

Hook Infant School Drugs Policy

The process of writing this policy involved consultation between the Headteacher, school governors, the school nurse, parents and staff.

Further guidance came from the DfE and ACPO drug advice for schools Advice for local authorities, headteachers, school staff and governing bodies September 2012

This school defines the term “drug” as:

“A substance people take to change the way they feel, think or behave” and therefore includes tobacco, alcohol, solvents, over-the-counter and prescribed medicines as well as illicit substances.

Values and Aims

Set in the broader context of a programme for RHE (Relationships and Health Education) PSHE (Personal, Social, Health Education) and Science, our drug education reflects whole school aims to provide a caring community in which young people can learn to respect themselves and others and take responsibility for their own actions. We are committed to the health and safety of all members of the school community and we will act to safeguard their wellbeing.

The possession, use or supply of all non-medical drugs on school premises is unacceptable. Alcohol may only be consumed on the school premises at staff only events, where no children are present, and HSCA events with the appropriate TENS licence in place, if the alcohol is being sold. Please see the Health and Safety Policy for the guidelines for the administration of medicine within school. The school is legally required to be smoke free, following changes to legislation (July 2007).

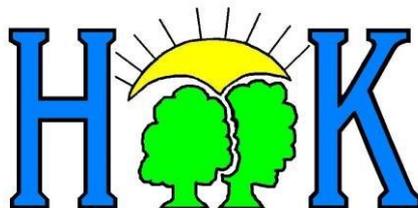
This policy will apply on the school premises and beyond, wherever pupils are in the care of school staff. This includes educational visits. It will apply to all staff, pupils, parents/carers, governors and partner agencies working in this school.

Rationale

We believe that the purpose of drug education should be to give pupils knowledge, skills and attitudes to appreciate the benefits of a healthy lifestyle and to relate these to their own actions, both now and in the future.

Objectives

- To enable young people to make healthy, informed choices through helping them to increase their knowledge, challenging and exploring attitudes.
- To increase understanding about the implications and possible consequences of drug use and misuse.
- To help young people to distinguish between different substances.



- To encourage an understanding for those experiencing or likely to experience drug use (including those dependent on medicinal drugs).
- To ensure pupils know where help and support can be found.
- To enable pupils make sensible choices and learn strategies to recognise and deal with peer pressure.

We intend to achieve our aims through:

- A co-ordinated, integrated and consistent approach to the curriculum and to possible drug related incidents.
- An appropriate teaching programme which responds to pupil's needs with clearly defined lesson outcomes.
- Content and teaching approaches will be used to match the needs of all pupils, including those with SEN and/or EAL.
- Working with other local professionals.
- Regular revision of policy and practice.

Planning

Opportunities for drug education are clearly defined on all planning.

These are included in:

- Planned elements of the National Curriculum, including Science, Religious Education, History and PE.
- PSHE and RHE lessons
- Assemblies
- Occasional planned visits from the school nurse or other appropriate organisation.

In the Early Years Foundation Stage children are supported in developing an understanding of what keeps them healthy and safe. In Key Stage 1 pupils learn about being safe with medicines and household substances and the basic skills about making healthy choices, following safety rules and the impact of peer pressure.

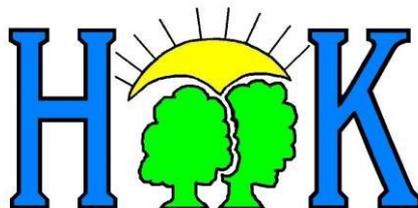
Confidentiality

Some pupils may choose to mention instances related to drug use in class or to individual members of the school community. While staff will be supportive, they will follow our Child Protection guidelines which clearly state that they may not be able to guarantee confidentiality and notify the DSL (Designated Safeguarding Lead).

Responsibility

The Headteacher and Senior Management Team have the ultimate responsibility for ensuring that policy and practise in this area are fulfilled, including appropriate curriculum content and response to drug related incidents.

The Drug Education Co-ordinator (Fiona Cox), is responsible for overseeing both curriculum implementation and other aspects of school life contributing to drug education. This will include monitoring and evaluating drug education policy and practice.



Response to Possible Drug Related Incidents

Our definition of a drug includes medicines (both prescription and OTC), alcohol, tobacco and solvents and it is therefore important that all aspects of an incident are considered. The needs and circumstances of the pupil are paramount.

For any drug incident, the utmost priority should be placed on safety, meeting any medical emergencies with first aid and summoning appropriate help.

In the absence of a medical emergency, the Headteacher must be informed, and Drug Co-ordinator will be informed and an appropriate response considered. We will refer to the Department of Education guidelines on responding to drug related incidents to determine the necessary response. The implications of any action we take will be carefully considered.

The focus of any response will be the pupil not the substance and we will seek to balance the interests of the individual, other members of the school community and the wider community.

Given that drug problems rarely occur in isolation, responses may need to take a holistic approach rather than focus solely on drugs.

Should a substance suspected of being illicit be found on the school premises it will be handed to the Headteacher and, in the presence of another member of staff, placed in a sealed container and both signed and dated. It should then be safely stored until it can be collected by a police officer. She/he will also be involved in advising the school on the most appropriate response to the situation. All such incidents will be recorded.

The school will make a full record of any incident.

Parent/carers under the influence of drugs on the school premises.

There may be occasions where a teacher may have concerns about discharging a pupil into the care of a parent/carer. In such instances, we may decide to discuss with the parent/carer if alternative arrangements may be made, e.g. asking another parent/carer to accompany the child home. The focus for staff will always be the maintenance of the child's welfare, as opposed to the moderation of the parent's/carer's behaviour.

Signed (Headteacher): *Melanie Walker*

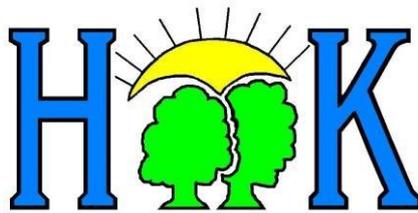
Reviewed and revised: July 2022

Approved by the Governing Body of Hook Infant school

Signed: *A Collier*

Chairman of Governing Body

Date for review: July 2025



Links:

DfE Statutory Guidance

Personal, social, health and economic (PSHE) education

Updated 13 September 2021

Statutory Guidance

Keeping children safe in education

Gov.uk Guidance

Teacher training: drugs, alcohol and tobacco

Key Stage 1 Curriculum:

Health and Well Being (Physical health and mental well-being)

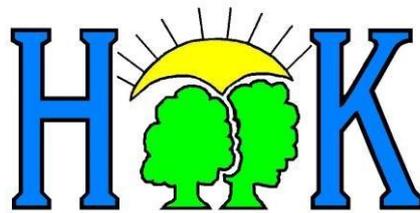
Years 1

- With adult support make simple choices that improves their health and well-being; *e.g. choice of food, medication, activity or game.*
- With adult prompts, begin to maintain personal hygiene; e.g. hand washing and toilet reminders.
- Begin to understand that certain actions spread disease through adult modelling e.g. covering your mouth when coughing or throwing away a dirty tissue.
- Using adult guidance, begin to know and say simple phrases when something feels wrong.
- Identify safe adults in school and outside of school that they can talk to if they feel unwell or unhappy.
- Ask for help from adults when something is wrong.
- Discuss the role of doctors in prescribing medicines to make people feel better.

Discuss the idea that everybody's body is different and that some people need to take medicine regularly to help their body move more easily.

Year 2

- Independently make simple choices that improve their health and well-being *e.g. choice of food, activity or game.*
- Independently maintain personal hygiene by knowing to flush the toilet after they have used it, when to wash hands, inform an adult if the soap has ran out, knowing to collect a tissue for a runny nose or when to throw away dirty tissues.
- To understand and explain that certain actions spread disease, independently demonstrating their knowledge of germs.
- Recognise and inform adults of potential *physical* risks to self and others when something is wrong, both in and outside of school.
- Understand rules for keeping safe in the environment through specific adult teaching of; road safety, stranger danger and fire safety.
- When presented with an adult derived choice, make a sensible decision regarding the best choice *e.g.; type of food/content of games/screen time/how to spend money.*



- Begin to be aware of different physical needs within their community (e.g. a child unable to reach something, a broken arm, a wheelchair etc) and how they can help people overcome difficulties.
- Explore the fact that medicines are prescribed to specific individuals.

Discuss with children the risks of taking medicine that is not prescribed to you or that you have not been given permission by a parent to take. This may include looking at packaging labels and hazard signs.