



## **Yeadon Westfield Junior School Drug & Substance Misuse Policy**

Written in consultation with staff. PSHE Co-ordinator: Helen Swallow	September 2024
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Governors' Committee:	TLPS

**We welcome our duties under The Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the protected characteristics of all stakeholders including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race; religion and belief, sex or sexual orientation.**

**We recognise the Public Sector Equality Duty to assess the impact of our policies and practices on staff and pupils and take action to remove any obstacles identified across all areas of school life, including Policies.**

**We believe that every person has a fair and equal opportunity to succeed, regardless of their age, gender, ethnicity, ability or cultural or religious background, sexuality or disability. We embrace all aspects of global citizenship and community cohesion, promoting British Values throughout all aspects of school life, actively tackling prejudice or extreme views.**

**This school is committed to safeguarding and promoting the well-being of all children and expects our staff and volunteers to share this commitment.**

**Yeadon Westfield Junior School is required to keep and process certain information about its staff members and pupils in accordance with its legal obligations under the General Data Protection Regulation (GDPR).**

**The school may, from time to time, be required to share personal information about its staff or pupils with other organisations, mainly the LA, other schools and educational bodies, and potentially children's services. This policy is written in line with our agreed policy for GDPR.**

# **YEADON WESTFIELD JUNIOR SCHOOL (YWJS) DRUG & SUBSTANCE MISUSE POLICY**

This policy sets out the school's approach to drug education and how the school will respond to drug related incidents within the responsibilities of the school. This policy has links with the following school policies: PSHE & RSE, Safeguarding & Medicine.

This guidance incorporates advice from the following documents:

- 2017 Drug Strategy, Home Office  
<https://www.gov.uk/government/publications/drug-strategy-2017>
- Drug Advice for Schools from the Department for Education and the Association of Chief Police Officers (2012)  
<https://www.gov.uk/government/publications/drugs-advice-for-schools>

## **To whom does the policy apply?**

This policy applies to all of the following people when they are on the school premises: pupils, staff, parents / carers and visitors. Breaches of this policy by any of those mentioned will be dealt with by the Head teacher (or Deputy Head in their absence) / Governing body. This policy also applies to pupils and staff when off-site when staff act in loco parentis; this includes all educational visits.

Although the school is not responsible for pupils travelling to and from school we will work with parents and / or other agencies should any problems be identified. The school is responsible for pupils during break and lunchtimes and this policy applies during these times. It also affects the use of school premises after normal school hours. Organisers of any after school events should be made aware of the policy and their responsibility to implement it.

## **Definition of a drug**

For the purpose of this policy the following definition of a drug will apply: "a substance people take to change the way they feel, think or behave." This includes:

- All illegal drugs - those controlled by the Misuse of Drugs Act 1971 which now includes Novel Psychoactive Drugs (NPS) (previously known as legal highs).
- All legal drugs including alcohol, tobacco / e-cigarettes (vapes), volatile drugs, alkyl nitrites (poppers).
- All over the counter and prescription medicines (misuse of).

It is recognised that there is no such thing as a safe drug and any drug use has associated risks and benefits.

### **Overall aims of the policy**

- To provide a framework for effective drug education
- To provide systems for dealing with drug related incidents within the school environment.
- To ensure that the school's drug education programme reflects the aims and values of the school and its Governing Body.

### **Roles and responsibilities**

#### **Governors**

Governors are responsible for the approval of the Drug Education Policy, ensuring it is disseminated to the wider school community and for reviewing the effectiveness of the policy. This includes ensuring the statutory requirements of Keeping Children Safe in Education (2021) and other safeguarding responsibilities are being met. The governing body, in co-operation with the head teacher, is also expected to involve pupils, health and other professionals to ensure Drug Education curriculum is being effectively taught and addresses the needs of pupils, local issues and trends. The governing body will continue their involvement through regular evaluation of provision and policy.

#### **Head Teacher**

The head teacher's responsibilities in respect of drugs are to:

- Support the Governors in complying with the drug education aspects of the Keeping Children Safe in Education, September 2021 documentation.
- Provide a safe place of work for all staff and pupils and as such takes responsibility for this policy, its implementation and liaison with the governing body, parent(s) / carer(s) and appropriate outside agencies.
- Keep the governing body fully informed of provision, issues and progress around drug and substance issues.
- Liaise with the PSHE subject lead to ensure the effective delivery of Drug Education within the curriculum is being monitored.
- Act upon any concerns which may arise from pupils' drug misuse behaviours.

#### **PSHE Coordinator**

- Ensure the implementation and quality of a whole school long term and medium-term scheme of work for PSHE that incorporates effective education on drugs.
- Ensure the curriculum will be meeting the statutory requirements of the Relationships, Relationships and Sex Education and Health Education curriculum that became statutory for all schools in September 2020 and includes education on drugs, alcohol and tobacco / e-cigarettes (vaping).

- Ensure that all staff are confident in the skills to teach and discuss issues related to drugs.
- Consider the needs of all pupils, and to achieve this, recognise that the school might need to address some specific issues.
- Consult with pupils to inform provision around education on drugs, including using the My Health, My School Survey.
- Access appropriate regular training.
- Regularly monitor the curriculum organisation, planning, and resources across the school.
- Ensure procedures are in place for assessment, monitoring, and evaluation of the education on drugs.
- Liaise with any service provision to effectively support aspects of the education on drugs.
- Liaise with Science coordinator to ensure the implementation and quality of drug education within the Science curriculum.

### **Parents & Carers**

YWJS will work in active partnership with families, value their views and keep them informed of the PSHE curriculum, including Drug Education curriculum and provision. Good communication and opportunities for parent(s)/carer(s) to understand and ask questions about the school's approach help increase confidence in the curriculum. The school's Drug Education Policy will be made available to all parent(s)/carer(s) and will be published on the school website. Parent(s) / carer(s) should be able to view examples of the resources that the school plan to use as part of the taught curriculum.

Parents and carers are responsible for ensuring that guidelines relating to medication in school are followed (see Medicine Policy).

Parents/carers have the right to be informed of any incident that could result in potential harm to their child. This can be a very sensitive issue for parents, and therefore, it will be handled with care and consideration. The Head Teacher will consider if there are any special circumstances, which may temper this right. The child protection services may be contacted in the first instance and advice sought (see school's Safeguarding Children policy/procedures).

Parent(s)/carer(s) have no right to withdraw from aspects of the National Curriculum for Science or the statutory guidance for Health Education.

### **All Staff**

Drug prevention is a whole school issue. All staff, both teaching and non-teaching, should be aware of the policy and how it relates to them should they be called upon to deal with a drug-related incident. This includes lunchtime supervisors and the site manager and cleaning staff. If they have any queries or training requirements these should be made known to the PSHE Coordinator or to the Head Teacher. The caretaker regularly checks the school premises.

Any substances or drug paraphernalia found by any member of staff will be recorded and reported to the Head Teacher and dealt with in accordance with this policy.

### **Visitors & External Provision**

Use of visitors and other external providers should be to enhance teaching rather than as a replacement for teaching by the school. However, there may be times when an external provider can add value and bring additional expertise, skills, or knowledge that teachers may not always have. It is always essential that a member of staff is present when an external provider is working with pupils. The visitors and other external providers input will be more effective if a teacher provides the context and follow up to the session. All visitors and other external providers should have a Disclosure and Barring Service (DBS) Check. The evidence base does identify that programmes that are least effective in preventing drug misuse are those that focus solely on scare tactics, and the police as drug educators in schools, where their input is not part of a wider evidence-based prevention programme. Schools are responsible for ensuring that they quality assure the visitor or visiting providers' credentials. Schools should also ensure that the teaching delivered by visitors and other external providers fit with their planned programme and their published policy.

## **SECTION ONE – DRUG EDUCATION**

### **Aim of Drug and Alcohol Education**

The aim of teaching children and young people about alcohol and other drugs is to support them in making informed choices, delaying first substance use and preventing the development of harmful patterns of substance use in adulthood. This can impact upon an individual's quality of life and future aspirations. Effective teaching about alcohol and other drugs through PSHE and Science education is one key element of prevention work. However, in order to achieve its aims, this teaching should be implemented as one aspect of a wider whole-school approach.

(PSHE Association Evidence Review on Effective drug and alcohol education)


### **What Drug and Alcohol Education looks like at Yeadon Westfield Junior School**

The Department for Education (DfE)'s statutory guidance for Health Education at primary phase requires that pupils be taught the facts and risks associated with drug, alcohol and tobacco use. At Yeadon Westfield Junior School, alongside the statutory requirements, teaching about how to manage social influence, pressure and risk is vital in promoting pupils' ability to navigate the situations in which they may encounter substances. It also contributes to safeguarding, by providing pupils with the knowledge, understanding, attributes, skills and strategies to keep themselves healthy and safe. Teaching about drugs and alcohol is integrated within a planned PSHE education curriculum (see PSHE curriculum), where it enhances – and can be enhanced by – teaching in other topic areas. For example, lessons on

mental health and emotional wellbeing will include teaching healthy coping mechanisms and the importance of seeking support and help. Drugs and alcohol education is also part of the statutory science curriculum.

## PSHE Curriculum Overview (Drug, Alcohol & Tobacco education – purple)

Whole school curriculum overview						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Physical health and wellbeing Fun times	Physical health and wellbeing What keeps me healthy?	Mental health and emotional wellbeing Strengths and challenges	Identity, society and equality Democracy	Careers, financial capability and economic wellbeing Borrowing and earning money	Identity, society and equality Human rights
Autumn 2	Keeping safe and managing risk Feeling safe	Mental health and emotional wellbeing Friendship	Keeping safe and managing risk Bullying – see it, say it, stop it	Drug, alcohol and tobacco education Making choices	Keeping safe and managing risk When things go wrong Domestic violence	Drug, alcohol and tobacco education Weighing up risk
Spring 1	Identity, society and equality Me and others	Relationship and Sex education Boys and girls, families	Drug, alcohol and tobacco education Tobacco is a drug	Physical health and wellbeing What is important to me?	Drug, alcohol and tobacco education Different influences	Mental health and emotional wellbeing Healthy minds
Spring 2	Drug, alcohol and tobacco education What do we put into and on to bodies?	Relationship and Sex education Boys and girls, families	Careers, financial capability and economic wellbeing Saving, spending and budgeting	Keeping safe and managing risk Playing safe	Physical health and wellbeing In the media	Relationship and Sex education Health relationships/How a baby is made
Summer 1	Mental health and emotional wellbeing Feelings	Keeping safe and managing risk Indoors and outdoors	Identity, society and equality Celebrating difference	First Aid	Identity, society and equality Stereotypes, discrimination and prejudice (including tackling homophobia)	Keeping safe and managing risk Keeping safe - out and about FGM
Summer 2	Careers, financial capability and economic wellbeing My money	Drug, alcohol and tobacco education Medicines and me	Physical health and wellbeing What helps me choose?	Mental health and emotional wellbeing Dealing with feelings	Relationship and Sex education Growing up and changing	Relationship and Sex education Health relationships/How a baby is made

 The red flag demarcates lessons which link directly to safeguarding

## Science National Curriculum

KS2 (Year 6) – Animals and including humans

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

### **Teaching programme, strategies and resources**

Drug Education is delivered through the PSHE programme by class teachers in whole class or group situations using a broad variety of teaching and learning strategies. It is also taught via the Science National Curriculum. The PSHE coordinator will review the drug education provision on an annual basis through discussion with the teachers involved with the delivery of the programme. Where the teaching and learning includes issues, which may be sensitive staff and pupils will work within clearly understood and applied PSHE ground-rules (see PSHE policy).

### **Children Vulnerable to Substance Misuse**

Staff are able to gain additional support and guidance from Forward Leeds on appropriate resources and educational approaches or can signpost children / carers to other national services such as Childline or the NSPCC.

<https://www.forwardleeds.co.uk/get-help/for-young-people/>

### **Monitoring and evaluation**

The PSHE Coordinator is responsible for the overall monitoring of drug education. This will include:

- reviewing samples of pupils' work
- teachers making comments on the scheme of work and lesson plans
- feedback from teachers involved in the delivery of the programme
- feedback from pupils
- updating school health check via 'Healthy Schools'

The views of pupils and teachers are essential for evaluation of the drug education programme. Feedback will be gained through discussions and written responses when necessary. Changes, if needed, will be made to the planning and teaching of the programme in light of the evaluation and evidence of best practice.

### **Resources**

All resources for drug education are regularly reviewed and updated in line with the education aims of this policy and reflecting Drugs: Guidance for Schools (DfES/0092/2004).

### **Staff development and training**

All staff, including support staff, will have access to staff development through consideration of staff audits and monitoring or through individual performance management meetings.

## **SECTION 2 - DEALING WITH DRUG-RELATED INCIDENTS**

This section provides a framework for dealing with incidents surrounding the use, suspicion of use and finding of drugs and substances. Parents / carers have the right to be informed of any drug-related incident that affects their child. An exception to this is when the child is deemed 'at risk' and the Child Protection Service has been contacted. In this case, it is up to the CPS to decide the course of action.

Staff should be aware that if they a) fail to take action in a drug-related incident or b) allow drug use to continue on school premises, they could contravene the Misuse of Drugs Act 1971. It should be noted that if the preservation of a confidence a) enables criminal offences to be committed, or b) results in serious harm to the pupil's health and welfare, criminal proceedings could ensue.

Following any incident the designated member of staff should contact the appropriate authorities.

### **Unauthorised Substances**

No substances are to be brought onto the school premises unless authorised by the Head Teacher or through the agreed protocol for the use of medicines on the school premises. This includes any drug as defined earlier including alcohol, tobacco, volatile substances and medicines. This applies to anybody

using the building regardless of age or whether they are staff or pupils of the school.

Pupils found in contravention of this section of the school policy, on school premises, will be dealt with in the following way:

- Parents will be contacted by the relevant teacher. Parents' support will be sought in stressing to the pupil how the use of unauthorised substances in school is a serious breach of school rules.
- A suitable sanction will be considered. The severity of the sanction will depend upon various factors such as the age of the pupil, the circumstances of the incident, whether it is a pupil's first offence and whether it affected other pupils.
- The substance and associated paraphernalia such as matches or lighters found in a pupil's possession in school will be confiscated. They will be placed in a labelled envelope and kept securely until parents are able to collect them.

### **What to do in the event of finding a drug/unauthorized substance or suspected illegal substance**

1. Take possession of the drug/substance and inform the Head Teacher, or if not available a senior member of staff.
2. In the presence of a witness the article should be packed securely and labelled with the date, time and place of discovery.
3. The package should be signed by the person who discovered it and stored in a secure place.
4. Police should be contacted immediately and arrangements should be made to hand the package over to them.

Staff should not attempt to analyse or taste any found substance.

In the event of discovering a hypodermic needle the incident should be recorded and the following procedure should be followed in order to protect all persons: **EXTREME CARE SHOULD BE TAKEN**

1. Do **NOT** attempt to pick up the needle.
2. Cover the needle with a bucket or other container.
3. If possible, cordon off the area to make it safe.
4. Inform the Head Teacher or senior member of staff.
5. Contact Environmental Health.

### **What to do in the event of finding or suspecting a pupil is in possession of a drug**

1. Request that the pupil hand over the article(s). Staff can ask pupils to turn out pockets or bags, but cannot demand that this happens.
2. Having taken possession of the substance / paraphernalia, the procedure should be followed as above.
3. Pupils should be placed in isolation until the matter has been investigated.
4. Parents should be contacted as quickly as possible. If a pupil refuses to hand over articles a search may be required – it should be noted that Teachers can search school property, i.e. cupboards and trays without permission. Teachers should **not** search pupils or personal possessions (see Appendix 1 for guidance on searching pupils).

### **Procedures for dealing with a child suspected to be under the influence of a drug or substance.**

- Stay calm, place child in a quiet area.
- Do not leave them unsupervised; seek medical advice from a First Aider.
- If the child is drowsy or unconscious place them in the recovery position, loosen tight clothing and attempt to establish what the child has taken.
- Any suspected substances should travel with child if removed for treatment.
- Vomit should be safely collected where possible and also taken with the child (for analysis).

### **Procedures for dealing with Parents/carers under the influence of drugs on the school premises.**

Staff should attempt to maintain a calm atmosphere. If staff have concern regarding discharging a pupil in to the care of a parent/carer attempts should be made to discuss alternative arrangements with the parent/carer, for example requesting another family member to escort the child home. The focus of the staff must be the maintenance of the pupil's welfare, as opposed to the moderation of the parent's behaviour. Where the behaviour of the parent/carer immediately places the child at risk of significant harm or repeated behaviour places the child at risk or the parent/carer becomes abusive or violent, staff should consider whether to invoke child protection procedures and/or the involvement of the police

The Head Teacher must Complete a Drug Related Incident Form recording the nature of the incident and the subsequent action taken by the school.

### **When to contact the police**

There is no legal obligation for the school to contact the police when a drug incident or offence has been discovered. Contacting the police is at the Headteacher's discretion. However, the school has established close liaisons with the local police and any information about illegal sales of drugs including alcohol and tobacco will be reported to them. In the event of a drug-related incident in the school, the school would cooperate with the police should they wish to search premises.

In the event of a serious incident the police may request to interview pupil(s). Parent(s)/carer(s) must be notified. They may refuse to give consent or prefer the interview to take place in their own home, in which case the police will make arrangements. Parents/carers may give authority to a responsible adult, e.g. a teacher to be present during the interview.

### **Dealing with the Media**

If there has been a drug-related incident, the LA will be informed. Advice will be given by the LA on dealing with enquiries from the media in order to protect the interests of the child and the school.

## **Discipline**

In normal circumstances parents will be contacted. If the Head Teacher assesses that the situation is a child protection issue then CPS will be contacted in the first instance. This school does not condone drug misuse. However, in deciding an appropriate sanction must consider the interests of the child balanced against the best interests of the whole school community. Whilst exclusion is a possible sanction (fixed or permanent) it would only be considered as a last resort. A range of responses may also be considered that may include

- a pastoral support programme
- referral to an appropriate agency
- home-School contract
- behaviour support plans
- a managed move
- fixed term exclusion
- permanent exclusion.

Consideration should be given to:

- the age of the pupil
- whether one pupil or a group of pupils is involved
- whether there is evidence of particular peer pressure
- whether it is the pupil's first offence. (see pp67-68 DfES/0092/2004 for further considerations)

A free drug counselling service for young people, if deemed appropriate, is available through Forward Leeds Tel. 0113 887 2757 or text 07525 265755 or [adminyp@forwardleeds.co.uk](mailto:adminyp@forwardleeds.co.uk). Further help and support is available from the LA's Inclusions Officer.

## Appendix 1

### Searching pupils

Ensuring school staff and pupils feel safe is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

Headteachers, and staff they authorise, have a statutory power to search a pupils or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

Knives and weapons

Alcohol

Illegal drugs

Stolen items

Any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence or to cause personal injury to, or damage to property of any person (including the pupil)

Tobacco and cigarette papers (including vapes)

Fireworks

Other items which school deems are items which may be searched for:

Lighter/matches

Mobile phone

Any additional items which may be seen as putting children at risk.

When exercising their power, schools will consider the age and needs of the pupil being searched/screened. This includes the needs or learning difficulties or pupils with SEN and make reasonable adjustments that may be required where a pupil has a disability.

Searches may need to be carried out with immediate notice of the unsafe item. The headteacher authorises that all members of YWJS staff may carry out a search if necessary, as our priority is to keep all members of the school community safe at all times, however this should be carried out by SLT if possible and if time allows. Any member of staff who has carried out a search (where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item outlined above) must inform the DSL.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The staff member should always seek the co-operation of the pupil before conducting a search. If the pupils is not willing to co-operate, the member of staff may sanction the pupil in line with behaviour policy. If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for prohibited items but

NOT search for items that are only identified in the school rules.

### **During a search**

An appropriate location should be found, preferably away from other pupils. It must only take place on the school grounds of where the member of staff has control or charge of the pupil e.g. a school trip.

The only exception to this is if the member of staff carrying out the search reasonably believes there is a risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency. There must be another member of staff present as a witness to the search. A member of staff may search a pupil's outer clothing, pockets, possessions, desks, drawers or lockers.

If a pupil is found to be in possession of a prohibited item listed above, then the staff member should alert a DSL and the pupil should be sanctioned in line with this policy.

Any search by a member of staff for a **prohibited item** should be recorded (cause for concern form) including whether or not an item is found. Record: date, time, location of search, pupil's name, who conducted the search and any other adults/pupils present, what was being searched for, what items (if any) were found, what follow-up action was taken as a consequence of the search.

Parents should **always** be informed of any search for a **prohibited item** that has taken place and the outcome of the search.

Staff can confiscate any item that they have reasonable grounds for suspecting poses a risk to staff or pupils, or is prohibited or identified in the school rules for which a search can be made. When a person conducting a search finds alcohol, tobacco, a vape, cigarette papers or fireworks, they may retain or dispose of them as they think appropriate but should not return them to the pupil.