents

<b>SCHOOL VISION.....</b>	<b>- 2 -</b>
<b>SCHOOL MISSION .....</b>	<b>- 2 -</b>
<b>AGREEMENT LINKS .....</b>	<b>- 2 -</b>
<b>1. INTRODUCTION .....</b>	<b>- 4 -</b>
1.1. DEFINITION OF TERMS .....	- 4 -
1.2. RATIONALE.....	- 4 -
<b>2. CURRICULUM PROVISION .....</b>	<b>- 4 -</b>
2.1. AIM OF DRUG EDUCATION IN THE CURRICULUM.....	- 4 -
2.2. LEARNING OUTCOMES FOR PUPILS .....	- 4 -
2.3. CONTEXT .....	- 5 -
2.3.1. THE DRUGS EDUCATION CURRICULUM .....	- 5 -
2.4. PARENTAL INVOLVEMENT .....	- 6 -
<b>3. PEDAGOGY .....</b>	<b>- 6 -</b>
3.1. MONITORING AND EVALUATION .....	- 6 -
<b>4. LEGAL SUBSTANCES ON SITE .....</b>	<b>- 7 -</b>
TOBACCO.....	- 7 -
ALCOHOL .....	- 7 -
SOLVENTS.....	- 7 -
MEDICATION: OVER THE COUNTER AND PRESCRIBED DRUGS .....	- 7 -
<b>5. RESPONDING TO DRUG RELATED INCIDENTS .....</b>	<b>- 8 -</b>
5.1. EMERGENCY SITUATIONS .....	- 8 -
5.1.1. DRUGS .....	- 8 -
5.1.2. INTOXICATION .....	- 9 -
5.1.3. DISCOVERY/ OBSERVATION.....	- 9 -
5.1.4. DISCLOSURE .....	- 9 -
5.1.5. SUSPICION/ RUMOUR .....	- 10 -
<b>6. CONTINUING PROFESSIONAL DEVELOPMENT .....</b>	<b>- 10 -</b>
6.1. ALL ACADEMIC STAFF .....	- 10 -
<b>7. MONITORING AND EVALUATION .....</b>	<b>- 11 -</b>



## 1. Introduction

### 1.1. *Definition of terms*

**Drug;** is the term used to refer to any psychotropic substances; all legal drugs including alcohol and tobacco, all illegal drugs, volatile substances, and over the counter and prescription medicines.

**Drug use;** refers to the consumption of any drug. All drug use, including medicinal use, carries the potential for harm.

**Drug misuse;** drug taking through which harm may occur, whether through intoxication, breach of school rules or the law, or the possibility of future health problems.

**Drug abuse;** drug taking which harms health or functioning. It may be part of a wider spectrum of problematic or harmful behaviour.

### 1.2. *Rationale*

Drug use and misuse have become increasingly common in our society. Children and young people of school age are part of society and as such Chesswood Middle School recognises the need to;

- prepare and equip pupils for life in a drug using society;
- deal with the broad range of drug related situations and incidents which may occur in the lives of our pupils and others involved in the life of the school.

## 2. Curriculum Provision

### 2.1. *Aim of Drug Education in the Curriculum*

The overall aim of drug education at Chesswood Middle School is to equip pupils with the necessary knowledge, skills and attitudes to enable them to be in a position to make informed, healthy choices and decisions and to prevent or reduce the harmful consequences of drug misuse.

### 2.2. *Learning Outcomes for pupils*

- to provide accurate information about drugs and the law relating to them;
- to increase understanding about the implications and possible consequences of use and misuse of drugs;
- to provide opportunities to examine attitudes and values to drug use;
- to promote the developments of personal and social skills relating to health behaviour and the opportunity to practise them.



## Drugs & Substance Misuse Policy

- To enable young people to identify sources of appropriate personal support.

### 2.3. **Context**

- Drug education is provided within a broader programme of PSHCE where wider issues of promoting health, positive behaviour and social responsibility can be addressed and where drug misuse prevention is but one component.
- The school acknowledges that a positive, health promoting ethos helps pupils to feel valued and part of the school community and in doing so helps to build self esteem and self images that may help pupils to cope more effectively in drug related situations.

PHSCE is integrated within cross-curricular themes and the science curriculum.

### 2.3.1. **The Drugs Education Curriculum**

#### Science Curriculum

Key Stage 2 YEAR 6	Recognise the impact of diet, exercise, <b>drugs</b> and lifestyle on the way their bodies function
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#### PSHCE Curriculum

Key Stage 2 YEAR 6	<ul style="list-style-type: none"> <li>• which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others</li> <li>• to differentiate between the terms, 'risk', 'danger' and 'hazard'</li> <li>• to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly</li> <li>• to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</li> <li>• what is meant by the term 'habit' and why habits can be hard to change</li> </ul>
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## 2.4. *Parental involvement*

The school believes that it is important to have the support of parents and the wider community for the drug education programme. Parents are given the opportunity to find out more about the school's programme through clearly referenced links to policy and practice. In addition, class teachers will correspond with parents, as appropriate, with regard to the curriculum scheme of work and how parents may complement the work undertaken at school. Further supporting information may be provided by outside agencies. Visiting speakers

Visiting speakers from the community, e.g. health promotion specialists, community police officers and Addaction family worker make a valuable contribution to the programme. Their input is carefully planned so as to fit into and complement the programme.

## 3. Pedagogy

In keeping with the school's approach to learning (See the Learning and Teaching Policy) a variety of teaching and learning methods are used as appropriate to the topic and needs of the pupils, e.g. mind mapping, role play, group discussion.

These strategies enable pupils to;

- Place new learning in the context of previous experience;
- Explore currently held personal and cultural beliefs in the context of new learning;
- Apply new learning to other situations;
- Relate new knowledge to current behaviour, so as to be able to make and act on informed choices;
- Actively consider the implications of the learning for themselves, society and the environment.

### 3.1. *Monitoring and Evaluation*

The PHSCE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted on the basis of;

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Assessment of pupil learning objectives and outcomes.



## 4. Legal Substances On Site

### ***Tobacco***

Chesswood School operates a no smoking policy at all times throughout the school and grounds. This policy applies to pupils, employees, parents and visitors.

### ***Alcohol***

The use of alcohol on school premises during the working day is prohibited for all members of the school community.

Alcohol may be consumed at a function where pupils are present but this is left to the careful discretion of the Governing Body for each event. It is the responsibility of the organiser to seek permission from the Governing Body for the consumption or sale of alcohol.

### ***Solvents***

The school recognises that many ordinary substances lend themselves to misuse and therefore need to be carefully stored and managed.

- Children are not allowed to use correcting fluid in school.
- We do not use aerosol sprays in school.
- The site manager follows COSHH regulations relating to the secure storage and safe keeping of solvent substances in school.

### ***Medication: over the counter and prescribed drugs***

- Where it is not possible for parents to administer medicines to their children themselves, at the discretion of the school, pupils may bring in written instruction signed by a parent /carer and leave the medication at the school office where it is kept until the time for the dose to be administered.
- Asthma inhalers are kept in the school medical room.
- The school will make every effort to have staff trained in administering emergency adrenalin (Epipen) in the case of anaphylactic shock.
- The school will make every effort to have staff trained to administer rectal diazepam and buccal midazolam in the event of a child having an epileptic fit.
- Any child who may need adrenalin, diazepam or buccal midazolam must have a health care plan written for them which is signed by the parent /carer and a doctor. These plans are displayed in the staff room so all staff know about them.



## 5. Responding to Drug Related Incidents

A drug related incident can be defined as any incident involving the misuse of any medication or drug by any staff, child or visitor on school grounds. Action will also be taken in situations with where children are travelling to and from school or are involved in school excursions.

The school acknowledges pastoral responsibility in the area and seeks to work closely with families and support agencies.

The school will consider any drug incident individually and recognises that a variety of responses will be necessary to deal with incidents. It will consider very carefully the implications of any action it may take. The school seeks to balance the interests of the pupils involved, the other school members and the local community.

### **The range of responses includes;**

- Application of school behaviour policy – severe level
- Application of Child Protection Procedures where appropriate.
- Referral to outside agencies for counselling.
- Case conferences to discuss the options with a range of agencies and the parents before devising action plans to enable pupils to remain in school and receive appropriate help.
- Behaviour contracts setting out clearly the terms on which a pupil will be allowed to remain in school.
- Inter-agency education programmes such as Drug Intervention Programme Supporting Youth.
- Police involvement.

### **5.1. *Emergency situations***

#### **5.1.1. *Drugs***

If a pupil is deemed to be in danger as a result of drug misuse e.g. collapsed, unconscious, the following course of action will be taken;

- Notify the office by the fastest means possible to call an ambulance and briefly outline the nature of the emergency.
- Summon help immediately from another member of staff and send for a first aider.
- Provide emergency aid to pupil as appropriate.
- Notify the Head teacher.
- Notify the parents/carers.





## Drugs & Substance Misuse Policy

- Remove, in the presence of an adult witness, any suspicious substances/equipment and retain to hand over to the paramedics.
- Record the incident in the medical record book.
- If the drug is suspected to be illegal then the incident will be referred to the police within 24 hours.

### **5.1.2. Intoxication**

- The pupil will be removed to the medical room and be accompanied by an adult at all times.
- A school first-aider will be called and further medical help summoned if necessary.
- Parents will be informed and asked to collect the pupil and will be advised to contact their GP.
- The incident will be recorded in the school medical record book.

### **5.1.3. Discovery/ observation**

- If a pupil is discovered possessing, using or dealing any substance not permitted in school he/she will be escorted immediately to the head teacher.
- The Head teacher will remove any suspicious substances from the pupil in the presence of an adult witness, or will seek to secure the voluntary production of any substances, thought to be concealed on the pupil's person (intimate searches should not be made by any teacher). Any substance taken possession of will be sealed in a labelled plastic bag, signed by the witness present with the date and time.
- The situation will be investigated promptly and thoroughly and a written record made.
- The pupil will be kept out of class and informed that the situation is serious and that parents (and police if the substance is thought to be illegal) will be informed and asked to attend the school.
- If the substance is suspected of being illegal, the Head teacher will call the police.
- The Chairman of Governors will subsequently be informed.

### **5.1.4. Disclosure**

A pupil may disclose to a member of staff that he/she has been using drugs or is concerned about someone else's drug use, out of school hours.

Concern for the pupil's welfare will be paramount but teachers will not be able to promise complete confidentiality and should make this known to any pupil seeking such an assurance. Information about a pupil in relation to drugs will follow the same procedure as for other sensitive information.

The Head teacher will be informed and further help sought if appropriate. The head teacher may choose to inform parents/ carers, children's assessment team or Sussex Police as appropriate.



### **5.1.5. Suspicion/ rumour**

- Any suspicion about pupil drug use will be carefully evaluated in the light of the school's own knowledge about the pupil and sensitively investigated before any possible action is taken.
- If the Head teacher, or his representative, believe the rumour to be unfounded steps will be taken to challenge the rumour and its effects.
- If the rumour is found to be true the protocol detailed at the start of this section will be used to guide decision making.
- If there is suspicion of a pupil misusing drugs the pupil will be observed and monitored over a period of time before deciding upon appropriate action.
- Recordings of such observations will be carried out by the member of staff making the observations and will adhere to the following principles;
  - a) they will be
    - written on Chesswood School Incident Report form
    - specific
    - non-judgemental (i.e. descriptive rather than interpretative)
    - objective
    - factual
    - dated and signed
    - designed to show pattern, nature and frequency of the perceived behaviour

## **6. Continuing Professional Development**

### **6.1. All Academic Staff**

Staff will have opportunities, as appropriate, to develop their subject knowledge and understanding of how to teach Drugs and substance misuse through:

- discussions and support from the subject leader
- staff meetings
- observation of other colleagues
- courses addressing an area identified for improvement.

At the end of each course, class teachers must complete the post course evaluation form electronically and send this to the head teacher. The content of the form may be used to support performance management and to evaluate this subject.

It is generally the expectation that individual members of staff will determine their own needs



## Drugs & Substance Misuse Policy

for professional development. As a result, where a member of staff would like to improve a specific aspect of their practise, they should seek the appropriate opportunity to do so, possibly in collaboration with the Area Leader. Area Leaders will make every effort to support requests for CPD when they will have a demonstrable impact on:

- supporting elements of the school improvement plan
- supporting an individual member of staff improve an aspect of their practise, which has been determined as a priority, either by the member of staff, a line manager or subject leader.

## 7. Monitoring and Evaluation

Regular monitoring of this policy is essential to ensure that outlined practice and procedure are fully complied with and embedded. SLT lead will, in conjunction with relevant subject leaders, provide support and guidance for colleagues in the teaching of this area and the monitoring and evaluation of curriculum content and coverage. The SLT lead will liaise with and report to the relevant governor when appropriate.