



## Drugs and Drug Related Incidents Policy

Date of Adoption:

19<sup>th</sup> March 2018

Review date:

19<sup>th</sup> March 2019  
(or sooner if required)

Signed by:  
Chair of Local Academy Council

A handwritten signature in black ink that reads "Paul Roberts".

Date

19-3-2018

## **School context.**

Our school is a multicultural school and its pupils reflect the cultural diversity of the area, which it serves. Pupils attending the school all have special educational needs.

## **Policy Development and Consultation**

- This policy was written in consultation with a consultant trained in drugs related incidents
- Up to date legislation has been taken into account.
- The staff who have reviewed and edited the policy have had appropriate training to do so.

## **Definition**

A drug is defined as a substance that can change the way a human body works, either physiologically or psychologically. This policy will encompass all drugs;

- Alcohol
- Tobacco
- Other legal drugs including prescribed drugs
- Volatile substances e.g. aerosols etc.

## **The Need for a Drugs and Drug Related Incidents Policy for Children with Special Educational Needs**

Drug education is a responsibility that we share with parents, families and the wider community. We consider drug education to be very important.

This policy aims to: -

- Support the school's endeavour to maintain the safety and wellbeing of all pupils.
- Give the pupils, where possible, an idea of how and when to get help from adults.
- Provide clear guidance for staff, parents and governors.

## **Morals and Values Framework**

Where appropriate children will be encouraged to think about and discuss their views on drug use, at an appropriate level, with guidance and support. Discussions will relate to what they feel is "The right thing to do" as regards to themselves and others.

## **Equal Opportunities**

The school's Drugs and Drug related Incidents Policy and programme will reflect the ethos of the school, by providing a secure, non-judgemental environment in which to learn. All pupils will be treated equally regardless of gender, race, disability, religious beliefs, social background or sexuality.

All children will be provided with a drugs education, as appropriate for their special educational needs/ disability.

We accept, celebrate and encourage the diverse cultural influences that shape our school. Pupils and adults are encouraged to respect and tolerate the world views and opinions that diverse

cultural differences may present. We understand that the school setting may not be the platform for discussing views that are particularly divisive or not relevant to school life.

### **Content**

Content of delivery will be judged according to the needs and understanding of the children, but will mainly focus on the safe use of medicines, and other harmful substances in the home regardless of the children's age. There may be some reference to smoking and alcohol consumption with more able children in upper school.

### **Organisation and Methods of Teaching**

We do not include Drugs education as a separate subject within the curriculum. Much of it is achieved through Science, PSHE & Citizenship, assemblies, RE, and Literacy. Drugs education is also covered during our Health Awareness days.

The subject is delivered in whole class sessions, group work, circle-time and role-play when appropriate and also on a need to know basis.

Each class teacher has a responsibility to incorporate drug education when it is appropriate to do so.

### **Assessment**

Children's individual attainment will be measured according to the school's data tracking system which may include P level descriptors and where appropriate, pre-key stage statements. Achievements in PSHE will be measured throughout the year

Pupils' achievements in PSHE will be reported to parents in their statutory annual reports.

### **Specific issues**

#### **Use of outside visitors**

We will ensure that any outside agency making a contribution will be giving the same 'message' as the school and will be made aware of the school's policy. Outside agencies will only be considered if it is appropriate. All visiting speakers will be vetted.

#### **Answering difficult questions**

The answering of specific questions asked by the children, in relation to drugs will be to the discretion of the teacher, who will judge if the child is able to understand or cope with the answer. The teacher will decide whether to answer the question during the lesson or to take the individual child to one side when the lesson is complete.

### **Confidentiality**

When appropriate, pupils will be informed that 100% confidentiality cannot be assured. For suspected child protection concerns the school will follow the Trust's Safeguarding Policy and Procedure.

If a disclosure is made by a child, in relation to drugs, the head teacher will be informed immediately.

### **Dissemination of Policy**

Parents will be supplied with a full copy on request. The policy will be stored centrally room so all staff can read and consult it. A copy will be retained by the Head Teacher.

Local Governors will be made aware of the policy and its contents and approve it regularly.

### **Data**

We are aware that Birmingham, and in particular wards in which our pupils live, have high percentages of smokers and binge drinkers and that as a result there are a high number of alcohol and smoking related deaths. Some of the wards also record problems with drug use, particularly cocaine, cannabis and stimulants.

The wards have very high levels of social deprivation and have very high scores on the Index of Multiple Deprivation (IMD).

Many of our children, due to the rate of maturity and level of dependency are highly unlikely to become involved in smoking, drinking or drug use whilst they are pupils at the school, but they may be passive smokers and may experience observing other people under the influence of alcohol or drugs.

### **Monitoring and Evaluation**

Individual class teachers, and the Head teacher will undertake informal evaluation of the programme.

Leaders will monitor teaching and learning through scrutinising children's work, teachers' planning, data and assessments at least once a year and through lesson observations when appropriate. Individual feedback will be given to each of the teachers, with a copy of each feedback form going to the head teacher.

### **Policy Reviews**

The policy will be reviewed annually, unless a more immediate response is needed to any new guidance.