



James Bateman Junior High School

Policy for Drug Education and the Management of Drug Related Incidents

1. Context

James Bateman Junior High School is situated in Biddulph, Staffordshire. We have approximately 400 pupils on roll aged between 9-13 years. We are an inclusive school and cater fully for all educational needs of our pupils.

We keep detailed records of any medical conditions of our pupils and make the relevant staff aware of any issues surrounding the pupils. We have clear referral systems for our pupils to all outside agencies and communicate information in the appropriate way to all parties involved.

2. The process for policy development

Name of co-ordinator **Mrs T Price**

3. Members of the working group

The Healthy School working party considered all drug aspects within its work. This party included a range of staff across the school and feedback to all staff in staff meetings. It also consulted with parents, pupils and Governors.

The Working Party took into account all the work on drugs undertaken by the PSHE Programme, Tutor Programme and various curriculum departments including Science.

4. The Policy

The school is aware that the misuse of drugs by young people may have a serious impact on their health, well-being and academic achievement. The school has a part to play in reducing the risks to its pupils.

5. Aims for Drug Education

For the purposes of this policy the word 'drug' includes both legal and illegal substances, volatile substances (solvents), alcohol and tobacco and prescribed medicines

The outcomes of drug education are to give young people the knowledge, skills and attitudes to appreciate the benefits of a healthy lifestyle and relate these to their own action, both now and in their future lives. Effective drug education enables pupils to:

- Improve their self esteem
- Make informed choices and decisions
- Develop personal initiative and be able to take responsibility
- Recognise personal skills and qualities in themselves and others
- Maintain and develop relationships
- Develop self confidence
- Develop assertiveness in appropriate situations
- Develop the motivation to succeed

6. School environment, relationships and ethos of the school

Drug education can be enhanced by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning.

In our school we:

- Regularly have the County's Drug and Alcohol Bus on site.
- Use outside agencies to deliver appropriate talks to pupils.
- Refer pupils to the relevant agencies if a need is identified.
- Have a Transition Mentor to work with vulnerable pupils.

7. School curriculum

Drug education is firmly rooted within the non-statutory framework for PSHE and citizenship and the statutory curriculum for citizenship at key stage 3. It is not delivered in isolation. Many opportunities exist throughout the curriculum for promoting drug education. The programme is developmental and builds on young people's existing knowledge, experiences and perceptions. There is progression across key stages.

Consideration is given to pupil's needs, ethnic origin and culture. The programme demonstrates educational inclusion in respect of the new OFSTED framework.

The pupils have a lesson of PSHE each week on a rolling programme of topics/issues. They also have additional tutor time each day and actually follow a tutor programme that includes aspects of drugs and citizenship.

Curriculum areas cover all aspects of drugs in a range of ways, including Science. Groups of vulnerable pupils are tracked for issues including assessment and attendance and the School has close links to all the outside agencies needed.

The School displays positive messages about well-being and health. We also have a Community Notice Board that the outside agencies openly display messages to our pupils.

We also have a fully training Child Protection Officer and Deputy to address any immediate concerns.

8. Approaches to teaching and learning

Our school can help young people develop confidence in talking, listening and thinking about drugs. A number of teaching strategies help this, including:

- Establishing ground rules with pupils
- Using 'distancing' techniques such as role play
- Knowing how to deal with unexpected questions or comments from pupils
- Using discussion and project learning methods and appropriate materials
- Encouraging reflection

To facilitate pupils learning in drug education:

- ✓ The purpose of each lesson is made clear
- ✓ Appropriate learning experiences are planned and meet the needs of **all** the pupils in the class
- ✓ Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge
- ✓ The focus is not on fear arousal techniques
- ✓ Teaching resources are up to date, differentiated and culturally and age appropriate
- ✓ Time is given for pupils to reflect and consolidate their learning
- ✓ Pupils are encouraged to take responsibility for their own learning and to record their own progress
- ✓ Attention is given to developing a safe and secure classroom climate
- ✓ Staff training needs are met

The school leads the programme but outside visitors have a role. There is a school protocol for involving outside visitors.

The visiting speakers include:

- The County Drug/Alcohol Bus and staff
- Local trained Youth Workers
- Young Carers
- Other relevant groups

All of these people are checked thoroughly through CRB etc to allow them to work with our pupils.

There are guidelines for staff on confidentiality and handling sensitive and controversial issues and supporting young people.

Teachers and other adults involved in drug education will sometimes hear disclosures that suggest a child may be at risk. It is essential that all are aware of the

school's child protection policy. A copy of this is available from the school's designated teacher for child protection who is **Kate Baggaley**.

Where an adult believes a child may be at risk the designated teacher must be consulted before any further action is taken.

Celebration of achievement- assessment, recording and reporting

As with any learning process assessment of pupils' personal, social and emotional development is important. It provides information which indicates pupils' progress and achievement and informs the development of the programme.

Pupils do not pass or fail within this area but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on pupil's self awareness and self esteem.

We do not assess pupils in all areas of the PSHE and citizenship programme however opportunities for pupils to reflect on their progress is identified. It is inappropriate to assess pupils' values.

9. Managing Drug Incidents

The member of staff responsible for co-ordinating the schools response to drug incidents is **A Higginbottom**

The physical boundaries of the school define the extent of the school premises during the school day and the school term. But school rules and expectations of behaviour extend further if pupils visit a library, for example, or leave school to visit an old people's home as part of a community project, whether supervised or not.

School boundaries as they apply to conduct also extend to include school trips, and clear guidance to staff is given about their supervisory responsibilities. It is made clear to pupils which school rules still apply if they leave the school during the lunch break, and which will apply on a school trip abroad, where drug laws may differ. Staff are made aware of any controls on their own drug use (e.g. of alcohol, tobacco and medicines) when on duty.

The primary concern of the school is the care and welfare of children and young people. In cases of a medical emergency the school will act promptly to ensure the safety and wellbeing of the pupil and the school community.

The school will seek to balance the safety and security of the school with the individual needs of pupils. Disclosure of any offences to the police is not obligatory.

Any incident involving the misuse of drugs will take into account:

- The age and maturity of the pupil
- The means by which the substance was acquired
- The intention of the pupil and the circumstances of the incident

- Method and frequency of use
- The nature and legal status of the substance involved
- Any previous incidents of drug misuse by the pupil
- Action being taken through the criminal justice system
- The availability of support for the pupil and family from other agencies

Sanctions will be chosen from the range of those available for other breaches of school rules.

The school considers that the education it provides offers, for many youngsters, their best chance of resisting the long-term harm which may be the result of drug misuse. Where ever possible we will strive to sustain the involvement of the young person in formal education. An action plan for pupil support will be established. This could be a formal Pastoral Support Programme.

Permanent Exclusion will only be used in respect of a pupil who represents a significant risk to the health and safety of other pupils or who has come to the end of a long line of sanctions and has not learned from past mistakes.

Where drug use or misuse seems to be harming a pupil, the pupil will be referred for further help.

10. Working with Governors and Parents

Our school seeks to work in partnership with governors and parents to provide effective drug education and support for young people. Parents need to know that the school's drug education programme will complement and support their role as parents and understand the school expectations and procedures for managing drug incidents. Governors have a role to play in agreeing policy and procedures. The named governor with lead responsibility for drugs is **Mrs Bowers**

11. Dissemination and review

The policy will be disseminated widely.

It will be passed to the Chair of Governors and discussed with the School Council. It will be made available on the school website for parents to view.

The policy will be reviewed regularly