

## Children, Young People, Education and Skills (CYPES)

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**Title:** Policy on Drugs in Schools

**Date:** August 2021

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### 1. Overview

Drugs education plays a key role in equipping children with the necessary skills, understanding and knowledge to move confidently into adult life. All within CYPES have a responsibility to inform out children and young people of the facts in a sensitive style that will engage and support them, using recognised and evidence-based teaching strategies.

Society as a whole is concerned about the effects of drug misuse. The misuse of drugs within any CYPES premises will not be tolerated. Our schools are no smoking areas (Restriction on smoking law (Workplaces) (Jersey) Regulations 2006)

Some of our children and young people need a variety of medicines and appropriate arrangements will be made to enable the correct distribution of these. (Administration of Medicines in Schools 2021)

This drugs policy is part of an overall approach to health and well-being in CYPES provided and non-provided schools and colleges

### 2. United Nations Conventions on the Rights of the Child (UNCRC)

This policy is written in line with the UNCRC particularly supporting the underlying principles of articles 2, 3, 6 and 12. In addition to this, articles 28 and 29 are prevalent in supporting the education of children as well as article 24 with access to appropriate health care.

CYPES is committed to supporting children's rights in all schools across Jersey.

### 3. Scope

This policy applies to all CYPES provided and non-provided schools and colleges.

### 4. Responsibilities and Distribution

All CYPES provided and non-provided schools and colleges will have a drugs policy which is aligned to this CYPES Drugs Policy and which covers the content and organisation of drugs education and the management of drug incidents.

This document outlines the overarching CYPES Drugs Policy and also contains guidance for schools and colleges in formulating and reviewing their own policy.

This document sets out to fulfil two purposes:

- I. To state the guiding principles behind the
  - i. Aim and Content of Drugs Education
  - ii. Management of Drug Incidents in CYPES Schools and Colleges
- II. To set out the guidelines for schools and colleges writing of reviewing their own drug policy.

## **5. Policy Aims**

This Drugs Policy is part of the overall approach to health and well-being adopted by CYPES in relation to its work with children and young people and aims to:

- Increase students' knowledge and understanding about drugs, the dangers associated with the misuse of drugs and to clarify their misconceptions
- Develop students' personal and social skills to enable them to make informed decisions and keep themselves safe and healthy
- Enable students to explore their own and other people's attitude towards drugs, drug use and drug users
- Ensure the safety of staff and students when on school site or when on any school trip or visit, residential or otherwise
- Take a firm stance against illegal drugs
- Provide an agreed CYPES approach to issues of healthy lifestyle
- Alert children and young people to the ways of seeking additional help and support where necessary

This policy defines drugs as 'a substance people take to change the way they feel, think or behave' (UN Office on Drugs and Crime).

This definition includes all illegal and legal drugs including alcohol, tobacco and medicines.

## **1a Aim and Content of Drugs Education**

Drugs education is a major component of drug prevention. Drug prevention aims to:

- Minimise the number of young people engaging in drug use
- Delay the age of onset of first use
- Reduce the harm caused by drugs
- Enable those who have concerns about drugs to seek help.

### **Planning and Teaching of Drug Education**

Drug education is provided through Curriculum subjects such as science, drama and PSHE, visits from outside agencies, and other related curriculum areas as part of a student's preparation for adult life.

This information should be age appropriate and include an assessment process for pupils and a monitoring and evaluation process to measure teaching and effectiveness of the programme. It should:

- Be delivered in the context of the school as part of the community.
- Take account of age, sex, ethnic/cultural/social background of the students at whom it is targeted.
- Provide factual and accurate information backed up with consistent advice.
- Aim to teach the students the necessary personal and social skills to address the aims stated above.
- Have realistic aims and be consistent with the school's values and ethos.
- Include an assessment process for pupils and a monitoring and evaluation process to measure learning and effectiveness.
- Be consistent with the school's policy and practice for managing drug-related incidents.

In addition:

- Schools will ensure that all staff delivering drug education courses are appropriately trained.
- The school should use current information from the latest Health Related Study to inform appropriate drug education to target identified areas of risk (available from the Public Health Department)

All schools need to set realistic aims for their drug education which include the above and which are consistent with the values of the school and the laws of society, as well as appropriate to the age of the pupils. Schools should ensure that visitors' teaching expertise is sound and that their contribution is consistent with the school's values and approach to drug education.

### **Drug Education in the Curriculum**

This topic is covered in many different subject areas such as:

## **Science**

A copy of the school's science curriculum can be obtained from the school. This will outline the different topic areas covered by each Key Stage of the curriculum.

## **PSHE and Citizenship**

All schools should make provision for drugs education withing their personal, social, health and economic education programme (PSHE). The PSHE Association provide a Programme of Study based on best practice and incorporating Drugs Education and can be accessed through the link

[Programme of Study for PSHE Education \(key stages 1–5\) | www.pshe-association.org.uk](http://www.pshe-association.org.uk)

The Jersey Healthy Schools Standard Supports a whole school Approach to a PSHE In-service Training Programme with support from the Public Health Department.

## **Parent(s)/Carer(s) Role**

Useful information for parents can be found at :

[Young people's drug use - advice for parents \(gov.je\)](http://gov.je)

Parent(s)/Carer(s) have an important role to play in supporting their child's drug education. Young people are more likely to delay or avoid trug misuse when

- Family bonds are strong.
- There are strong parental monitoring and clear family values.
- There is open dialogue between parent and child.

Parent(s)/Carer(s) should be:

- Made aware of the school's approach and rationale for drug education.
- Involved in the planning and review of the drug education programme and policy.
- Given information about their child's drug education and rules in relation to drugs.
- Made aware of help available to them through local and national sources.

## **1B Management of Drugs Incidents in Provided Schools(should this include non-provided as well) and Colleges**

The Possessions, use and supply of illegal drugs and other unauthorised drugs within CYPES premises and/or boundaries is unacceptable.

In dealing with drug related incidents CYPES staffs' primary concern will be the health and safety of those involved and of the community as a whole. Often drugs related incidents can be placed into one of the three broad categories:

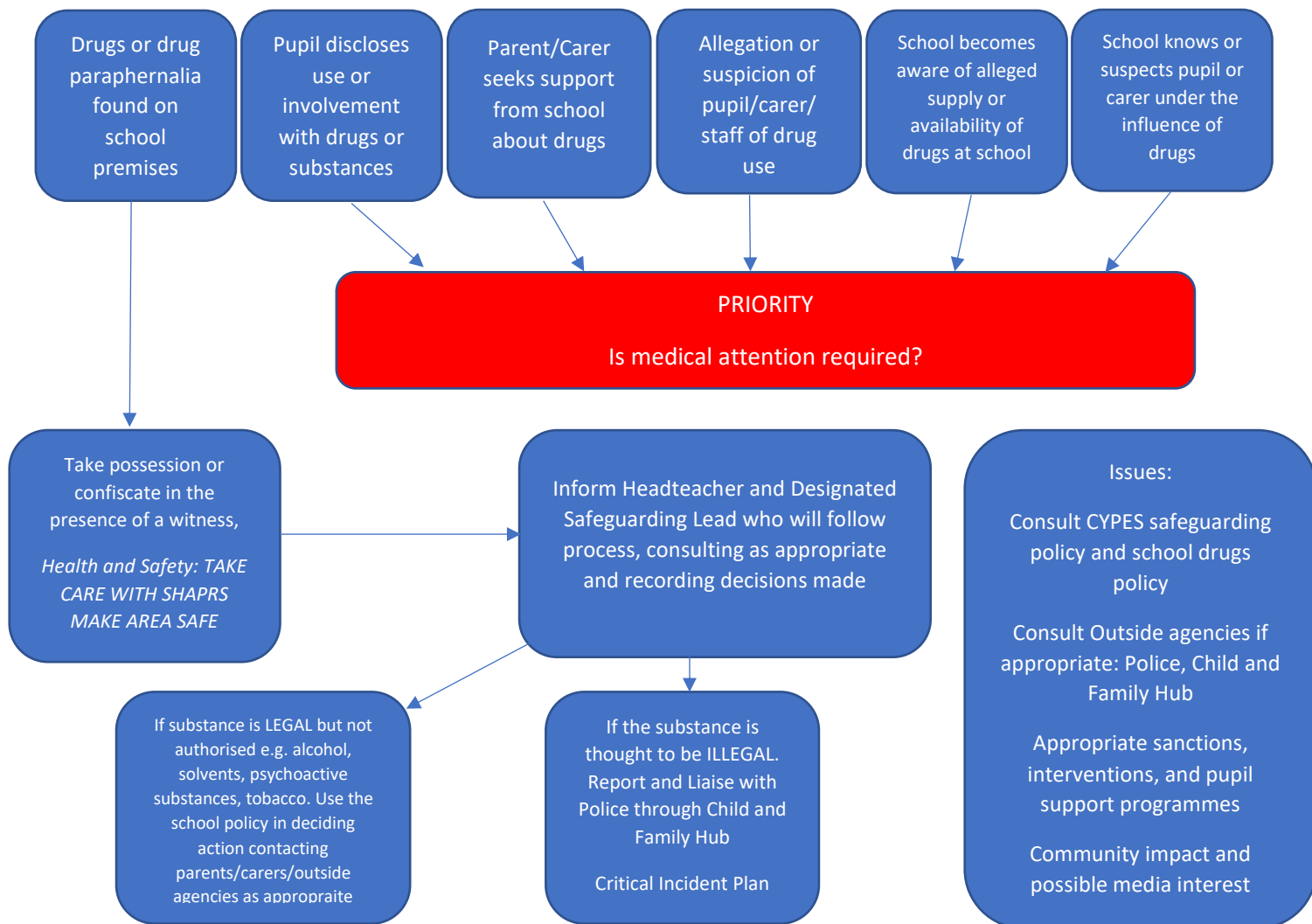
- I. Rumours of use or dealing on or off the premises
- II. Actual use or dealing on or off the premises (this may require a first aid response)
- III. Disclosures of own or others use from a student or parent and requests for help and support

Responses to these incidents will vary from the punitive to the pastoral. Consider how these incidents might be handled in your school. The flow chart on Managing Drugs Incidents can be used to determine interventions and/or strategies following such incidents.

Based on section 4 from [Drugs: advice for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/drugs-advice-for-schools)

The following CYPES policies are linked to this Drugs Policy:

- Safeguarding Policies
- Police involvement on CYPES premises
- Administration of Medicines in Schools
- Developing a smokefree workplace policy
- Critical Incident Management Plan Guidance



### Points

1. All schools should have a drugs policy which is periodically reviewed and assessed and consistent with the school's safeguarding policy. A senior member of staff who is responsible for the school drugs policy should liaise with the police and agree a shared approach to dealing with drug related incidents.
2. Drugs Education should be integrated across the whole school curriculum appropriate to age group.
3. A teacher can confiscate a substance that they believe to be a controlled drug to prevent further offences being committed. If staff are unable to identify the legal status of a drug, it should be treated as a controlled drug. DfE/ACPO
4. Education and prevention strategies are the most effective when the whole school community including parents/carers and governors (where appropriate) are involved.

## **2. Guidelines for Schools and Colleges Writing or Reviewing their own Policy**

All schools will have a policy which sets out the school's role in relation to all drug matters.

The purpose of the school/college drug policy is to:

- Clarify the legal requirements and responsibilities of the school/college.
- Reinforce and safeguard the health and safety of pupils, and others who use the school.
- Clarify the school's approach to drugs for all staff, pupils, governors, parent(s)/Carer(s), external agencies, and the wider community.
- Give Guidance on developing, implementing, and monitoring the drug education programme.
- Enable staff to manage drugs on school premises and any incidents that occur, with confidence and consistency and in the best interests of those involved.
- Ensure that the response to incidents involving drugs complements the overall approach to drug education and the values and ethos of the school/college.
- Provide a basis for evaluation and effectiveness of the school/college drug education programme and the management of incidents involving illegal and unauthorised drugs.

### **A Whole School Approach**

A whole school approach to drugs should be adopted, this should include:

- Consideration of policy by the whole school community – staff, parent(s)/Carer(s), pupils, governors, and the wider community
- Consistency with school's values and ethos, developed by all members of the school community.
- Drug education that is a part of a well-planned programme delivered in a supportive environment, where pupils feel able to engage in open discussion and feel confident about asking for help if necessary.
- Policy and practice for managing incidents is consistent with teaching.
- Pupils' needs and views are taken in to account when developing programmes and policies
- Staff have access to training and support.
- It is supported by consistent messages from the family and community.

The advice and guidance in the DFE and ACPO Drug Advice for Schools September 2012 is helpful as a checklist when compiling or reviewing a school or College Drug policy.

[Advice template \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

### Change History

Version	Date Issued	Issued by	Reason for change
1.0	09.03.2011	Professional Partner to Schools	First Draft for review
1.1	05. 2011	Professional Partner to Schools	Second Draft for review
1.2	06.2012	Professional Partner to Schools	Third draft for review
1.3	05.2014	Professional Partner to Schools	Final Draft
1.4	06.2014	Professional Partner to Schools	Amended as suggested by MDAC
1.5	06.2014	Professional Partner to Schools	Links to ESC policies removed
1.6	07.2014	Professional Partner to Schools	Amended as suggested by Secondary Headteachers
1.7	05.2016	Professional Partner to Schools	Updated name of the Department and removed names of ED Officers
1.8	08.2021	Head of Inclusion/Service Manager Vulnerable Children	Updated policy, procedures and links to curriculum. Name changes.

### Approval

Presented to	Approved by	Date
Secondary Headteachers	Amendments made as suggested	07.2014
Primary Headteachers		07.2014
SMT		07.2014
HOS		09.2021
SLT	approved	22.11.2021