

Ashleigh Primary School and Nursery, Wymondham

"We are all stars, Ashleigh makes us shine"



DRUGS AND ALCOHOL MISUSE POLICY

Persons Responsible – Headteacher

Date of Policy: June 2018

Next Review Due: June 2021

Adopted by Full Governing Body

Signed

Date

Chair of Governors

Due consideration has been given to all children/adults/stakeholders with regard to the protected characteristics under the Equality Act 2010.

DRUGS AND ALCOHOL MISUSE POLICY

Ashleigh Primary School & Nursery takes a zero tolerance approach to the misuse of drugs and alcohol on our premises. This policy has been developed in conjunction with DfE guidance to ensure that everyone is aware of the risks posed by the misuse of drugs and alcohol.

We are committed to:

- Upholding the Health and Safety Policy already in place at the school.
- Providing a safe and healthy environment which is conducive to the education of the children in the school.
- Providing a robust policy which outlines our zero tolerance approach to drugs and alcohol misuse.
- Developing and improving the policy by reviewing it after any incident.
- Educating pupils on the dangers of drug and alcohol misuse.

1. Legal framework

1.1. This policy has due regard to relevant legislation and guidance, including, but not limited to the following:

- Keeping Children Safe in Education 2015
- The Children and Families Act 2014
- The Education Act 2011
- The Health Act 2006

1.2. This policy will be implemented in conjunction with the school's:

- Child Protection including Safeguarding Policy
- Health and Safety Policy
- First Aid and Intimate Care Policy

2. Key roles and responsibilities

2.1. The Headteacher is responsible for dealing with any alcohol and drug related issues within the school.

3. Definitions

3.1. Ashleigh Primary School & Nursery defines a “drug” as any substance which, when ingested alters perception and the way the body works. This definition includes, but is not limited to:

- All Illegal Substances
- Alcohol

- Tobacco
- Solvents
- Medicines
- Legal Highs

4. Drug education

- 4.1. All pupils will receive guidance on drugs and alcohol as part of the PSHE and Science curriculum. See Appendix 1.
- 4.2. Lessons will be delivered as appropriate to the age and phase of the pupils and will be differentiated according to individual learning styles.
- 4.3. Where appropriate, visitors and external speakers will join us to lead classes on drug and alcohol misuse.

5. Smoking

- 5.1. In accordance with Part 1 of the Health Act 2006, name of Ashleigh Primary School & Nursery is a smoke free environment. This includes all buildings, playgrounds and playing fields.
- 5.2. Parents/carers, visitors and staff must not smoke on school grounds and will avoid smoking in front of pupils and/or encouraging pupils to smoke.
- 5.3. In the interest of health and hygiene, smoking will not be permitted at, or around, the school gates.

6. Legal drugs and prescribed medicines

- 6.1. We understand that some pupils may require medications that have been prescribed by a doctor, or other health professional.
- 6.2. Parents/carers have the primary responsibility for their child's health and should provide the school with all relevant information about their child's medical condition.
- 6.3. Medicines should only be brought onto the premises if it would be detrimental to the child's health if medicines were not administered during their time at the school.
- 6.4. The school will only accept medicines which have been prescribed by a doctor, dentist, nurse or pharmacist.
- 6.5. Medicines must be provided in the original container as dispensed and must include the prescriber's instructions for administration and dosage.

- 6.6. Further guidance can be found in the school's First Aid and Intimate Care Policy.

7. Solvents

- 7.1. Pupils are not permitted to bring solvent based products onto the premises including, but not limited to, aerosol deodorants, compressed air, and aerosol hairspray.
- 7.2. The school will ensure that potentially hazardous solvents are stored safely and pupils will be supervised if they are required to come into contact with them.
- 7.3. More information can be found in our Health & Safety Policy.

8. Persons found to be under the influence of drugs or alcohol

- 8.1. Staff members found to be under the influence of drugs or alcohol whilst on school premises will be disciplined in line with their contract of employment.
- 8.2. Visitors to the school found to be under the influence of drugs or alcohol on school grounds will be escorted from the premises. The Headteacher has the authority to ban persistent offenders from the school.
- 8.3. Unless it is a medical emergency, or where there is aggressive or threatening behaviour, pupils found to be under the influence of drugs or alcohol whilst on school premises will be removed from class and escorted to the Headteacher's office, where they will be assessed.
- 8.4. The pupil's parent/carer will be asked to remove the pupil from the premises.
- 8.5. The pupil will remain in the Headteacher's office until their parent/carer arrives.
- 8.6. If necessary, a search will be conducted.

9. Medical emergencies

- 9.1. In drug related medical emergencies, trained first aiders will be summoned.
- 9.2. A teacher will remain with the casualty until the trained first aider arrives.
- 9.3. Other pupils will be removed from the immediate area, as soon as is reasonably practicable.

- 9.4. Following assessment by the first aider, a decision will be made to ascertain whether an ambulance will be called.
- 9.5. The pupil's parents/carers will be telephoned and told about the incident.
- 9.6. If the pupil is felt to be at risk, the Safeguarding Policy will come into effect.
- 9.7. All accidents and incidents, including near misses or dangerous occurrences, will be reported as soon as possible following the school's Health and Safety Policy.

10. Threatening behaviour

- 10.1. Aggressive and threatening behaviour by pupils, staff or visitors under the influence of drugs or alcohol will be taken very seriously.
- 10.2. Where aggressive and/or threatening behaviour is displayed, Ashleigh Primary School & Nursery will not hesitate in contacting the police.
- 10.3. Any pupil, staff member or visitor displaying aggressive and/or threatening behaviour will be removed from the premises.
- 10.4. In the case of pupils, parents/carers will be contacted.

11. Searching

- 11.1. Staff members may use common law to search pupils with their consent for any item.
- 11.2. Staff members may ask any student to turn out their pockets.
- 11.3. Staff members may search any student's bags.
- 11.4. Under Part 2, Section 2 of the Education Act 2011, teachers are authorised by the Headteacher to search for any prohibited item including, but not limited, to tobacco and cigarette papers, as well as illegal drugs and alcohol without the consent of the pupil if they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.
- 11.5. Searches will be conducted by a same sex member of staff with another same sex staff member as a witness, unless there is a risk that serious harm will be caused to a person if the search is not done immediately, and where it is not practicable to summon another member of staff.

- 11.6. Staff members may require a pupil to remove outer clothing including hats, scarves, boots, coats and scarves.
- 11.7. Pupils' possessions will only be searched in the presence of the pupil and another member of staff unless there is a risk that serious harm will be caused to a person if the search is not done immediately, and where it is not practicable to summon another member of staff.
- 11.8. Staff members may use such force as is reasonable given the circumstances when conducting a search for alcohol, illegal drugs or tobacco products.
- 11.9. Any staff member, except for security staff, may refuse to conduct a search.
- 11.10. A staff member carrying out the search can confiscate anything they have reasonable grounds for suspecting is a prohibited item. This includes "legal highs" and other potentially harmful materials which cannot immediately be identified.

12. Controlled substances

- 12.1. Ashleigh Primary School & Nursery has a zero tolerance policy on illegal drugs.
- 12.2. Following the identification and confiscation of a controlled substance, a staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and the name of any witness/witnesses present.
- 12.3. The staff member will store the sample in a secure location.
- 12.4. The incident will be reported immediately to the police who will collect the sample and then deal with it in line with agreed protocols.
- 12.5. Ashleigh Primary School & Nursery will not hesitate in giving the police the name of the pupil, from whom the drugs were taken.
- 12.6. A full incident report will be completed and submitted to the Headteacher.
- 12.7. Any further measures will be undertaken in line with the school's Child Protection including Safeguarding Policy.
- 12.8. Where controlled substances are found on school trips away from the school premises, parents/carers of the pupil, as well as local police, will be notified.

13. Discipline

- 13.1. Pupils involved in drug and/or alcohol situations on school premises will be disciplined as per the school's disciplinary procedure and where appropriate the police will be informed.
- 13.2. Teachers and staff members involved in drug and/or alcohol situations on school premises will be disciplined as per their contract of employment and, where appropriate, the police will be informed.
- 13.3. Visitors involved in drug and/or alcohol situations on school premises will be banned from entering school premises indefinitely and where appropriate, the police will be informed.

14. Monitoring and review

- 14.1. This policy will be reviewed every three years by the Headteacher.

Appendix 1

KS2 Science Curriculum

Animals including humans

Pupils should be taught to:

- *recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function*

Teaching Drugs & Alcohol with Confidence scheme of work

<div style="text-align: right; font-size: 2em; color: #4a7ebb;">Year 1</div> <div style="text-align: center; font-size: 1.5em; color: #4a7ebb;">Medicines and People Who Help Us Key Stage 1</div>			
Scheme of Work			
Word Box: un/healthy, un/well, ill, drug, medicine, tablet, injections, inhaler, adult, stranger, doctor, nurse, dentist, hospital			
Programme of Study	Learning Intentions and Learning Outcomes	Lesson Title	Resources
Core Theme 1: Health and Wellbeing 1. What is meant by a healthy lifestyle 8. to identify different influences on health and wellbeing -what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health -that household products, including medicines, can be harmful if not used properly -about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them	Learning Intention To identify how to stay healthy Learning Outcome To understand how to look after our bodies	Lesson 1 Staying Healthy	Talking Object Healthy and Unhealthy signs Staying Healthy pictures String, pegs
	Learning Intention To explore when and how to take medicines safely Learning Outcomes To know how medicines get into our bodies To know why people use medicines To understand that some people need to take medicines all the time to stay healthy	Lesson 2 Medicines	Medicine Facts Teacher Guide Talking Object Medicine pictures Staying Healthy pictures A1 sheet of paper and pens Talking Ball Additional Activities http://www.monkeywellbeing.com/
	Learning Intention To identify who should be able to give us medicine Learning Outcomes To know when we should take medicines and who should give them to us. To know the rules about medicines	Lesson 3 Who Gives Us Medicines?	Medicine Facts Teacher Guide Talking Object People Who Help Us photo cards Finger Puppets A positive story about medicines, for example: Little Whistles Medicine, Cynthia Rylant All Better Now, Joy Masoff Harry and the Robots, Ian Whybrow

Year 2

Keeping Safe Key Stage 1

Scheme of Work

Word Box: safe, unsafe, dangerous, liquid, symbol, hazard, alcohol, cigarettes, matches, lighter, risky

Programme of Study Core Theme 1: Health and Wellbeing	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p>3. How to manage risks to physical and emotional health and wellbeing</p> <p>4. ways of keeping physically and emotionally safe</p> <p>-that household products, including medicines, can be harmful if not used properly</p> <p>-rules for and ways of keeping physically and emotionally safe (including safety in the environment)</p>	<p>Learning Intention To explore substances and situations that are safe or unsafe</p> <p>Learning Outcomes To know what is safe or unsafe To know when something is too risky</p>	Lesson 1 Risk	Talking Object Safe and Unsafe Situations cards Risk and No Risk signs
	<p>Learning Intention To be able to identify some hazardous substances</p> <p>Learning Outcomes To know that some things we put into our bodies can harm us To know some rules about keeping safe</p>	Lesson 2 Hazardous Substances	Talking Object Selection of household items and cloth to cover them A large box and a selection of empty bottles Hazard symbols
	<p>Learning Intention To consider safety rules for at home and at school</p> <p>Learning Outcome To be able to follow safety instructions and rules at home and at school</p>	Lesson 3 Safety Rules	ROSPA Hunt the Hazard Posters http://www.rosplashop.com/ Sticky Dots / Dry Wipe Markers Activities http://www.nationwideeducation.co.uk/safety-education/home-safety

Year 3

Smoking Key Stage 2

Scheme of Work

Word Box: smoking, tobacco, cigarette, lung, cough, passive, effect, benefits, law, second hand, quitting, pressure, toxic, chemicals, addictive

Programme of Study Core Theme 1: Health and Wellbeing	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p>1. What is meant by a healthy lifestyle</p> <p>2. how to maintain physical, mental and emotional health and wellbeing</p> <p>6. how to make informed choices about health and wellbeing and to recognise sources of help with this</p> <p>8. to identify different influences on health and wellbeing</p> <p>which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety,</p> <p>how to make informed choices</p> <p>what positively and negatively affects their physical, mental and emotional health</p>	<p>Learning Intention To consider smoking and its effects</p> <p>Learning Outcomes To know how smoking affects people To consider why people smoke</p>	Lesson 1 Why People Smoke	Smoking Facts Teacher Guide Traffic Light cards Tobacco pictures No Smoking symbol Balloon People Smoking pictures
	<p>Learning Intention To understand the impact of smoking and passive smoking</p> <p>Learning Outcomes To know some of the effects of smoking on the body To know about passive smoking</p>	Lesson 2 Physical Effects of Smoking	Smoking Facts Teacher Guide Talking Ball Word Storm list from Lesson 1, Activity 4 Body Template No Smoking symbol True / False Quiz Additional Activities Recovery Timeline cards
	<p>Learning Intention To know some strategies to prevent starting smoking</p> <p>Learning Outcomes To know the rules and laws to prevent smoking To be able to make the positive choice not to smoke</p>	Lesson 3 No Smoking	Smoking Facts Teacher Guide Smoking Scenarios Additional Activities http://gasmokefree.nhs.uk/ways-to-quit/ http://www.quit.org.uk/PrimaryResourcePack.pdf http://ks2.smokesnojoke.org.uk/

Year 4

Alcohol Key Stage 2

Scheme of Work

Word Box: alcohol, drink, legal, illegal, unit, volume, media, advertising, choice, vomit, unconscious

Programme of Study	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p>Core Theme 1: Health and Wellbeing</p> <p>1. What is meant by a healthy lifestyle</p> <p>2. how to maintain physical, mental and emotional health and wellbeing</p> <p>6. how to make informed choices about health and wellbeing and to recognise sources of help with this</p> <p>8. to identify different influences on health and wellbeing</p> <p>which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety.</p> <p>how to make informed choices</p> <p>what positively and negatively affects their physical, mental and emotional health</p>	<p>Learning Intention To understand the effect alcohol has on the body</p> <p>Learning Outcomes To know what alcohol is and how it affects the body To understand that everyone will be affected differently by alcohol</p>	<p>Lesson 1 Effects of Alcohol</p>	<p>Alcohol Facts Teacher Guide Talking Ball Drinks Photo cards Under the Influence cards Safer Drinking Chart Differences: True/False quiz Additional Activities Daily Sensible Limits Chart</p>
	<p>Learning Intention To understand the risks related to drinking alcohol</p> <p>Learning Outcome To know there are risks to drinking alcohol</p>	<p>Lesson 2 Alcohol and Risk</p>	<p>Flipchart People Drinking pictures Drinking question sheet Effects of Alcohol cards Keeping Safe story</p>
	<p>Learning Intention To consider how society limits the drinking of alcohol</p> <p>Learning Outcomes To know some laws about drinking alcohol To consider ways of persuading people to drink alcohol sensibly</p>	<p>Lesson 3 Limits to Drinking Alcohol</p>	<p>Alcohol Facts Teacher Guide Talking Ball Alcohol and the Law Quiz Alcohol Awareness Adverts</p>

Year 5

Legal and Illegal Drugs Key Stage 2

Scheme of Work

Word Box: legal, illegal, alcohol, medicine, nicotine, caffeine, solvents, volatile substance, cannabis, stimulant, depressant, hallucinogen, stereotypes

Programme of Study	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p>Core Theme 1: Health and Wellbeing</p> <p>2. how to maintain physical, mental and emotional health and wellbeing</p> <p>6. how to make informed choices about health and wellbeing and to recognise sources of help with this</p> <p>8. to identify different influences on health and wellbeing</p> <p>- which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety.</p> <p>-to differentiate between the terms 'risk', 'danger' and 'hazard'</p> <p>-that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</p>	<p>Learning Intention To explore a range of legal and illegal drugs, their risks and effects</p> <p>Learning Outcomes To know about a range of legal and illegal drugs To have some understanding of the effects and risks of illegal drugs</p>	<p>Lesson 1 Legal and Illegal Drugs</p>	<p>Blank pieces of paper Paper for graffiti boards Drugs Facts Teacher Guide Drugs Facts cards Anonymous Questions template</p>
	<p>Learning Intention To have considered the children's attitudes and beliefs about drug use and drug users</p> <p>Learning Outcomes To explore attitudes to drug use To understand that all sorts of people may misuse drugs To challenge myths about drug use</p>	<p>Lesson 2 Attitudes to Drugs</p>	<p>Drugs Facts Teacher Guide Strongly Agree / Strongly Disagree signs Drugs User Images</p>
	<p>Learning Intention To have considered strategies to resist drug use</p> <p>Learning Outcomes To know a range of skills to resist peer pressure To develop some assertiveness skills</p>	<p>Lesson 3 Peer Pressure</p>	<p>Diamond Nine cards Pressure Scenarios Drugs Facts cards Drugs Facts Teacher Guide</p>

Scheme of Work

Word Box: cannabis, volatile substances, accident, dangerous, unconscious, breathing, choking, sniffing, inhaling, recovery, first aid, emergency

Programmes of Study

Core Theme 1:
Health and Wellbeing

2. how to maintain physical, mental and emotional health and wellbeing

6. how to make informed choices about health and wellbeing and to recognise sources of help with this

7. how to respond in an emergency

8. to identify different influences on health and wellbeing

which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety

to differentiate between the terms 'risk', 'danger' and 'hazard'

that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media

Learning Intentions and Learning Outcomes

Learning Intention

To understand the effects, risks and law relating to cannabis

Learning Outcomes

To know what effect cannabis can have on your health and life

To know the legal consequences of using cannabis

Lesson Title

Lesson 1

[Cannabis](#)

Resources

[Cannabis Facts Teacher Guide](#)
[Cannabis Facts Quiz](#)
[Peer Pressure Strategy cards](#)
[Anonymous Questions template](#)

Learning Intention

To understand the risk of volatile substance abuse (VSA)

Learning Outcomes

To know the effects and risks of volatile substance abuse

To know how to get and to give help

Lesson 2

[Volatile Substance Abuse & Getting Help](#)

[VSA Fact sheet](#)
[Dialling 999 script](#)
[Peer Pressure Strategy cards](#)
[Anonymous Questions template](#)

Additional Activities
[First Aid Teacher Guide](#)

Learning Intention

To be aware of the options for getting help, advice and support

Learning Outcomes

To have practised communicating with adults

To know how to access help and support

Lesson 3

[Help, Advice and Support](#)

[Cannabis Facts Teacher Guide](#)
[Problem Page Scenarios](#)

Additional Activities
Internet access