



ABERCORN SCHOOL DRUGS AND ALCOHOL POLICY

This policy also applies to the EYFS

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September 2023	September 2024	2023.01

Signed: Mr John Clarke (Chair of Board)

Links to other policies

This Drugs and Alcohol policy is linked to:

- *Anti-bullying policy*
- *Complaints policy*
- *Medical policy*
- *Mental Health and Wellbeing policy*
- *Pastoral Care and Pupil Support policy*
- *PSHCE Policy*
- *Safeguarding and Child Protection policy*
- *Safer Recruitment policy*
- *SMSC policy*

Drugs within the School community

At Abercorn, the possession, use or supply of illegal and other unauthorised drugs within the School boundaries is unacceptable.

Terminology

Drugs are substances people take to change the way they feel, think or behave.

They include:

- *all illegal drugs (those controlled by the Misuse of Drugs Act 1971);*
- *all legal drugs, including alcohol, tobacco, volatile substances (those giving off a gas or vapour which can be inhaled), Ketamine, Khat and alkyl nitrites (known as poppers);*
- *all over the counter and prescription medicines.*

Foreword

Drugs of any kind may be harmful and may have dangerous repercussions that could impact on the individual concerned, as well as the wider community. At Abercorn, our specific concerns are with three main bodies of people: the pupils, the staff, and parents.

Pupils: drugs could impact on their education, their relationships and have an adverse effect that would stop them fulfilling their potential.

Staff: use of drugs could affect their ability to teach, their relationships, and impede personal development.

Parents: drug abuse could call into question their parenting skills and affect relationships.

In addition, the health and safety of all parties could be a cause for concern, and it is therefore the School's aim to be aware of the implications of drug use and to ensure that all those associated with the community have guidance to cope with this complex social issue.

Objectives

- *to provide support to all parties in all matters relating to drug education;*
- *to enable pupils to develop their knowledge, skills, attitudes and understanding about drugs at an appropriate level;*
- *to help pupils to appreciate the benefits of a healthy lifestyle;*
- *to discuss at an age appropriate level, the risks associated with drug use; · to take into consideration the pupils' existing knowledge and understanding;*
- *to identify those individuals who might be vulnerable to drug misuse;*

- *to assess pupils' learning and to monitor, evaluate and review the most appropriate ways to provide drug education;*
- *to have access to up-to-date information about sources of help and advice.*

Drug education at Abercorn

Teaching drug education at an appropriate level is considered a major component of drug prevention. This in turn aims to minimize drug use, delay the age of onset of first use, reduce the harm caused by drugs and enable those who have concerns about drugs to seek help. It also provides opportunities for pupils to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle.

Providing drug education should:

- *increase pupils' knowledge;*
- *clarify misconceptions;*
- *develop pupils' personal and social skills;*
- *enable pupils to make informed decisions;*
- *enable pupils to explore their own and other peoples' attitudes;*
- *encourage pupils to challenge stereotypes and explore media and social influences.*

Drug education is an entitlement for every pupil and is supported by Section 351 of the Education Act 1996 which requires every school to provide a balanced curriculum which:

- *promotes the spiritual, moral, cultural, mental and physical development of all pupils and of society;*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of adult life.*

Drug education at Abercorn is touched upon within the PSHE curriculum, as and when appropriate, generally only with older pupils, and through the Science curriculum. Many of the skills and attitudes developed and explored through drug education are common to other aspects of PSHE, for example personal safety and relationships, peer pressure, emotional health and well-being, and sex education.

Citizenship discussions can contribute to drug education also, as pupils are encouraged to understand rules and laws, rights and responsibilities, different points of view, and moral, social and cultural issues.

Continuity and progression

Key Stage 1

At this level pupils learn in general class activities about being safe with medicines and household substances, the basic skills for making healthy choices and following safety notes.

Key Stage 2 and above

Skills established at Key Stage 1 are reinforced and developed so that pupils at Key Stage 2 and above can begin to understand about the effects and risks of alcohol, tobacco, and volatile substances, and can learn basic risk assessment. They are encouraged to make informed choices about their health, how to resist peer pressure and to take responsibility for their own actions.

Specific drugs

Drug education generally includes teaching about all drugs including illegal drugs, alcohol, tobacco, volatile substances and over-the-counter and prescription medicines. At Abercorn the

teaching is dependent on the age and maturity of the pupils, and the appropriateness of the subject. Pupils are taught that all drugs have the potential to cause harm; that using drugs in combination can increase risk; and that legal drugs can be as addictive as some illegal drugs.

Alcohol

Alcohol is readily available and generally considered socially acceptable in most, but not all cultural groups. It is important therefore, that children are educated about the effects of alcohol and how to reduce alcohol-related harm. The aim of discussing alcohol abuse at Abercorn is to reduce the risks associated with the pupils' own and others' drinking.

Tobacco

Smoking in the U.K. is the single greatest cause of preventable illness and early death, and affects pupils as young as primary age. At Abercorn, there is an awareness that the School has an important role to raise pupils' understanding of the health risks associated with smoking. The emphasis is on providing information and developing attitudes and skills which will help pupils to not take up smoking, and supporting those who want to stop.

Cannabis

Smoking cannabis can result in short term memory loss and loss of concentration. Long term, it damages the respiratory function and is linked to lung cancer. Continued use can result in serious psychological dependence and mild withdrawal symptoms, and possibly mental illness and schizophrenia.

Volatile substances

This includes the deliberate inhalation of substances such as lighter fuel, glue or aerosols and is responsible for more deaths in young people aged 10-16 than illegal drugs. As and when this might be discussed at Abercorn, the emphasis is on avoiding the early onset of experimentation and the availability of products open to abuse within the home and school.

Class A drugs

Including cocaine, crack, ecstasy and heroin, these drugs have a low impact on primary aged pupils, although 1% of 11 year olds are reported to experiment. At Abercorn, if this subject is discussed, the emphasis will be on keeping safe around discarded drug paraphernalia.

Teaching drug education at Abercorn

This should take into account:

- *pupils' existing knowledge and understanding;*
- *pupils' diversity;*
- *pupils' who require medication.*

Existing knowledge and understanding

Most pupils are likely to know something about drugs although this knowledge may be inaccurate, incomplete or based on myth. The content of lessons needs to be credible and relevant to the age and maturity of the class.

Diversity

Staff involved use a variety of methods and strategies to cater for the range of attainment of the pupils and their diverse needs. They are sensitive to the fact that pupils may have varying attitudes

which are influenced by their cultural and religious backgrounds.

Pupils using medication

The emphasis will be on the appropriate use of medication and an awareness of managing medication responsibly. This will include the importance of taking medicine in accordance with the given instructions, not sharing medicines, and not combining medication with alcohol or other substances.

Staffing

Drug education is more effective when taught by teachers who have the necessary subject knowledge and who are able to employ appropriate teaching methods. From Nursery to Year 8, the PSHCE programme is taught by Form teachers, who are to be familiar with the drug education policy relevant to the age range they teach. Support is available from the PSHCE and Science Co-ordinators, and the School's SLT to help maintain standards, ensure progression and continuity and to prepare teachers for their pastoral responsibilities.

Assessment

This should include pupils reviewing the topic and understanding how they can improve and broaden their learning. They should be encouraged to identify areas in which the drugs education programme could be relevant to them, and how feelings and attitudes have been influenced through discussion. Assessment is not necessarily done formally and may be evident through oral work and question and answer sessions. Progress and achievement in drug education should form part of the PSHCE section of the curriculum.

Good management of drugs at Abercorn

As stated previously, the possession, use or supply of illegal and other unauthorized drugs within the School boundaries is unacceptable. At Abercorn, incidents involving pupils and drugs could be deemed unlikely, and it is more likely to involve medicines, tobacco, solvents, or alcohol, and feasibly relate to staff/parents'/carers' drug use, or finding drug paraphernalia.

Defining School boundaries

This includes:

- *the School site;*
- *the usual working day, between 7.00 a.m. and 6.00 p.m.*
- *journeys in school time;*
- *residential trips;*

Rules relating to Staff use of alcohol may vary from the above and are considered separately later in the Policy.

Helping to reduce the impact of risk factors can be managed in the following ways:

- *providing supportive and safe relationships;*
- *ensuring regular School attendance;*
- *providing strategies to help pupils cope with academic and social pressures;*
- *encouraging good social skills;*
- *promoting realistic self-awareness and self-esteem;*
- *ensuring good knowledge of the risks of drugs;*
- *promoting a healthy lifestyle;*
- *promoting participation in extracurricular activities;*
- *providing counselling and other support mechanisms.*

Pupils whose parents/carers or family members misuse drugs

At Abercorn we aim to be aware of the impact that parental or family member drug misuse can have on the pupils and their education. Children whose parents/carers misuse drugs may be at greater risk of emotional and/or physical harm, and may suffer neglect.

We endeavour to be alert to behaviour which may indicate that the child is experiencing difficult home circumstances. This may manifest itself through:

- *disturbed or anti-social behaviour;*
- *running away from home;*
- *loss of concentration;*
- *reluctance to form relationships;*
- *the child taking on parental responsibilities at home;*
- *troubling emotional behaviour.*

All Staff are encouraged to raise concerns in the Staff Room with colleagues, to raise matters in the weekly Staff Meetings, or to direct their worries to the Deputy Head and/or Headmaster. Vulnerable pupils, once identified, receive support through the curriculum, the pastoral system or by reference to other services. In managing issues of this nature, there is regard to confidentiality, but teachers *should not promise total confidentiality*. If a pupil discloses information which is sensitive, not generally known, and which the pupil asks not to be passed on, the request is honoured unless it is unavoidable in order for the Staff to fulfil their professional responsibilities in relation to:

- *child protection;*
- *co-operating with a police investigation;*
- *referral to external services.*

If a child's safety is under threat, it may be necessary to involve the Barnet MASH team or police.

Legal Implications

It is an offence under Section 8 of the Misuse of Drugs Act 1971 for schools to knowingly permit the supply or production of any illegal drugs on the premises. However, there are instances where other drugs may legitimately be in school.

Medicines

Some pupils require medicines that have been subscribed for a medical condition. *All* medicines at Abercorn are given to the Welfare Officer and are administered according to the School's Policy on this subject.

Volatile Substances

At Abercorn, great care is taken with the legitimate use of solvents or hazardous chemicals, the secure storage of these substances, and the appropriate management and access to the substances. When volatile substances are stored in school for legitimate reasons e.g. science teaching, cleaning or grounds maintenance, they are used according to separate documents e.g. The Science Handbook, Health and Safety policy and COSH register data sheets.

Alcohol

No pupils are ever allowed alcohol, even at community events with parents/carers in attendance.

It is an offence under the Licensing Act 1964 to sell alcohol without a licence. For school functions an 'occasional licence' is obtained if necessary, although this is not required if alcohol is offered

where no sale takes place.

Tobacco

No member of staff; pupil, parent/carer or other visitor is allowed to smoke on the School site.

CODE OF PRACTICE FOR STAFF

Alcohol

As noted in the Staff Handbook, no member of Staff should consume alcohol on site, except out of school hours, or on special occasions and with the knowledge of the Head.

Special Occasions might include:

- *Post event celebrations;*
- *End of term lunches or farewell gatherings;*
- *Alcohol should also not be consumed by staff on a day or residential trip, even after the pupils have gone to sleep.*

Abuse of this policy either in School, or on residential trips where staff have responsibility for the safety of pupils could lead to disciplinary action and/or dismissal from post.

Tobacco

As noted previously, the School is a no smoking site.

Drugs

Use of illegal drugs in school or on residential trips would result in disciplinary action and almost certain dismissal under the terms of the School Contracts.

Misuse of legal or authorized drugs leading to a member of staff being incapable of performing his/her duties responsibly would be taken very seriously, and monitored and reviewed carefully, in the interests of personal safety, and that of the pupils.

CONTENT OF AND PROGRESSION WITHIN DRUG EDUCATION

Knowledge and Understanding		
EYFS	Key Stage 1	Key Stage 2 and above
Pupils should be taught:	Pupils should be taught:	Pupils should be taught:
.	<ul style="list-style-type: none"> • <i>to agree and follow rules for their group and class room, and understand how rules can help (e.g. safety etc.);</i> • <i>about the role of drugs as medicines;</i> • <i>that all household products, including medicines can be harmful if not used properly; rules for, and ways of, keeping safe e.g. road safety, safe storage and use of medicines;</i> • <i>people who can help e.g. police, ambulance etc.</i> 	<ul style="list-style-type: none"> • why and how rules and laws are made and enforced; • the effects of tobacco, alcohol and drugs on the human body; • healthy lifestyle, including exercise, healthy eating and making informed choices; • bacteria and viruses can affect health and that simple rules can reduce spreading; • which commonly available drugs and substances are illegal or legal, their effects and risks; • resisting peer pressure to do wrong; • school rules about health and safety, basic emergency first aid procedures and help; • what support is available.

Skills

<p><i>Pupils should be taught:</i></p>	<p><u>Key Stage 1</u></p> <p>Pupils should be taught;</p> <ul style="list-style-type: none"> • to share opinions and to explain their views; • to recognise, name and deal with feelings in a positive way; • to recognise choices and the difference between right and wrong; • to make choices to improve their health and well-being; • to take and share responsibility. <p><u>Key Stage 1</u></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • <i>to participate in discussion one-to-one, or in a class;</i> • <i>to debate;</i> • <i>to feel positive about themselves;</i> • <i>to consider social and moral dilemmas in everyday life.</i> 	<p><u>Key Stage 2 and above</u></p> <p>Pupils should be taught;</p> <ul style="list-style-type: none"> • to talk and write about their opinions and to explain their views on personal issues and society; • how rules and laws are made and enforced; risk assessments in different situations; • peer pressure can lead to problems; • who to turn to for advice; • to recognise and challenge stereotypes; • to find information and advice. <p><u>Key Stage 2 and above</u></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • <i>to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</i> • <i>to take responsibility;</i> • <i>to consider social and moral dilemmas.</i>
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