

John Ruskin Primary School and Language Classes

Drug Education Policy

Co-ordinator: Hannah Cane

Last review: 2016

Next review: 2019



"Be Responsible, be fair, stay positive and care"

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Date reviewed: 2016

This policy has been developed by the PSHE co-ordinator and was approved by staff and governors. It is reviewed and updated every three years.

Aims

The aims of drug education are

- to provide pupils with the opportunities to acquire knowledge, understanding, skills and attitudes to make informed choices and decisions about their own drug use.
- to compliment the positive school ethos which helps pupils feel valued as part of the community and to increase self esteem which may help pupils cope better in situations involving drugs.
- to equip pupils with the skills to deal with drug related incidents that may encounter.
- to provide pupils with clear guidelines for drug related incidents in school.

Teaching and learning of drug education

Drug education is taught predominantly in PSHE & citizenship lessons and science lessons. Teachers follow the PSHE and citizenship and science schemes of work. There are other opportunities to reinforce learning by external agencies such as school nurse and specialist drug education agencies. Children will be provided with information that is age appropriate and relevant to their needs.

Drug education is delivered with in a safe, secure and supportive learning environment. It is taught using a variety of teaching methods.

Monitoring and evaluation

The PSHE coordinator and science coordinator are responsible for the overall monitoring of drug education. This can include lesson observations with feedback to teachers and monitoring topic and science books.

Assessments will be made and lessons evaluated in line with assessment policy.

Responding to drug related incidents

The health and safety of the pupils should be paramount in response to all incidents. Emergency services will be contacted immediately.

The following procedures will take place as and required:

- any concerns of the staff or other pupils will be referred to a member of the senior management team.
- all major incidents will be recorded on a confidential action sheet.
- parents/carers will be contacted as appropriate in context of child protection.
- staff are not to touch any drug related equipment or illegal substances found on the school site, it should be handed to the police. Other agencies will be contacted as appropriate.
- any questioning of a pupil must take place with two members of staff, including a senior manager. Any search of pupil's belongings must be agreed by the pupils. A body search cannot be carried out by members of staff.
- legal substances brought into school will be removed, incident reported and parents contacted.
- first aid procedures will apply in an emergency.
- if a parent/carer appears unable to look after a pupil due to the influence of drugs, Child Protection procedures will be followed.
- issues should be dealt with sensitively in a non judgemental manner.

Alcohol and tobacco policy

Smoking is not allowed within the school building or playground area. Smoking is allowed in a designated area, out of sight of the pupils. Parents are not allowed to smoke on the premises. Alcohol is not consumed on the premises except for special occasions.

Confidentiality

An environment of support will be provided for all pupils in our school to discuss drug related issues. The children also have access to place 2 talk to discuss any problems.

Teachers cannot and should not promise total confidentiality as it may contravene the requirements of the Children Act 1989. The boundaries of confidentiality should be made clear to the pupils.

**John Ruskin School and Language Classes- Equality Impact
Assessment Form**
(covering race, disability, gender, age, religion or belief and sexual orientation)

Complete the sections/questions below and place a tick in the boxes, as appropriate:

Section 1 - General Information

1. Title of the policy or practice being assessed:

Drug Education Policy

2. Aim(s) of the policy or practice being assessed:

To provide pupils with the opportunities to acquire knowledge, understanding, skills and attitudes to make informed choices and decisions about their own drug use.

3. Type of policy or practice being assessed:

Existing

Proposed

4. Department and/or name of person responsible for the policy or practice:

Hannah Cane

5. Which members of our school community are affected/likely to be affected by the policy or practice?

Pupils

Staff

Parents and carers

Governors

School volunteers

Visitors to the school

Wider school community


Other – (please list) _____

Not relevant to members of our school community ⇒ **Process Ends** ⇒ equality impact assessment not required

Section 2 - Monitoring impact - gathering evidence


6. Do we currently collect or plan to collect any data or information to monitor the impact of the policy or practice on members of our school community (as listed in Q5)?

Tick all that apply:



- Performance indicators or targets
- People profiles – eg pupils, staff, governors, visitors, wider school community
- User satisfaction methods – eg from pupils, parents and carers, staff, governors, visitors, wider school community
- Consultation methodologies, eg sampling of policies using pupils, parents and governor forums, 1-to-1 meetings with people from diverse groups
- Collating complaints and compliments
- Other – (please list). Monitoring planning, lessons and sessions by outside agencies.
- None 

7. Is the data we collect (or intend to collect) broken down into the following groups?

Tick all that apply:


- children or people from different ethnic backgrounds
- disabled children or people
- boys or girls, men or women, people who identify as transgender
- people of different ages
- children or people with different religions or belief
- children or people who are heterosexual, gay or lesbian
- None of the above 

8. Do we know, from the data or information collected, if the uptake of any services, benefits or opportunities associated with the policy or practice is generally representative of our school community?

Yes No  Insufficient evidence to make a judgement 

9. Is there evidence or reason to believe that some groups within our school community may be affected differently by the policy or practice – either adversely or positively?

No – Go to Section 3

No – insufficient evidence to make a judgement–  Go to Section 3

Yes  - these being:

children or people from different ethnic backgrounds

disabled children or people

boys or girls, men or women, people who identify as transgender

people of different ages

children or people with different religions or belief


children or people who are heterosexual, gay, lesbian or bisexual


Give detail of evidence and/or reasons why:

Section 3 - Anticipating future impact

10. Now consider what the policy or practice is aiming to deliver in the future, how will it do this and how it will impact on groups within our school community? Is there a possibility it may disadvantage or exclude from any groups within our school community? (See Appendix 2 – ‘Equality strands and factors to consider’ as a prompt)

No

Yes 

Not sure 

Please describe any potential issues here:

Section 4 - Addressing the red flags:

11. You now need to think about the implications of any red flags triggered during this assessment.

- How straightforward will it be to address the red flag triggers?
Can you fill any gaps in information by carrying out small consultations (eg 1-to-1s) or surveys? Can you analyse existing data, or collect new data relevant to the policy or practice? Can you amend the policy or practice to address the issues? Decide how the red flag triggers can be best addressed appropriately and reasonably for your school.
- Are these red flags highlighting major gaps in your evidence or understanding which will need more detailed consideration?

Please indicate your conclusions below. This will explain the next steps you need to take.

There are no red flags or issues identified. No further action is required. Go to Section 7 - Completion

The red flags can be easily addressed for example, by collecting and analysing data, amending the policy or practice, or through carrying out small consultations.
Or we have identified an objective, lawful reason to justify the issue(s).
Go to Section 5 - Improvement Actions

Red flags are highlighting major gaps in evidence or issues that will be difficult to address and we need to undertake more evidence gathering.
Go to Section 6 - Additional evidence gathering.

Section 5 - Improvement Actions

12. Please describe any actions which you intend to undertake to address any issues which have been highlighted by the EqIA. Then go to Section 7 - Completion.

Section 6 - Additional evidence gathering

If your assessment identified complex issues which would be difficult to address, or you had insufficient evidence to make a judgement, you need to undertake an additional evidence gathering process. This is described below:

(a) Gather and analyse relevant additional evidence to address gaps in your

knowledge, enhance understanding of the issues and inform options for addressing these. Additional evidence may include any of the following:

- Involving for example, pupils, staff, parents, carers and governors from different equality groups in discussions about the how the policy or practice may affect them
- Information from specialist staff/in-house expertise, either within school or at Southwark borough council
- Benchmarking with other schools
- Analysing data of take up/use of policy or practice by school community profile groups
- Using results of any school surveys or consultation exercises undertaken in relation to equality
- Research reports on the needs and experiences of diverse groups
- National best practice guidance from, for example from Department for Children, Schools and Families, (www.dcsf.gov.uk) or Equalities and Human Rights Commission (www.equalityhumanrights.com)
- Expert views from organisations representing diverse groups (ie disability/race equality groups; trade unions etc – see Useful Resource Contacts on Southwark schools equality pages for details of contacts)

(c) Use your additional evidence gathering and analysis to develop options for addressing the issues identified, and consulting with relevant management teams/governors where necessary to discuss issues and confirm proposed actions.

(d) Following completion of the above, please confirm the following:

Summary of evidence gathered, including any consultation:
The conclusions and agreed actions:

Section 7 - Completion

Name and job title:	Hannah Cane – PSHE coordinator
Names and titles of any other people who assisted with this assessment:	
Date:	Dec 2016
Date of next review:	Dec 2019
When completed, a copy of this form should be saved with the master copy of the function/policy for audit purposes.	

