

Waterthorpe  
Nursery Infant school



**Drugs Policy**

April 2017

**Approved by:** Curriculum Committee

**Date:** April 2017

**Next Review Date:** Spring 2020

# **DRUGS EDUCATION POLICY**

In its White Paper ‘Tackling Drugs to Build a Better Britain’, the Government sets out a new 10 year strategy to combat drug misuse and the first aim of this strategy is “to help young people to resist drug misuse in order to help them fulfil their potential in society.” Schools clearly have a crucial role to play in educating young people on the consequences of drug use and misuse.

Waterthorpe Nursery Infant School adopts the “Sheffield Drug Education Forum” Belief Statement and takes a pro-active stance, believing that Health Education is a vital part of the Personal and Social Education of every pupil.

We will aim to:

- develop the skills necessary to make healthy informed decisions
- provide accurate information about drugs
- raise awareness of safety issues with regard to drugs
- identify sources of appropriate personal support

We will achieve this by:

- following the DFEE (Circular 4/95) guidance to schools and the DFEE Standing Conference on Drug Abuse (SCODA) documents:
  - The right choice - guidance on selecting drug education materials for schools
  - The right approach - quality standards in drug education
  - The right response - managing and monitoring policy for drug-related incidents in school

## **KEY STAGE 1**

### **Knowledge and Understanding**

- school rules relating to medicines
- basic information about how the body works and ways of looking after the body
- the role of medicines (both prescribed and over-the-counter) in promoting health and the reasons people use them
- understanding that all drugs can be harmful if not used properly
- simple safety rules about medicines and other substances used in the home, including solvents
- consideration of alcohol and tobacco, their general effects on the body and on behaviour
- people who are involved with medicines (such as health professionals, pharmacists, shopkeepers)
- people who can help children when they have questions or concerns
- Tackle safety issues as they arise

### **Skills**

- communicating feelings such as concerns about illness and taking medicines
- following simple safety instructions
- when and how to get help from adults

## Attitudes

- valuing one's body and recognising its uniqueness
- attitudes towards medicines, health professionals and hospitals
- attitudes towards the use of alcohol and cigarettes

Drug education forms part of the statutory order for National Curriculum Science and will be provided in the broader context of the teaching of Health and Personal and Social Education.

## **DRUG-RELATED INCIDENTS**

The school will consider each substance incident individually and recognises that a variety of response will be necessary to deal with incidents. The school will consider very carefully the implications of any action taken and seeks to balance the interest of the pupil involved with other school members and the local community. An accurate record of each incident is submitted by the staff members involved to the Headteacher.

### **(1) FINDING DRUGS ON THE PREMISES:**

If legal or illegal drugs are discovered on the premises or children are found in possession, members of staff will confiscate these substances in the same way as they would confiscate any other item that is not allowed in school. If an illegal drug or an unknown substance is found, it will be disposed of in one of four ways:-

- (i) Flushed down the toilet in the presence of a colleague
- (ii) Given to a Police Officer (possibly the Schools Liaison Officer) on the school premises as soon as possible for it to be a lawful possession
- (iii) All sharp items (i.e. needles) will be disposed of in a Sharps Box.
- (iv) All body fluid will be disposed of by double bagging and placing in a separate bin to that used for normal waste disposal within the building

### **(2) CHILDREN MISUSING DRUGS:**

If a child is found in possession of drugs, using or suspected of using drugs, members of staff will firstly ascertain whether the child is in any immediate danger and if so seek medical help. The Headteacher will be informed of the situation and the parents/carers consulted at the earliest opportunity. The school and the parents/carers can then work together to support the young person involved. Referral to other agencies may be appropriate at this stage. There is no obligation for us to inform the police, but as we have a good relationship with the Police Schools Liaison Officer, his/her support and advice will be sought where appropriate.

### **(3) SUPPLYING ON THE PREMISES:**

All staff are aware of the fact that it is an offence to know about the supply of any illegal drug on the premises and not to take action. Where it is suspected that substances are continuing to be sold on the premises, details regarding those involved and any related incidents will be passed on to the Police Schools Liaison Officer or the Community Affairs Department.

## **CONFIDENTIALITY**

Although it is important to maintain confidentiality throughout the handling of any incident or disclosure, children will be made aware that complete confidentiality cannot be guaranteed. This will help in retaining the trust of pupils and parents/carers and will ensure that the sharing of inappropriate information is kept to a minimum.

## **RESPONDING TO THE MEDIA**

As drug related incidents are likely to generate media interest, all members of staff have been advised to not respond to journalists' questions, but to refer journalists to the Headteacher. The Headteacher will make a considered response after seeking assistance from the Local Education Authority.

## **MEMBER OF STAFF RESPONSIBLE FOR THE IMPLEMENTATION OF THE DRUGS POLICY:**

Mrs. H.Stokes

Please refer also to the Medicine in School's Policy for information regarding the administration of prescription drugs.

Review date: Summer 2020

# Equality Impact Assessment Template

<b>Name of policy or project being assessed?</b>	<b>Date</b>
Drugs Policy	24/4/17

<b>Priority Level</b>	
High	
Medium	<b>X</b>
Low	

<b>Lead Officer: Helen Stokes</b>
<b>Members of the assessment team: Helen Stokes &amp; Suzanne Marriott</b>
<b>Others involved in the assessment (peer review/external challenge): Co-ordinator's Committee members</b>

<p><b>What are the aims of the policy or project?</b></p> <ul style="list-style-type: none"> <li>• To develop the skills necessary to make healthy informed decisions</li> <li>• To provide accurate information about drugs</li> <li>• To raise awareness of safety issues with regard to drugs</li> <li>• To identify sources of appropriate personal support</li> </ul>
<p><b>Who is the intended customer/service user of this project or policy?</b>  <b>Staff, governors, parents and children</b></p>
<p><b>What are the desired outcomes from this project or policy?</b>          To help young people to resist drug misuse in order to help them fulfil their potential in society. Schools have a crucial role to play in educating young people on the consequences of drug use and misuse.</p>
<p><b>List any other key policies, procedures, projects or strategies that this policy/project has implications on:</b>  <b>PSHE, monitoring and evaluation, teaching and learning, equal opportunities, child protection, Health education</b></p>

**What are the racial, disability and gender equality implications of the policy or project?**

This policy teaches children about some of the physical differences between boys and girls and there needs to be a sensitive approach to delivery

**Does the policy or project have any significant positive impact for:**

- Different racial groups
- Disabled persons
- Men and women
- Boys and girls

**No**

**Does the policy or project have any significant adverse impact for:**

- Different racial groups
- Disabled persons
- Men and women
- Boys and girls

**No**

**Do you have any evidence?**

**Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?**

**Action to take :**

**If you have indicated there is a negative impact, can it be justified?**

**YES**

**NO**

**If you have indicated there is a negative impact and it cannot be justified, is it discrimination? N/A**

**YES**

**NO**

**If you have answered YES, please list all the changes that you have made to eliminate this discrimination:**

**Please state how will you monitor the policy or project?: Policy review (by staff/governors by dates on policy)**

Signed (Person completing the form):

Date: 24/4/17