

**COGNITA**

**St Margaret's Preparatory  
School**



**Drug and Alcohol Policy**

**September 2020**

## **Our Ethos**

The **ethos** of St Margaret's is to provide a high-quality all-round education, in a happy and caring family atmosphere, so that each child is well prepared for the opportunities and challenges that they will face in life.

## **Our Aim**

Our **aim** is for every child to enjoy their learning journey, achieve their very best and to become responsible global citizens who can work together co-operatively and with respect for others.



## 1 Introduction

- 1.1 The aim of this Drug and Alcohol Policy is to acknowledge and clarify the school's role in drug prevention and education, and ensure it is appropriate to meet pupils' needs. This policy provides information about drug education, as well as procedures to respond to any drug-related incident.
- 1.2 This policy aims to ensure that the approach taken on the issue of drugs is a whole-school one and is part of our commitment to, and concern for, the overall health and well-being of the whole school community. Teachers will need to be confident and skilled to teach drug education and pupils need to receive up to date, relevant and accurate information, as well as support.
- 1.3 This policy should be read in conjunction with the policies and documents listed on the back page of this document.

## 2 Statutory Duties

- 2.1 Schools have a statutory duty to promote pupils' wellbeing and hence have a clear role in preventing drug misuse as part of their pastoral care. Although there is no statutory requirement to have a Drug Policy, it is the advice of the DfE, and a requirement for all Cognita schools to have a clear procedure for managing any incidents related to drug and/or alcohol misuse. It is essential to protect staff, parent/carer(s) and children and young people.
- 2.2 The Statutory Framework for the Early Years Foundation Stage (2014) requires the following (para 3.56): 'Providers must not allow smoking in or on the premises when children are present or about to be present.' While there is no specific requirement to hold a no-smoking policy per se, Cognita schools are required to continue to maintain as such. This includes offsite trips and visits. Furthermore, practitioners must not be under the influence of alcohol or other substances as per their Code of Conduct.

## 3 Application

- 3.1 This policy applies to all pupils on roll at the school. It applies when being educated in school, when on educational visits, and when off-site at school related events. This policy applies when pupils are travelling to and from school on public transport. Any responsibilities of 'adults' refers to employees and others acting in a supervisory role with pupils.
- 3.2 This policy applies to all pupils, including those in the Early Years.

## 4 Terminology

- 4.1 'Drugs' here are taken to mean those that are legal, such as alcohol, tobacco and solvents, over the counter and prescribed drugs, and illegal drugs such as cannabis, ecstasy, amphetamines, heroin, crack/cocaine, LSD, etc. 'Drugs' also include New Psychoactive Substances (NPS) often referred to as 'Legal Highs'.

## 5 The School's Stance on Drugs, Health and the Needs of Pupils

- 5.1 Possession: It is inappropriate and unacceptable for pupils to **bring** the above drugs into school, have them on their person, consume them before, during and after school and on the way to or from school, including on school visits, etc. Cognita has a strict no smoking policy (including no vaping) on school sites. The drugs/substances covered by this policy are not to be purchased, sold or otherwise exchanged during the school day or while pupils are on school visits.

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5.2 Use: The school believes that the use of drugs in school, during the school day, while travelling to/from school or on school trips is inappropriate. Individual exceptions may be made for pupils who require prescription medicines, where appropriate and with the agreement of the Headteacher.

## 6 Policy Framework

### 6.1 Drugs Education

- The school provides drugs education in the following way:

| 2. Spring Term  |   |  |
|---|---|--|
| Developing the overarching concepts of:   | Through the contexts of:  |  |
| <b>Identity</b> (their personal qualities, attitudes, skills, attributes and achievements and what influences these)  | <b>Spring 1</b><br><b>Core theme 1: Health and Wellbeing</b>  | <b>Spring 2</b><br><b>Core theme 2: Relationships</b>  |
| <b>Relationships</b> (including different types and in different settings)  | <b>Pupils should be taught:</b><br>About managing change, including puberty, transition and loss  | <b>Pupils should be taught:</b><br>How to recognise and manage emotions within a range of relationships  |
| <b>Risk</b> (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and <b>safety</b> (including behaviour and strategies to employ in different settings) | How to make informed choices about health and wellbeing and to recognise sources of help with this<br>How to respond in an emergency<br>To identify different influences on health and wellbeing<br>Ways of keeping physically and emotionally safe | How to respond to risky or negative relationships and ask for help<br>How to respect equality and diversity in relationships.  |
| <b>Diversity and equality</b> (in all its forms)  | <b>Essential Skills</b>   |  |
| <b>Power</b> (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)   | Active listening<br>Affirming self and others<br>Communicating ideas and views<br>Empathy<br>Resilience<br>Self-reflection<br>Using constructive feedback   | Active listening<br>Affirming self and others<br>Analysing and evaluating situation<br>Communicating ideas to others<br>Communicating ideas and views to others<br>Empathy<br>Giving constructive feedback<br>Recognising distorted thinking<br>Self-management<br>Self-reflection |
| <b>A healthy</b> (including physically, emotionally and socially) <b>balanced lifestyle</b> (including within relationships, work-life, exercise and rest, spending and saving and diet)                            |   |  |

## Drug and Alcohol Policy

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|                                    | <b>Key stage 1</b><br><b>Year 1 and 2</b><br><b>Minimum 10 session to include:</b>   | <b>Lower key stage 2</b><br><b>Year 3 and 4</b><br><b>Minimum 10 session to include:</b>   | <b>Upper key stage 2</b><br><b>Year 5 and 6</b><br><b>Minimum 10 session to include:</b>   |
|------------------------------------|--|--|--|
| Core Theme 1<br>Health & Wellbeing | <p><b>Growing and changing:</b> Change, loss and getting older; names of main body parts (including external genitalia); personal identity: likes; choices; strengths</p> <p><b>Keeping safe:</b> What goes into our bodies; rules for keeping physically and emotionally safe; personal identity: family networks; people who are responsible for keeping us safe</p> | <p><b>Growing and changing:</b> aspirations and goals; recognising and managing feelings; change, loss and grief</p> <p><b>Keeping safe:</b> Risk, danger and hazard; pressures on behaviour; rules for safety and how to get help; keeping physically and emotionally safe on and offline; responsibilities for keeping ourselves and others safe</p> | <p><b>Growing and changing:</b> aspirations, goals and feeling valued; intensity of our and others' feelings; conflicting emotions; change: bereavement, loss, grief and transitions; feelings and changes associated with puberty, including body image; human reproduction and conception (year 6)</p> <p><b>Keeping safe:</b> keeping physically and emotionally safe on- and offline; risk assessment and management; independence and responsibility; pressure on behaviour: peer and media; managing emergencies; habits: alcohol, tobacco and drugs</p> |
| Core Theme 2:<br>Relationships     | <p><b>Valuing difference:</b> Attributes: kindness/fairness; sharing and respecting opinions; recognising and respecting similarities and differences</p>  | <p><b>Valuing difference:</b> Recognising stereotypes; different types of relationships; respecting similarities and differences; bullying and discrimination; respecting others' feelings and opinions</p>  | <p><b>Valuing difference:</b> Challenging stereotypes; different types of relationships; maintaining relationships; respecting similarities and differences; bullying, discrimination and prejudice</p>  |

| <b>Year One</b>   |   |
|---|---|
| <b>Objectives:</b><br><b>To learn:</b> <ul style="list-style-type: none"> <li>• About what goes onto and into our bodies (both good and harmful)</li> </ul> | <b>Learning Outcomes:</b><br><b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>• Identify some medicines and the correct ways in which they should be administered (swallowed, inhaled, injected, applied to skin)</li> <li>• Give reasons why we need medicines</li> <li>• Identify some household products that can be harmful if misused</li> <li>• Recognise which health professionals can give us medicines</li> <li>• Identify people we trust to tell us to put things onto and into our bodies</li> <li>• Describe how we know we can trust these people</li> <li>• Explain how to keep safe when taking medicines</li> </ul> |
| <b>Essential skills:</b><br>Managing risk and personal safety<br>Analysing and evaluating situations  | <b>Key Questions:</b> <ul style="list-style-type: none"> <li>• What goes <i>onto</i> our bodies and who puts it there?</li> <li>• What goes <i>into</i> our bodies and who puts it there?</li> <li>• How does it get in and how does it make me feel?</li> <li>• Where do we think it goes?</li> <li>• Who and what helps us to get better when we are ill?</li> <li>• Where do medicines come from that make us better?</li> <li>• Why must we be careful with medicines?</li> </ul>   |

| <b>Year Two</b>   |   |
|---|---|
| <b>Objectives:</b><br><b>To learn:</b> <ul style="list-style-type: none"><li>• About the role of medicines</li></ul>  | <b>Learning Outcomes:</b><br><b>The learner will be able to:</b> <ul style="list-style-type: none"><li>• Describe how some medicines are taken and for what reasons</li><li>• Recognise that medicines have a specific and an individual use</li><li>• Identify the harmful aspects of some household products and medicines</li><li>• Describe ways of keeping safe when using household products (including medicines)</li></ul>      |
| <b>Essential skills:</b><br>Managing risk and personal safety<br>Analysing and evaluating situations  | <b>Key Questions:</b> <ul style="list-style-type: none"><li>• What goes into our bodies and for what reason?</li><li>• Who puts them there?</li><li>• How do they get in?</li><li>• What kinds of medicines help us to get well?</li><li>• How do these different things feel, smell and taste?</li><li>• Which things are safe, not so safe or dangerous?</li><li>• When should we say 'no', 'don't do that' or 'I'll tell'?</li></ul> |
| <b>Additional Guidance:</b><br>Stories where young characters find medical advice or treatment (this could include in the animal world).<br>Invite local health professional in to talk to the children about the role of medicines in helping to keep them well. Show pictures of medicines and household products so that pupils can recognise the difference between the two.<br>Have a sensitivity to and an awareness of any medical issues of pupils. |   |

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| <b>Year Three</b>   |   |
| <b>Objectives:</b><br><b>To learn:</b> <ul style="list-style-type: none"> <li>• About asking for help</li> <li>• techniques to resist pressure</li> <li>• About different kinds of negative pressure</li> </ul>   | <b>Learning Outcomes:</b><br><b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>• Describe ways they can ask for help for themselves or others</li> <li>• Identify people they can ask for help for themselves or others</li> <li>• Explain the importance of continuing to ask for help until people listen</li> <li>• Demonstrate ways to resist pressure</li> <li>• Give examples of situations when they might be put under pressure to do something they are not happy about</li> <li>• Recognise that pressure to do something they are unsure about can come from others</li> <li>• Recognise that pressure to do something they are unsure about can come from themselves and/or the need for approval (see Additional Guidance below)</li> </ul> |
| <b>Essential skills:</b><br>Recognising need for peer approval<br>Resilience<br>Affirming self and others   | <b>Key Questions:</b> <ul style="list-style-type: none"> <li>• Who is responsible for us?</li> <li>• What can we do to make their job easier?</li> <li>• Do we know the rules and risks?</li> <li>• Where/who might pressure to do something dangerous or frightening come from?</li> <li>• Are we sometimes under pressure to do something we feel uncertain about?</li> <li>• What would we do if something dangerous or frightening happened?</li> <li>• How do we say 'no' to something that we are not happy about doing?</li> <li>• Do we have to do something that we think may be dangerous or risky?</li> <li>• Who can help us and how do we get them to listen?</li> </ul>   |
| <b>Additional Guidance:</b><br>Stories where characters get lost and found, or are helped to find a safe way home; stories where less confident characters 'save the day'.  |   |
| <i>Recognise that pressure to do something they are unsure about can come from themselves and/or the need for approval:</i> an example of this is that the pupils may think they ought to do something they may feel unsure about, as it will make others like them. Examples of this could be doing a 'dare' or joining in – 'we're going out, come with us', 'we're all doing it' or 'something has been broken and we're not going to tell'. |   |
| Use a Critical Moment and film clips to distance the learning.  |   |
| Opportunities for visits from individuals or organisations in the locality who are concerned with people's safety.<br>Use role-play/scenarios for resisting pressure.   |   |

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| <b>Year Four</b>  |   |
| <b>Objectives:</b><br><b>To learn:</b> <ul style="list-style-type: none"> <li>• About risk, danger and hazard</li> </ul>  | <b>Learning Outcomes:</b><br><b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>• Explain what a risk is in terms of personal safety</li> <li>• Describe situations that may be dangerous or risky and steps that can be taken to reduce the risk or avoid danger</li> <li>• Describe personal responsibility to self and others when managing risk, danger and hazard</li> <li>• Describe different rules we have in different places, e.g. in the school playground, on the road, at home</li> <li>• Explain why it is important to behave responsibly when pupils are on their own or with friends</li> <li>• Identify where they can get help if they feel a situation is risky or dangerous</li> </ul> |
| <b>Essential skills:</b><br>Making decisions and choices<br>Managing pressure and stress<br>Analysing and evaluating situations   | <b>Key Questions:</b> <ul style="list-style-type: none"> <li>• What do we mean when we say something is risky? How is this different from dangerous?</li> <li>• When are we most at risk?</li> <li>• How do we keep safe?</li> <li>• How do we say 'no'?</li> <li>• How can we change our behaviour to reduce risk and help prevent accidents? At home? At school? Outdoors?</li> <li>• Are we sometimes under pressure to do something we feel unsafe about?</li> <li>• Who can help us?</li> </ul>  |
| <b>Additional Guidance:</b><br>This lesson can be taught in Year 3 or 4.<br>Stories about characters who have adventures alone or in groups; stories where critical moments can be found and alternative endings are developed. Pupils should be given opportunities to explore high or low risk in different situations, e.g. when they are alone, with friends or people they don't know very well.<br>Refer to 'protective behaviour' guidelines if this has been introduced into your school. Practise managing real life situations. |   |

| <b>Year Five</b>   |   |
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| <b>Objectives:</b><br><b>To learn:</b> <ul style="list-style-type: none"> <li>• About what is meant by a habit</li> <li>• How habits are hard to change</li> </ul>   | <b>Learning Outcomes:</b><br><b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>• Explain what a habit is</li> <li>• Describe habits that we have in common</li> <li>• Identify habits that help us and habits that do not</li> <li>• Explain strategies for developing helpful habits</li> </ul> |
| <b>Essential skills:</b><br>Managing pressure and stress<br>Communication of ideas and views<br>Making decisions and choices   | <b>Key questions:</b> <ul style="list-style-type: none"> <li>• Can habits be good or not so good for us?</li> <li>• How can habits make us feel?</li> <li>• How do we recognise not so good habits?</li> <li>• Can we develop good habits?</li> <li>• What helps people to 'break' a habit?</li> </ul>                    |
| <b>Additional Guidance:</b><br>Stories where young characters may be addicted in many ways, for example to a particular sport, hobby, pop group, friendship or place.<br>This session could be taught as part of a focus on drug and alcohol education or in a wider context.<br>Suggested teaching resource: The Christopher Winter Project Drug Education DVD (quality Assured by the PSHE Association).<br>Pupils should have a vocabulary for describing 'habit', including words such as <i>hooked, addicted, dependent</i> . |   |

| <b>Year Five</b>  |   |
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| <b>Objectives:</b><br><b>To learn:</b> <ul style="list-style-type: none"> <li>• About commonly available substances and drugs (including alcohol and tobacco)</li> <li>• About some of the risks and effects of commonly available substances and drugs</li> </ul>  | <b>Learning Outcomes:</b><br><b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>• Identify commonly available substances and drugs</li> <li>• Describe legal substances and drugs used in everyday life</li> <li>• Give reasons for taking legal substances and drugs</li> <li>• Describe some of the risks associated with use both now and in the future</li> <li>• Explain or demonstrate how to manage risks in different familiar situations including managing pressure from others assertively</li> <li>• Identify some illegal substances and drugs and talk about potential risks</li> </ul> |
| <b>Essential skills:</b><br>Active listening<br>Looking at evidence<br>Drawing conclusions  | <b>Key Questions:</b> <ul style="list-style-type: none"> <li>• Who chooses what goes into our bodies?</li> <li>• Is it dangerous? What are the risks?</li> <li>• How will it make us feel?</li> <li>• Will we get into trouble? Why will we get told off?</li> </ul>  |
| <b>Additional Guidance:</b><br>Stories where characters move into a new group which has new or different norms of behaviour which have to be dealt with; stories where the behaviour of characters has an impact on family relationships; stories where the characters overcome setbacks.<br>Pupils are at significant risk in the early stages of drug use from: accidental overdose, poisoning, accidents, problems with parents and the law. Often the focus of substance abuse is on dependence but it can be harmful long before that.<br>Pupils should have opportunities for practising saying 'no'. |   |

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Help pupils to understand that their bodies are still developing, therefore alcohol will affect their bodies differently to how it affects adults.

Suggested teaching resource: Christopher Winter Project Drug Education DVD. Useful websites: FRANK, Alcohol Education Trust, Drink aware, 'Time to change', NHS , ASH.

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| <b>Year Six</b>   |  |
| <b>Objectives:</b><br><b>To learn:</b> <ul style="list-style-type: none"> <li>• About habits in relation to tobacco, alcohol and drug misuse</li> </ul>   | <b>Learning Outcomes: The learner will be able to:</b> <ul style="list-style-type: none"> <li>• Identify how choices can create and maintain a habit</li> <li>• Explain how a habit is sometimes the reason why people smoke, drink alcohol, take drugs to excess</li> <li>• Give reasons why habits can be hard to change</li> <li>• Explain how habits help us to maintain healthy lifestyles</li> <li>• Explain that whilst difficult, habits can be changed or stopped</li> <li>• Recognise when we may need help to 'break a habit'</li> <li>• Identify help available</li> </ul> |
| <b>Essential skills:</b><br>Managing pressure and stress<br>Communication of ideas and views<br>Making decisions and choices  | <b>Key Questions:</b> <ul style="list-style-type: none"> <li>• Who are our role models?</li> <li>• What is our self-image?</li> <li>• Can habits be good or not so good for us?</li> <li>• How can habits make us feel?</li> <li>• How do we recognise not so good habits?</li> <li>• Can we develop not so good habits?</li> <li>• What helps people to 'break' a habit?</li> </ul>   |
| <p><b>Additional Guidance:</b></p> <p>Stories where young characters may be addicted in many ways, for example to a particular sport, hobby, pop group, friendship or place.</p> <p>This session could be taught as part of a focus on drug and alcohol education.</p> <p>Suggested resource: Christopher Winter Project Drug Education DVD, quality assured by the PSHE Association.</p> <p><b>Science programme of study, year 6:</b> <i>Animals including humans - statutory requirements, pupils should be taught to: recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</i></p> <p><b>Notes and guidance (non-statutory) - pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</b></p> |  |

### **In Science – drugs only appear in the Y6 Programme of Study**

**Year 6 – Animals including humans - last module of the Summer Term – from Primary National Curriculum for Science:**

| <b>Statutory requirements</b>  |
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| Pupils should be taught to: <ul style="list-style-type: none"><li>• identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li><li>• recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li><li>• describe the ways in which nutrients and water are transported within animals, including humans.</li></ul> |

### **Notes and guidance (non-statutory)**

Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.

Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.

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Resources used, from Hamilton Trust:

Animals including Humans module:

| <b>Session 6: A Healthy Body: Drugs &amp; Alcohol</b> |   |
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| <b>Science curriculum area: Animals incl. Humans</b>  | i. recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function<br>ii. describe the ways in which nutrients and water are transported within animals, including humans            |
| <b>Working Scientifically (UK S2)</b>                 | i. identifying scientific evidence that has been used to support or refute ideas or arguments   |
| <b>Teaching Objectives</b>                            | <ul style="list-style-type: none"><li>To identify how drugs impact on the way the human body functions</li><li>To understand that certain drugs can be used for positive effect in the form of medicine</li></ul> |
| <b>Other Curriculum areas</b>                         | <b>Art:</b> Improve mastery of art and design techniques<br><b>PSHE:</b> Take part in drugs education   |
| <b>Teaching Objectives</b>                            | <ul style="list-style-type: none"><li>To create an aesthetic photo montage that shares a message</li><li>To understand the negative physical, social and emotional impact of drug misuse</li></ul>                |

**Key Vocabulary:** drugs, lifestyle, addiction, disease, medicine, alcohol, cigarettes, stimulant, depressant, analgesic, hallucinogen

| <b>Resources</b>  | <b>Weblinks</b>   |
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| Myth or fact cards, types of drugs, impact of alcohol & cigarettes, suggested Weblinks. | <a href="http://www.bbc.co.uk/education/clips/zgxkq6f">http://www.bbc.co.uk/education/clips/zgxkq6f</a> <a href="http://www.bbc.co.uk/education/clips/zjvxn39">http://www.bbc.co.uk/education/clips/zjvxn39</a> - Teenage pressures: alcohol & cigarettes, BBC; <a href="http://www.thegrid.org.uk/learning/pshe/drugs/materials/documents/drugs_booklet.pdf">http://www.thegrid.org.uk/learning/pshe/drugs/materials/documents/drugs_booklet.pdf</a> - Drugs booklet, Hertfordshire Grid for Learning (Adobe pdf file); <a href="http://www.hampshire.police.uk/internet/asset/70f0a988-3b8b-4504-ad6f-928f28e5c39L/Illegal%20and%20Legal%20drugs%20-%20Worksheet-%20Drugs%20-%20Primary.pdf">http://www.hampshire.police.uk/internet/asset/70f0a988-3b8b-4504-ad6f-928f28e5c39L/Illegal%20and%20Legal%20drugs%20-%20Worksheet-%20Drugs%20-%20Primary.pdf</a> - Legal or illegal, Hampshire Police (Adobe pdf file). |

**Whole Class:** Ensure that this session is approached in alignment with your school's PSHE policy or scheme. You may wish to discuss it with your subject lead. Ensure that you have images and montage equipment ready. Get chn to play 'myth or fact' in teams to explore the truths and myths about the effects of drugs and alcohol. Discuss the answers (see resource) and explain that drugs are substances that cause chemical reactions in the body. Get chn to match the definitions to the drug types: stimulants, hallucinogens, analgesics and depressants (see resource) and share, looking at the long term effects of each.[https://www.drinkaware.co.uk/alcohol-facts/health-effects-of-alcohol/?gclid=CjwKEAjwv7HABRCSzfrjkJPnrWgSJAA45qA2apCrggW1TcdPeEr4ZzqvnG8BeENz4t8YNOWy1u-qbRoCmMDw\\_wcB](https://www.drinkaware.co.uk/alcohol-facts/health-effects-of-alcohol/?gclid=CjwKEAjwv7HABRCSzfrjkJPnrWgSJAA45qA2apCrggW1TcdPeEr4ZzqvnG8BeENz4t8YNOWy1u-qbRoCmMDw_wcB) Point out that drugs are not just illegal substances, but some are also legal, e.g. alcohol, cigarettes, caffeine, and medical drugs used to relieve disease and illnesses (note that these are tested thoroughly before being used). Explain that although medicinal drugs can have a positive impact on the body they need to be taken in the correct dose (overdosing can result in addiction or very negative effects), not in combination with other medicines unless directed to do so. People take *recreational* drugs, such as tobacco and alcohol, because they like the effects they have on their bodies, but they are addictive (check understanding) and about 114,000 people die every year as a result of smoking-related illnesses and that smoking during pregnancy is very dangerous (reduces the amount of O<sub>2</sub> available to growing baby). Also explain that the alcohol in drinks is ethanol, which is a depressant. Small amounts help people relax, but greater amounts lead to a loss of self-control. Alcohol can also damage the liver and brain and may cause weight gain. Of these two, smoking is the drug that has the most direct impact on the heart, but if you gain weight (alcohol) you are putting stress on your heart (see resource for the effects of cigarettes & alcohol on the body). Get chn to 'play' legal/illegal (see link) then discuss the fact that there is a lot of pressure from peers (chn of their own age), and older teenagers to try smoking, alcohol and other drugs and it is sometimes difficult to say no. Watch the videos and share the drugs booklet (**you will need to judge the use of these in terms of your cohort**) and explain to chn that today they will be continuing their healthy bodies advertising campaign to create an artistic advert highlighting the dangers of drugs (including alcohol, cigarettes and medicine abuse) on the body. Explain that once they have created their advert they will have completed all of their art elements for their art exhibition, which will then be ready for display.

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**Activities:** Chn to work in mixed ability gps. **Research:** Chn to investigate the effects of drugs (incl: alcohol and tobacco) on the body, using the recommended reliable websites. Explain that this is to help inform the content of their advertising campaign. **Drugs advert:** Chn to create an advertising campaign in the form of a photomontage to raise awareness of the impact that drugs have on the body. Chn's messages can be anything from the general negative effects on the body, to how to take medicines safely, to highlighting the impact of specific types of drugs. The message is entirely up to each gp but it must be a message that incorporates the 'science' of drugs in the form of a slogan (e.g. "just one couldn't hurt... drugs can kill"). Show chn examples to help stimulate their own ideas. They can also use the images provided or find more of their own (in a safe image search) to make their advert.

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|-----------------|---|
| <b>Plenary</b>  | Look at chn's adverts and discuss their impact (both visually and the message portrayed). Discuss how to deal with pressure or tricky situations when it comes to drugs (recap on the leaflet). Now discuss how chn would like to put their exhibition together – in the classroom or hall? Who are their target audience and how will they organise the various pieces (encourage them especially to think about the sound and video installations – they may want to have the heartbeat installations running back to back as a background track, while the TV adverts could be accessed on a screen with headphones). Ensure that the chn take ownership of how they want the exhibition to be created – you may wish to use a final science session to create and present this. |
| <b>Outcomes</b> | Children will <ul style="list-style-type: none"><li>• Identify the effects of drugs on the human body</li><li>• Create a print advert that explores the impact of drugs and alcohol on the human body</li><li>• Exhibit all art from the block in a 'human body' exhibition</li></ul>   |

## **Drug and Alcohol Policy**

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The school uses the **PSHEE programme from the PHSE Association** to deliver its drugs education programme. The areas from the PSHE Programme of study which cover drugs and alcohol are listed below and the document from the PSHE Association forms an additional reference document.

|                           |     |
|---------------------------|-----|
| Health and Wellbeing      |     |
| KS1                       | KS2 |
| H1                        | H1  |
| H6                        | H3  |
| H10                       | H4  |
| H30                       | H10 |
| H31                       | H14 |
| H33                       | H40 |
| H37                       | H43 |
|                           | H46 |
|                           | H47 |
|                           | H48 |
|                           | H49 |
|                           | H50 |
|                           |     |
| Relationships             |     |
| KS1                       | KS2 |
| R5                        | R9  |
| R19                       | R15 |
| R20                       | R18 |
|                           | R28 |
|                           | R29 |
|                           |     |
| Living in the Wider World |     |
| L1                        | L1  |
|                           |     |

### **6.2 Staff Support and Training**

The school is committed to providing drug awareness training in the induction of all staff working at the school and on an ongoing basis for staff involved in drugs education.

### **6.3 Management of an Incident**

- Where there is evidence or suspicion that a pupil has drugs in their possession, has used drugs or has passed/sold on drugs to another person, the school will initially seek medical attention for the child if needed as per 7.3.
- The school will follow its Behaviour and Exclusion Policies and may also use its power to search a pupil. Sanctions will be applied as outlined in the Behaviour and Exclusion Policies.
- Where it is believed that a parent or carer is under the influence of drugs (including alcohol) on the school premises, they will be asked to leave. If they are due to collect their child, then they will be asked to make alternative arrangements and the child will be withheld to ensure their safety. If a parent or carer refuses to leave, the Headteacher or their representative should call the police. Where there are serious or ongoing concerns

## **Drug and Alcohol Policy**

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about the adult's presentation and drug use, the school may consider banning a parent from entering the school site.

- See Appendix B – Responding to incidents involving drugs.

### **6.4 Police and Emergency Involvement**

- The school will immediately refer illegal or unlawful incidents to the police.
- See Appendix A for guidance on drug situations linked to medical emergencies.

### **6.5 The Needs of Pupils**

The school will exercise its pastoral responsibilities and always look to support pupils and ensure that pupils have access to appropriate support and guidance.

### **6.6 Information Sharing**

If the school has concerns about a child's safety, the school will share information with law enforcement agencies and safeguarding agencies as outlined in the Safeguarding Policy. This includes working in partnership with external agencies.

### **6.7 Involvement of Parent/Carer(s)**

The school will inform parents and carers of any drug related incidents, unless in very rare circumstances this would heighten the risk to the child

### **6.8 Staff Conduct and Drug Use**

All staff are required to adhere to the Staff Code of Conduct. Staff are subject to the Cognita disciplinary and other HR procedures should they breach policy.

### **6.9 The Role of the Headteacher**

- The Headteacher takes overall responsibility for the implementation of this policy.
- The Head will ensure that all staff dealing with substance issues are adequately trained and supported.
- Cognita cannot knowingly allow premises to be used for the production or supply of any controlled drug. Where it is suspected that substances are sold on the premises, details of those involved, together with as much information as possible, will be automatically passed to the police.

## **7 Implementation of this Policy**

7.1 Schools are strongly advised to adopt the procedures set out in [DfE and ACPO Drug Advice for Schools \(DFE-00001-2012\)](#) when dealing with incidents involving substance misuse or supply on the premises/during the school day or during school trips and visits, etc.

7.2 The Headteacher should ensure that all staff, parents/carers and pupils are reminded of these procedures on an annual basis.

7.3 Situations requiring first aid will be dealt with immediately as per the school's agreed policies and procedures. Information about emergency help for people who have had a bad reaction to drugs can be found at <http://www.talktofrank.com/emergency-help>.

7.4 In cases of substance misuse or supply on the premises during the school day or during school visits, medical attention will first be sought where needed as per 7.3. At an appropriate time, the case will be discussed with the young person and a written record taken (see Appendix C). Parents/carers will be informed by the Headteacher as soon as possible following an incident. The support of outside agencies will be sought if appropriate, including making referrals to children's social care if risk is identified for the child misusing/dealing drugs.

- 7.5 While there is no legal obligation to inform the police, they may be involved at the discretion of the Headteacher in consultation with the Director of Education. The school will consider each incident individually and will employ a range of responses to deal with individual incidents. The Headteacher will inform the Director of Education in relation to all drug-related incidents.
- 7.6 If there is a significant seizure of a suspected illegal substance, schools should inform the police at an early stage and take steps to minimise handling the substance to aid future forensic investigation.

## **8 Specific Procedures**

### **8.1 Dealing with Information and Confidentiality**

- Schools are an important source of support for pupils experiencing problems with drugs and must ensure that all staff (teaching and non-teaching) understand the limits of confidentiality, balancing the desire to maintain confidentiality and support the young person with the duty to safeguard and promote the welfare of the young person and others. The school Safeguarding and Child Protection Policy and Procedures must be followed. Staff cannot and should not promise confidentiality to the pupil.
- There are important reasons why personal and sensitive information needs to be shared in relation to child protection (e.g. when working with the police, referral to external agencies, etc.). Data protection legislation, namely, the General Data Protection Regulation 2016 (as amended, extended or re-enacted from time to time) and Crime and Disorder Act allow personal information to be shared if there is an over-riding public interest in the first instance, or to prevent crime and disorder in the second. However, in assessing the suitability of sharing information, all efforts should be made to encourage the young person to give their informed consent. If a decision is taken to share confidential information, a written record of any concerns, including the reasons for breaching a pupil's confidentiality, should be made.
- The following questions should also be considered:
  - How serious is the situation?
  - What immediate and significant risk does the young person face?
  - What implications (both positive and negative) could keeping a confidence have?
  - Could there be a transfer of risk to other children?
  - Could significant harm result from keeping the young person's disclosure confidential?
  - If a confidence needs to be broken, the school should explain to the young person (and parents/carers as appropriate): why the confidence was broken, who will be/has been informed, what will be/was disclosed, how the information will be used and that their privacy will be respected.

### **8.2 Parental Substance Misuse**

- Parental substance misuse has the potential to impact negatively on outcomes for children and young people. 'Hidden Harm: Responding to the Needs of Children of Problem Drug Users' ( ACMD: 2003) estimated that 2-3 per cent of children are affected by problematic parental substance use. This estimate only covers parents with serious dependencies on heroin and crack cocaine, and does not account for children affected by alcohol or other drug use in the household.
- Substance use in itself is not a reason for considering a child to be suffering or at risk of suffering significant harm, although it may be a contributing factor.
- The DSL or Head will liaise with the police and/or external agencies where required.

### **8.3 Legal Drugs**

The police will not normally need to be involved in incidents involving legal drugs, but schools may wish to inform trading standards or police about the inappropriate sale or supply of tobacco, alcohol or volatile substances to pupils in the area.

### **8.4 Controlled Drugs (including New Psychoactive Substances)**

In taking temporary possession of suspected controlled drugs, the school will:

- Ensure that a second adult witness is present throughout;
- Seal the substance in a plastic bag and include details of the date and time of the seizure/find and the witness present;
- Store it in a secure location, such as a safe or other lockable container with access limited to senior members of staff. DO NOT dispose of the substance since disposal can now only be done by the constabulary;
- Notify the police without delay, who will collect it and then store or dispose of it in line with locally agreed protocols. The law does not require a school to divulge to the police the name of the pupil(s) from whom the drugs were taken but the police advise that this is disclosed. The school should determine their position on this in advance to ensure consistency of approach;
- Record full details of the incident, including the police incident reference number if they are involved;
- Inform parents/carers,
- Identify any safeguarding concerns and respond appropriately; and
- If there is a significant seizure of a suspected illegal substance, schools should inform the police at an early stage and take steps to minimise handling to aid future forensic investigations.

### **8.5 Searching, Screening and Confiscations**

DfE guidance states that: school staff can search a pupil for any item if the pupil agrees, noting that the ability to give consent may be influenced by the pupil's age or other factors. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions without consent where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items include alcohol and illegal drugs. The law says that the person conducting the search may not require the pupil to remove any clothing other than outer clothing.

### **8.6 Use of External Input**

- Children and young people often find visitors to school a useful and informative part of their learning, but equally research suggests that for visits to be successful there should be a shared understanding about the nature and content of the session/s. Government guidance is that schools should exercise caution with the use of visitors as there is some evidence that particular messages can have a detrimental impact on young people's intentions to resist using drugs including alcohol. Particular caution should be used when visitors have had first-hand experience of problematic drug use.
- Schools should ensure that visitors are appropriately qualified and trained to deliver work with children and young people in a school setting. They should also be aware of good practice that recommends the avoidance of shocking images and inappropriate descriptions of drug use, have a clear understanding of the aims and objectives of the session and have seen and understood this policy.
- Visitors must be briefed on any particular sensitivities that there may be in the pupil group – these may include identified drug issues by particular pupils or their families – as well as any broader needs within the group. Teachers should negotiate the content of the session which is linked to the broader drug education and PSHE delivered by the school and relevant to the identified needs of the pupils. Visitors should be made aware by the

teacher of the school's protocols for dealing with any disclosures or distress shown by pupils during the session.

- Teachers should be present at all times when such a visitor is in the class, and be ready to be an active participant in these sessions. They should ensure that they reflect on the learning from particular sessions with pupils and visitors, assessing the learning, and building skills to support and enable pupils to make healthy choices and to avoid risk-taking behaviour. Teachers should follow-up any unresolved issues or concerns and extend the learning begun by the visitor.

### **9 National Support and Advice from Organisations**

- Drinkline: A free and confidential helpline for anyone who is concerned about their own or someone else's drinking: 0800 917 8282.
- Family Lives: A charity offering support and information to anyone parenting a child or teenager. It runs a free-phone helpline and courses for parents: 0800 800 222.
- FRANK: National drugs awareness campaign to raise awareness among young people and their parents/carers: [www.talktofrank.com](http://www.talktofrank.com). Schools can receive free resources, updates, newsletters etc.
- Smokefree: NHS stop smoking support: [www.nhs.uk/smokefree](http://www.nhs.uk/smokefree).
- FRANK: Advice on what to do to help someone who's having a bad reaction to drugs: [www.talktofrank.com/emergency-help](http://www.talktofrank.com/emergency-help).
- Resuscitation Council (UK): Guidelines for resuscitation procedures: [www.resus.org.uk/pages/GL2010.pdf](http://www.resus.org.uk/pages/GL2010.pdf).

### Appendix A : Drug situations – medical emergencies

The procedures for an emergency apply when a person is at immediate risk of harm. A person who is unconscious, having trouble breathing, seriously confused or disorientated or who has taken harmful toxic substance, should be responded to as an emergency.

**The main responsibility is for the pupil at immediate risk, but you also need to ensure the well-being and safety of others. Put into practice your school's first-aid procedures. If in any doubt, call medical help.**

#### Always:

- assess the situation
- if a medical emergency, send for medical help and ambulance

#### Before assistance arrives

##### *If the person is conscious:*

- ask them what has happened and to identify any drug used
- collect any drug sample and vomit for medical analysis
- do not induce vomiting
- do not chase or over-excite them if intoxicated from inhaling a volatile substance
- keep them under observation, warm and quiet

##### *If the person is unconscious:*

- ensure that they can breathe and place in the recovery position
- do not move them if a fall is likely to have led to spinal or other serious injury which may not be obvious
- do not give them anything by mouth
- do not attempt to make them sit or stand
- do not leave them unattended or in charge of another pupil
- notify parents/carers

##### *For needle stick(sharps) injuries:*

- encourage wound to bleed. Do not suck. Wash with soap and water. Dry and apply waterproof dressing
- if used/dirty needle seek advice from a doctor

#### When medical help arrives

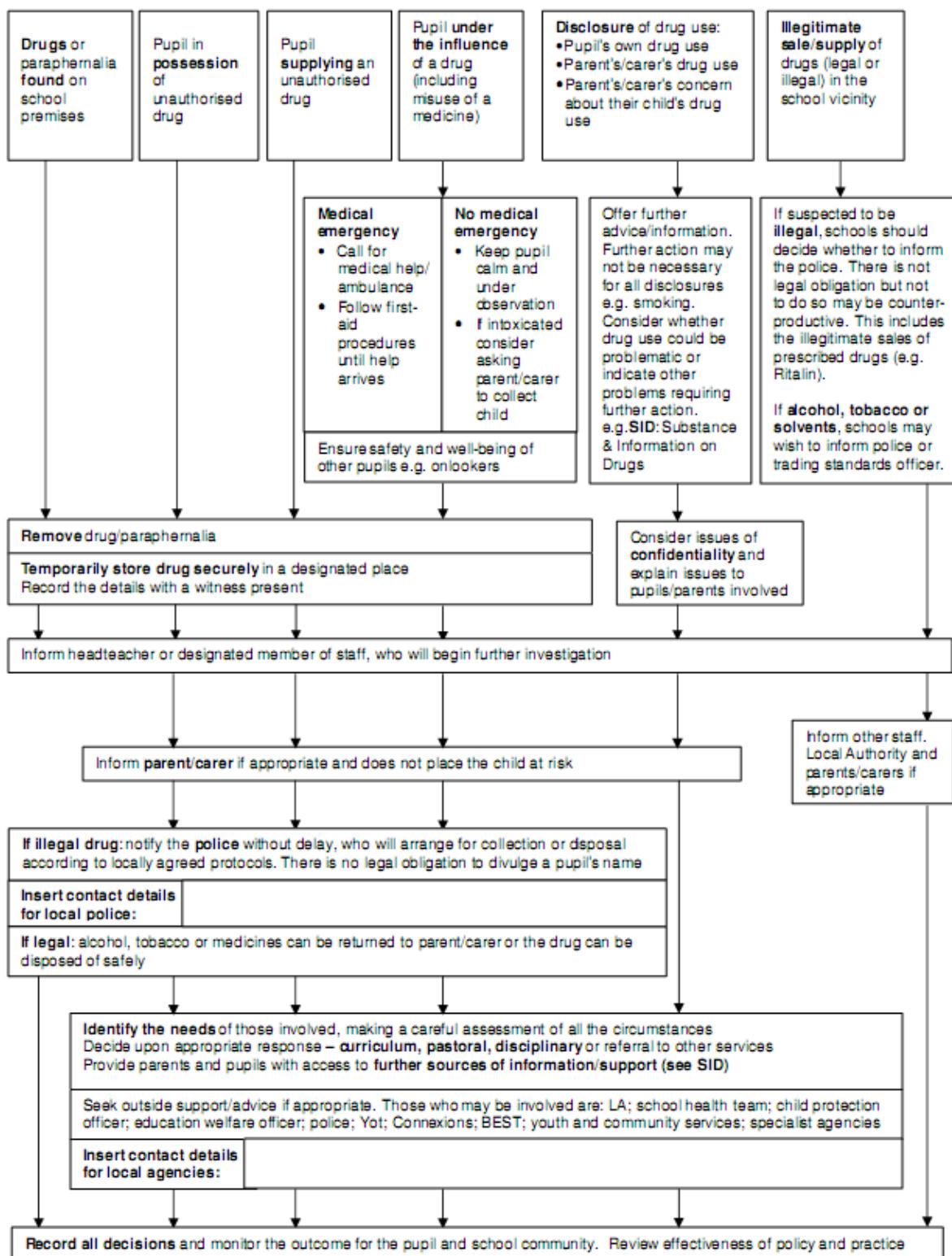
- pass on any information available, including vomit and any drug samples

Complete a medical record form as soon as you have dealt with the emergency.

*This form is based on Appendix 9 of Drugs: guidance for schools.*

"Drugs" refers to all drugs including medicines (prescription and "over the counter"), volatile substances, alcohol, tobacco and illegal drugs

### APPENDIX B: Responding to incidents involving drugs



### Appendix C: Record of incident involving unauthorised drug

- 1 For help and advice, telephone the LA
- 2 Complete this form WITHOUT identifying the pupil involved
- 3 Copy the form
- 4 Send the copy within 24 hours of the incident to the LA
- 5 KEEP the original, adding the pupil's name and form – store securely

Tick to indicate the category:

- |  |   |                          |
|--|---|--------------------------|
| Drug or paraphernalia found ON school premises       | <input type="checkbox"/> Pupil disclosure of drug use           | <input type="checkbox"/> |
| Emergency/Intoxication                               | <input type="checkbox"/> Disclosure of parent/carer drug misuse | <input type="checkbox"/> |
| Pupil in possession of unauthorised drug             | <input type="checkbox"/> Parent/care expresses concern          | <input type="checkbox"/> |
| Pupil supplying unauthorised drug on school premises | <input type="checkbox"/> Incident occurring OFF school premises | <input type="checkbox"/> |

|  |                           |
|--|---------------------------|
| Name of pupil * :  | Name of school:           |
| Pupil's form * : (*for school records only)                    | Time of incident:: am/pm  |
| Age of pupil: MALE / FEMALE                                    | Date of incident:         |
| Ethnicity of pupil ** :  |                           |
| Tick box if second or subsequent incident involving same pupil | Report form completed by: |

First Aid given? YES NO

Ambulance/Doctor called? YES NO  
(Delete as necessary)

First Aid given by: .....

Called by: ..... Time: .....

|  |   |
|--|---|
| Drug involved (if known):<br>(eg. Alcohol, paracetamol, Ecstasy) | Drug found/removed? YES / NO<br>Where found/seized:<br>.....<br>..... |
| Senior staff involved:   | Name and signature of witness:<br>.....<br>.....                      |
|  | Disposal arranged with<br>(police/parents/other): .....               |
|  | At time:<br>If police, incident reference number:                     |

|   |
|---|
| Name of parent/carer informed * : (* for school records only) |
| Informed by: At time:   |

|  |
|--|
| Brief description of incident (including any physical symptoms): |
|--|

|  |
|--|
| Other action taken: (e.g. Connexions or other agency involved, Educational Psychologist report requested, case conference called, pupils/staff informed, sanction imposed, LA/GP/Police consulted) |
|--|

## Drug and Alcohol Policy

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| <b>Ownership and consultation</b>           |   |
|---|---|
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| Document author (name)                      | Karen Nicholson, ADE, reviewed by Alison Barnett 2018 and 2019  |
| Consultation – May 2017                     | Consultation with the following schools: Downsend Epsom Pre-Prep School, Breaside Prep School, Hendon Prep School, Salcombe Prep School, North Bridge House Canonbury School, Huddersfield Grammar School, Hastings School Madrid and El Limonar Villamartin.<br>Education Team representative: Danuta Tomasz, ADE. |
| <b>Audience</b>                             |   |
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| <b>Related documentation</b>                |   |
| Related documentation                       | Safeguarding and Child Protection Policy<br>Behaviour Policy<br>Exclusion Policy<br>SEND Policy<br>Complaint Procedure<br>Educational Visits Policy<br>Health and Safety Policy<br>Curriculum Policy, including PSHEE<br>Staff Code of Conduct<br>Use of Reasonable Force<br>Guidelines on Searching Pupils         |