



Bentilee Nursery School

Policy for Drug Education and the Management of Drug Related Incidents

Date written: Autumn term 14 last update:Autumn Term 22 Review Date: Autumn term 24

Introduction

The misuse of drugs both legal and illegal by children or their parents/ carers can have a serious impact on educational attainment, relationships with family and friends and health and well-being, preventing them from reaching their full potential.

Schools play a fundamental role in providing drug education and in creating a safe and supportive environment that enables children and young people to develop their knowledge, understanding, skills and attitudes to drugs and drug related issues.

It is a government requirement that all schools have an up to date drug education policy that is accessible to all and is reviewed on a regular basis. Schools should also ensure that their policy is developed in consultation with the whole school community including pupils, parents/carers, staff, governors and partner organizations.

Drugs education should be delivered as part of the PSHE curriculum and must fulfil the statutory requirements of the national science curriculum.

A reference copy can be located: in the Policies file situated in the Headteachers office

Context of the school and community

Bentilee Nursery School is situated on a large Local Authority housing estate in the south of the city of Stoke-on-Trent. It has a PAN of 78 places, admitting children on a part-time basis (15 hours per week) from the age of two years until they transfer to the local primary schools' reception classes. The majority of the children transfer to Maple Court Primary School, Eaton Park and St. Maria Goretti which are also situated on the estate.

The school is housed within a new build (2006) LA children's centre, i.e. Treehouse Children's Centre. Although a self-contained establishment with a dedicated entrance for children and parents, we do share some facilities with the Centre i.e. kitchen, car park, staff room. The school also has the opportunity of utilising the Centre's interview rooms, training room and Place Space facilities.

The community which the school serves is one of high unemployment, and consequently has the accompanying social disadvantages associated with long term unemployment. The children enter the school with below national levels of development, particularly in Communication, Language and Literacy and Personal, Social and Emotional Development skills.

Mission Statement

Bentilee Nursery School's mission is to provide high quality care and education, in partnership with our families, in order to encourage an aspiration to achieve successful and healthy lifestyles.

The aims of the school include:-

- A1 to facilitate and run, enjoyable and appropriate play based learning environment.
- A2 to instil an enthusiasm and a positive disposition for continual learning.
- A3 to work with parents to raise the achievement of all pupils;
- A4 to promote children's self-esteem and self-confidence;
- A5 to identify and realise the potential of all our children;
- A6 to provide an inclusive environment in which children with special needs are able to access the full curriculum supported with specific targets to ensure they achieve and succeed.
- A7 to provide a stimulating and attractive learning environment;

A8 to maintain a safe and caring environment in which the children, parents and staff work together.

Policy Development

Name of Co-ordinator: Miss Juliet Levingstone

Those consulted	Method of Consultation	Outcome	Date
Staff (Head Teacher, SMT, PSHE Co-ordinator etc)	Meeting		
Pupils			
Parents/Carers			
Governors			
LA Drug Consultant			
Healthy Schools Programme			
Children Centre Outreach			

The policy will be shared with stakeholders in the following ways:

- This policy will be available for reference as required or requested in the Policy file which is kept in the Headteachers office. This is available to any member of the school community or the Local Authority.
- Be included in induction sessions (for pupils, staff, parents, governors and prospective parents/carers);
- Be mentioned, in part, in staff hand-books, parent/carers booklets or school prospectus.

For the purpose of this policy a 'drug' is a substance people take to change the way they feel, think or behave. This includes both legal and illegal substances, volatile substances (solvents), alcohol, tobacco and prescribed drugs.

The Aim of Drug Education

The aim of drug education provides the opportunity for children to explore and develop their knowledge, understanding, skills and attitudes to drugs and drug related issues to enable them to make informed decisions. Drugs Education:

- ❖ Increases pupils' knowledge and understanding and clarifies misconceptions about:
 - the short and long-term effects and risks of drugs;
 - the rules and laws relating to drugs;
 - the impact of drugs on individuals, families and communities;
 - the prevalence and acceptability of drug use among peers;
 - the complex moral, social, economical and political issues surrounding drugs.

- ❖ develops pupils personal and social skills in order to make informed decisions to keep themselves safe and healthy, including:
 - assessing, avoiding and managing risk
 - communicating effectively
 - resisting pressures
 - finding information, help and advice
 - devising problem-solving and coping strategies
 - developing self awareness and self esteem

- ❖ enables pupils to explore their own and other peoples' attitudes towards drugs, drug use and drug users, including challenging stereotypes and exploring media and social influence.

Drugs Education at Bentilee Nursery School.

Drug education at Bentilee nursery school ensures that through our PSE curriculum, children are given an age related developmental awareness about drugs, medicines and related issues. Through relevant strategies children are empowered to 'stay safe' (ECM) in a number of ways:

- children are made aware of the dangers of drugs and medicines and the correct usage of such substances. This can be through media, circle time, role play, stories, puppet visits and visitors.
- through the Tommy Walks Tall sessions available to all children, staff ensure that children are strong and confident to say 'no' and less likely to be susceptible to bullying or undue pressure from their peers.
- through target PSE small group sessions for selected children, staff aim to ensure that children are emotionally strong, developing high levels of confidence

and self esteem to ensure that they are equipped for a happy, successful and fulfilled life thereby rendering them less likely to be susceptible to substance abuse in the future.

- All staff and governors have been trained in Child Protection to level 1 which supports them in continued vigilance for issues affecting both children and families.
- All staff attend children's meetings each week to discuss children and any issues which have arisen which may affect them.
- The Health visitors in the area hold weekly Health Visitor clinic within the centre and staff are able to discuss issues which may arise concerning children and families, and gain support as required.
- The school has good links with the Community Police Officers for Bentilee who come into school frequently to spend time with our children.

Planning and Teaching Drug Education

Drug education is part of the PSE curriculum and is planned for on a daily basis alongside all other areas of learning in the Foundation Stage curriculum 0-5. Staff plan experiences and activities which reflect children's interests, enthusiasms and daily lives. By doing this we provide a rich environment based on real experiences which are important to the child's life. For the exploration of drug related topics, an example may be that children will visit the local chemist with staff and volunteers and then establish a chemist shop within the nursery setting. Through modelling of play and discussion and conversation with children, staff are able to explore drug related issues and focus on providing pupils with the opportunity to develop their knowledge, understanding, skills and attitudes, within a safe and secure and supportive environment.

Delivery within the school will include a wide range of teaching and learning strategies both indoors and out and the core principles of these would include:

- ensuring that every child succeeds through the provision of an inclusive education within a culture of high expectations
- the purpose of what is to be learned is made clear
- time is given for pupils to reflect, consolidate and apply their learning through sustained play opportunities
- pupils are encouraged to play independently and take responsibility for their own learning.
- building on what learners already know.
- making learning vivid and real - develop understanding through enquiry, e-learning and group problem solving
- making learning an enjoyable and challenging experience - stimulate learning by matching teaching techniques and strategies to a range of learning styles
- enriching the learning experience - infuse learning skills across the curriculum
- promoting assessment for learning - make children partners in their own learning.

A wide range of active learning approaches should be used to ensure that all children actively participate.

Teachers also need to ensure that the resources they use are relevant, up to date and appropriate in order to meet the needs of the children in their care.

Staff development and Support

All staff should have a general drug awareness and a good understanding of the school's policy for drug education and the management of drug related incidents and any other related policies.

It is essential that all staff involved in the teaching of drug education have the opportunity to develop skills and knowledge to enable them when working with young people to confidently address drugs and drug related issues. Activities to help their development can include:

- team teaching or teachers observing other skilled staff with ongoing support from a coach/mentor
- participating in collaborative enquiry and action research supported by teaching networks
- training courses with support to apply learning in the classroom

Assessment, Monitoring, Evaluation and Reporting

At Bentilee Nursery School assessment of children's learning is an ongoing process throughout the year. Staff assess children's learning across all of the seven areas of the curriculum using the Stoke-on-Trent Foundation Stage Assessment document. Staff report to parents on children's progress each. There are parent meetings scheduled each term for key person groups when parents are invited to attend, and the final report to parents is in written form.

Monitoring and evaluating enables the school to identify the relevance and effectiveness of the drug education programme through the teaching activities and resources used and whether they meet the needs and interests of the children.

Managing Drug Related Incidents

Name of staff member responsible for co-ordinating the school's response to drug incidents: Miss Juliet Levingstone.

The primary concern for Bentilee Nursery School is the care and welfare of its children, and families. The school will seek to balance the safety and security of children.

It is essential that the school's drug policy give a clear outline as to their definition of a drug incident. Incidents can involve suspicion, observations, disclosures or discoveries of situations involving illegal and other unauthorized drugs.

Drug Incidents

The school recognises a range of ways in which drug related incidents can impact on the daily life of the school. The main areas of influence are as follows:

- a child taking a tablet or drinking a substance accidentally during play in the home.
- parents who are drug or substance users being responsible for very young and vulnerable children.
- syringes or other drug related equipment being found on school premises.
- a child bringing medication from the home into school.
- a child modelling the use of drug related equipment as part of a role play situation.

The school's response to such incidents would always be one of safeguarding the child. This could take various forms however the school would always involve parents, and the whole range of other relevant agencies in response to such an incident. Agencies which would perhaps be involved dependent on the incident could be Health, Police, Social Services, and other family members etc. A relevant response may be at the initiation of an Early Help or in some instances Child Protection proceedings.

First Aid and Medical Procedures

The school has members of staff that are paediatric first aid trained. This is renewed every 3 years.

We have close links with Health visitors.

In the event of a child with particular medical needs being admitted to the school the Headteacher and Governors would seek advice on administration of other medicines and seek relevant training.

The school has a range of proformas for the reporting of accidents to parents and follows the Local Authority guidelines for the reporting of staff accidents and other incidents.

When a child has a known medical condition this is documented in a number of ways:

- Details of medical needs are first documented at Induction and stay and play visits in the term before the child enters the school.
- Parents fill out a form to give permission for the school's emergency inhaler to be used should breathing difficulties occur whilst in school.

- Asthma sufferers have their inhaler details entered into the Asthma file, which gives details of individual triggers for attack and number of medicinal puffs required.
- Children with medical needs are highlighted to supply staff and their individual needs made known.
- A care plan will be prepared to support staff with all relevant details of emergency care for individual children.
- The school will seek medical advice and training should this be necessary in ensuring the care and safety of the child.
- Staff would always in an emergency call for emergency aid, via the 999 facility.

Temporary Possession of suspect substances.

The law permits school staff to take temporary possession of a substance suspected of being an illegal drug for the purpose of preventing an offence from being committed or continued in relation to that drug providing that all responsible steps are taken to destroy the drug or deliver it to a person lawfully entitled to take custody of it.

In the event of a suspected illegal drug being found or confiscated by a member of staff, the drug would be put in a locked drawer in the Headteacher's office and the Police called. It would remain there until such time as the Police were able to take possession of it. This step would be taken as the incident would be considered by the school to be a dangerous safeguarding incident.

In the event of an unauthorized drug being confiscated by staff it will be put in a locked drawer in the Headteacher's office and the parents of the child called. The drug will either be returned to the parent or destroyed by flushing.

In the event of drug Paraphernalia being found on site the following steps will be followed:

See Health and Safety file for relevant sheet.

Reporting

- The school will refer incidents of this nature to the Community Police Officers who engage with the school and the local community on a regular basis. These are as follows:

Parents / Carers

- Parents and carers will always be involved in discussions with staff should a child be involved in a drug related incident or should their safety have been compromised whilst in the school.
- Parents will be made aware of the importance of the Drugs policy in relation to families and children during the induction of their child into the school. Information about the Policy will be available in the school information for

parents, and listed in the schools Publication scheme. The Policy can be accessed by all stakeholders of the school and will be available in the schools Policy file found in the Headteacher's office.

School procedures for searches

A child will be asked in a sensitive way to empty pockets and bags however if the child does not comply, a senior member of staff will in the presence of a colleague search pockets and bags as appropriate.

Child Protection

The person responsible for child protection within the school is:

Miss Juliet Levingstone the Headteacher.

Please refer to the Child Protection Policy for further information.

Circumstances Defining Where Parents/Carers or Other Agencies Including the Police, may Need to be Notified.

Any response should balance the needs of the individual with those of the wider school community, and aim to provide pupils with the opportunity to learn from their mistakes and develop as individuals.

Drug/alcohol related problems are rarely, if ever, isolated and are usually indicative of wider issues in a young person's life. A holistic approach is essential when assessing drug/alcohol use and other factors that are impacting on a young person's life and behaviour. Schools should develop a range of responses in line with local protocols. Schools have a role in identifying pupils who have drug related needs. The process of identifying needs should aim to distinguish between those who could benefit from targeted prevention, and those who require a more detailed assessment of their needs.

Staff have no legal obligation to report an incident involving drugs to the police. However, schools need to work in partnership with the police to outline:

- when an incident can be managed internally by the school
- when the police should be informed or consulted
- when the police should be actively involved
- when a pupil's name can be withheld and when it should be divulged to the police

Schools should make a full record of unauthorised drug incidents. Storage of sensitive information about pupils or staff should be stored in accordance with the requirements of the Data Protection Act 1998.

Responsibilities

The Headteacher, staff and Governors and Parents and Carers have responsibility to ensure the implementation of the Policy for Drug Education and the Management of Drug Related Incidents.

Equal Opportunities

Staff agree that all children and families regardless of gender or ethnicity will be treated equally by using the strategies in this policy.

Monitoring Review and Evaluation

The policy and procedures will be evaluated according to the date of the review or sooner as deemed necessary.

Reporting

This policy is available to:

- All staff
- Bentilee Nursery School staff
- SENSS staff and outside agencies working in the school
- Colleges / schools using us as a learning / teaching base
- Parents
- Governors
- Treehouse Children's Centre SLT.

A copy of this document will be available in the nursery policy file.

Other supporting policies include the:

- Safeguarding Policy
- Health and Safety Policy
- PSE Development Policy

The whole school community shares a responsibility in the successful implementation of this policy.