

# Kenmore Park Infant & Nursery School

## DRUGS EDUCATION POLICY

(This document contains 3 sections: - Drugs Education Policy/Procedures for Drug Related Incidents/Pupils' Education Programme).

### 1. School Values.

At Kenmore Park Infant and Nursery School we believe learner's rights are more likely to be realistic if their environment is happy, ordered, calm and secure with clearly drawn boundaries and high expectations of behaviour, within which constructive learning opportunities can be provided. We are committed to the health and safety of all our pupils, staff, parents and visitors and will take action to safeguard their well-being at all times.

**Article 19: All children have the right to be safe.**

The possession or use of illegal drugs on school premises is wholly unacceptable. Legal drugs and medicines will always need to be managed appropriately in school (see Medicines Policy).

Throughout this policy the term 'drugs' refers to substances or drugs that may be beneficial or have harmful effects, if used or misused, legal and illegal. They include prescribed and over the counter medicines, as well as tobacco, alcohol, volatile and household substances.

- Through the UNCRC agenda the school's aim is that every pupil will have the support they need to:
  - be healthy
  - stay safe
- The school is committed to the health, welfare and safety of all its members and will take action to safeguard their well being.
- The school aims to provide a school ethos, environment and curriculum where pupils are able to develop self confidence, take responsibility and make informed, healthy and safe choices.
- The possession, use or supply of illegal and other unauthorised substances within the school boundaries (as identified by this policy) is unacceptable.
- The school acknowledges the importance of its pastoral role in the welfare of the children and young people, and will seek to protect them from harm and identify and support pupils who have additional needs or are vulnerable or at risk of poor outcomes.

Fundamental to our school's values and practice is the principle of sharing the responsibility for education of children and young people with parents/carers and governors, by keeping them informed. Effective communication and co-operation is essential to the successful implementation of this policy.

As a rights Respecting School we believe all children have the right to be safe and therefore need to be protected from harmful drugs **Article 19/33**

### 2. Definition of Drugs.

The definition of drugs used in this policy is the definition given by the United Nations Office on Drugs and Crime:

"A substance people take to change the way they feel, think or behave".

This is also used by the DCSF in its drugs guidance. This refers to all drugs:

- Legal drugs, including alcohol, tobacco and poppers
- Over the counter and prescription medicines
- Illegal drugs (those controlled by the Misuse of drugs Act 1971) including ecstasy, cannabis, crack/cocaine, heroin and LSD
- Other drugs such as volatile substances (solvents), Ketamine and Khat.

### **Definitions of other key words.**

Drug use describes any drug taking. Any drug use can potentially lead to harm, including through intoxication, breach of the law or school rules, or future health problems.

Drug misuse is drug taking which leads to social, psychological, physical or legal problems through intoxication, regular excessive consumption and/or dependence.

### **3. Equal Opportunities.**

This policy takes into account the issues of age, gender, culture, race, religion, social background and special needs of our children and their community. All our children have an equal entitlement to access the Drugs Education Curriculum. In order to develop and maintain the most

effective and hopefully, lasting form of drug education for all of our children, then all adults involved in the school community should promote and continually reinforce positive attitudes towards a healthy lifestyle.

***Article 24: the right to be given information that will help you stay well***

### **4. Aims of drug education.**

The Drugs Education Programme in our school is intended to educate our children so they may grow up safely in a society where 'drugs' will always be available and accessible. We intend that they will acquire the basic knowledge and understanding required to make informed decisions and healthy choices, regarding the use and misuse of 'drugs' and harmful substances.

***Article 28: The right to a good education that will keep children informed.***

In addition, we aim to equip them with the personal and social skills that will help them resist misuse and become more self-confident, caring and morally responsible young citizens. Overall, we aim to involve our whole school community – Staff, Governors, Parents, Visiting Professionals Support Services and Pupils – in implementing this policy and working within it.

### **5. Objectives of Drug education.**

- a) To provide children with accurate information about the role of drugs as medicines.
- b) To promote healthy lifestyles and positive attitudes not involving drugs and other substance misuse.
- c) To begin to develop children's assertiveness in appropriate situations – 'saying no'.

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- d) To increase understanding about the implication and possible consequences of misuse/use of drugs and that some drugs are necessary if used appropriately for people's health.
- e) To ensure children know the school rules on Health and Safety, so they know what to do should they come across 'drugs' and where to get help.
- f) To ensure all children are taught about drugs in a consistent manner, following the Drugs Education Programme and to use age appropriate language and information.
- g) To ensure all staff, parents, governors, visitors and pupils are aware of the procedures. Throughout this Policy the word 'drugs' refers to substances or drugs that may be beneficial or have harmful effects, if used or misused, legal or illegal. These include prescribed and over-the-counter medicines, as well as tobacco, alcohol, volatile and for drug related incidents.

### 6. Organisation.

Drugs Education involves the whole school community, including external agencies and parents. Opportunities to teach about the importance of living a healthy and safe lifestyle will occur throughout many areas of the curriculum, especially science, as well as through the explicit teaching of Drugs education within PSHE/Citizenship. Delivery of Drugs Education is primarily the responsibility of the classroom, in partnership with the occasional support from the Welfare Staff, School Nurse and Doctor, or Police Liaison Officer. The Drugs Education Programme/ Policy/Procedures in co-ordinated by the PSHE/Citizenship Subject Leader.

The scheme of work shows what is taught in each year group and the learning objectives. The key learning intentions are set for each lesson in the medium term plans. Drugs education focuses on knowledge and understanding, skills and attitudes. The teaching programme ensures that there is progression from the Foundation Stage to Year 2 with topics and issues being included which are appropriate to the age and maturity of the pupils.

### 7. Drugs Education Programme.

#### What is taught

*(an overview of drug education can be found in the appendices)*

The scheme of work shows what is taught in each year group and the objectives. The key learning intentions are set for each lesson in the medium term plans. Drugs education focuses on knowledge and understanding, skills and attitudes. The teaching programme ensures that there is progression from the Foundation Stage to Year 2 with topics and issues being included which are appropriate to the age and maturity of the pupils.

#### Key Stage 1 – focuses on: -

- Medicines
- How to be safe
- Being ill and getting better
- Being safe with household substances
- Risks

The content of the teaching programmes reflects:

- The statutory elements of the Science National Curriculum
- Aspects of the non-statutory framework for PSHE and Citizenship.

In order to ensure that the drug education programme reflects the views of pupils and is appropriate the relevance of them, pupils take an active part in planning the programme through:

### ***Article 12: The children have the right to give their opinion.***

- Consultations with pupils through the School Council
- Completing end of topic evaluations
- Assessments at the beginning of teaching drug education to establish prior knowledge and understanding.

The drugs education curriculum is reviewed as part of the annual PSHCE and Citizenship review led by the PSHCE Co-ordinator and based on pupil and teacher evaluations.

Drug education is taught mainly through PSHE and Citizenship and through relevant topics in science e.g. My Body.

### **How it is taught (including involving outside contributors)**

A wide range of active teaching methods are used that enable pupils to learn skills, discuss their views, explore their own and other peoples' attitudes and values as well as learn knowledge, practice skills to cope with drug-related situations and engage actively in their own learning. Such activities include role play, discussions, debates, case studies, quizzes, research and games. Pupils work individually, in pairs, in small groups and with the whole class, mixing so that they experience working with lots of different pupils in the class, as well as in friendship groups.

All classes establish clear ground rules to ensure that pupils discuss opinions with respect and listen to one another as well as ensuring that pupils and teachers do not disclose personal information.

Drug education is taught by the class teacher and sometimes involves the school nurse.

### ***Article 17: The right to information that is important to your well-being***

### **How pupils' learning is assessed**

Pupils' progress in drug education is assessed as part of PSHE and Citizenship assessment and science assessment. Pupils' knowledge, attitudes and skills are assessed through a range of methods that encourage pupils to review and reflect on their progress including peer and self assessment, teacher observations and by assessment of learning measured against specific learning outcomes/success criteria. Assessment is made on pupil's knowledge and understanding. Recording of assessment is related to the end of key stage statements for PSHCE.

## **How it is monitored and evaluated**

Monitoring and evaluating help plan future lessons and review the programme and improve the quality of teaching and learning.

The PSHCE Co-ordinator is responsible for monitoring and evaluation. A range of methods are used including lesson observations, work sampling and talking with pupils. Teachers use the scheme of work to monitor what they are covering and record whether they make changes.

Pupils and teachers evaluate the drug education programme through completing end of topic evaluations and specific evaluations of outside contributors e.g. Theatre groups (The Wizard Theatre Company).

## **8. Review**

Continual evaluation of the Drugs education programme /Procedures/ policy will be informal and informal. Within the Drugs Education Programme, feedback will be given by the teachers involved in teaching the various topics. In addition, evaluation with pupils will take place at the end of the topic. Parents, staff (including the Senior Management Team) and Governors, will also have opportunities to review the Programme's effectiveness, through discussions, viewing and talking to children about their work, specific whole school curriculum meetings or INSET.

## **9. The Role of the Headteacher.**

The Headteacher should ensure that Staff, Parents and Governors are informed about this Drugs Education Policy, Procedures and Programme and that it is implemented effectively. The Headteacher is responsible for ensuring Evaluation takes place and that this informs Policy review. The Headteacher should ensure that Staff are given sufficient training, so they can teach effectively and handle any difficult issues with sensitivity. The Headteacher will liaise with external agencies and ensure all adults who work with children on these issues are aware of this school's Drug Education Policy. The Headteacher is the designated teacher to deal with drugs-related incidents.

## **10. The Role of Governors.**

The school will encourage Governors participation by involving them in all stages of this Policy's development and implementation, and arranging meetings which provide information about drugs, resources and related issues.

The Governing Body has the responsibility of setting down this Policy's general guidelines on Drugs Education at Kenmore Park First School. The Governors will support the Headteacher in following these guidelines. Governors will help inform and consult with parents about the Drugs Education Policy, Procedures and Curriculum Programme. Governors will also liaise with the LEA and Health Organisations so that the School's Policy is in line with the best advice available. A named Governor, is responsible directly for the Drug Education Policy.

## 11. The Role of Parents.

We acknowledge that the primary role in young children's drug education lies initially with their parents. From this, we wish to build a positive, supporting relationship with our children's parents, through mutual understanding, trust and co-operation. To promote this objectives, we will:

- Inform parents about the school's Drug Education Policy, Procedures and Programme.
- Invite parents to view the materials used to teach Drugs Education in the school.  
Answer any questions parents may have about the Drugs education their child receives in school.
- Inform parents about the best practices known with regards to Drugs Education, so parents can support the key messages being given to children at school.
- Encourage parents to be involved in reviewing the school policy and making modifications, if necessary.
- Take seriously any issues which parents raise with teachers or governors about this policy or the arrangements for Drugs Education in the school.

## 12. The role of the PSHE/Citizenship Co-ordinator.

The co-ordinator has the responsibility to produce this Drugs Education Policy and Programme, which must involve liaison with the Headteacher, Staff, Governors, Parents and LA. The Co-ordinator will evaluate and review the Policy in partnership with Headteacher/ Governing Body.

The Co-ordinator will develop Schemes of Work to support Drugs Education in the context of PSHE/Citizenship. The Co-ordinator will provide guidance to teaching staff about the Policy/Procedures and up-to-date knowledge/effective strategies/resources relating to the aspects of Drug Education they teach, within INSET opportunities and formal and informal meetings. Review and feedback of the Teaching Units takes place within individual Year Group.

Official Publications on Drug Guidance and Legislation used to inform this Policy held in school are:

- Drugs guidance for Schools DCSF (published for consultation Nov 09).
- Non-statutory framework for PSHE and Citizenship National Curriculum 2011.
- QCA Drug, Alcohol and Tobacco Education.
- Advice from the Health Education Partnership.
- Drugs education in Schools 2005 (Ofsted).

## 13. Responding to drug related incidents (please see appendix B for complete protocols).

## 14. Links with other Policies.

- a) PSHCE
- b) Behaviour and Discipline
- c) Health, Safety and Welfare
- d) Asthma
- e) Science
- f) Safeguarding
- g) Medicines



# Kenmore Park Infant & Nursery School



The policy supports the ECM agenda of the school and the National Healthy Schools Status the school gained in 2014.

**Signed:** Lisa Kirk

**Date:** September 2017

**Approved by the Governing Body:** 11<sup>th</sup> October 2017

**Next review:** Summer 2019

## Appendix A

### Procedures For Drug-Related Incidents

This section sets out the school's safety, health and welfare responsibilities, procedures and legal requirements to be followed in the event of a drug-related incident. A drugs-related incident includes issues of drugs within school premises or boundaries, hearsay, suspicious behaviour, parental concern, disclosure and evidence. (See Drugs Policy for explanation of the term 'drugs').

#### INCIDENTS

The school will respond to the following incidents using the guideline table 'Procedures and Responses to Drug-Related Incidents' (see Appendix 1).

Rumours/reports of drugs being used by adults or children  
Pupil's disclosure of own use of drug  
Evidence of a pupil under the influence of drugs  
Parent disclosure of drugs use of a pupil  
Pupil disclosure of drug misuse off the premises  
Children found in possession of drugs  
Children bringing drugs into school  
Children talking about the use of drugs  
Staff concerns/suspicions about individuals or families  
Finding drugs/drugs paraphernalia on the premises or school boundaries

#### PROCEDURES FOR ALL STAFF MEMBERS

- if there is evidence of drug misuse take immediate action to reduce risk of harm to the pupil and summon help if needed and follow guidelines for First Aide procedures (see appendix I Table of Procedures & Responses to Drug Related Incidents).
- isolate the pupil/s if possible in separate rooms.
- inform the Headteacher (CP).
- if the pupil is behaving erratically and physical intervention is required for their own safety or the safety of others or the environment, then the school's procedures found in the Behaviour Policy, Safeguarding Children Policy or Health and Safety policy must be followed.
- make a full and careful assessment of the circumstances.
- complete a written statement or drug related incident sheet .  
(See appendix II Record of incident involving unauthorised drug).

#### RECORDING INCIDENTS

The school will keep a record of all drug-related incidents. A clear distinction will be made between evidence, hearsay and suspicious behaviour. Staff should use a drug incident form to record/report details of the situation (see Appendix 2 'Record of Drugs Related Incident'). The following information should be recorded:

- Date & time
- The names of those involved
- Witness signature
- Details of incidents
- First Aid needed

- Size and appearance of substance
- Action taken

This Incident Form will be kept in the school office by the Headteacher separate from the school records. The Log will be reviewed regularly and any information no longer relevant will be removed. Any information that needs to be passed on to other authorities or parents will be dealt with by the Headteacher.

## **FINDING SUBSTANCES**

If a substance is discovered which is suspected as being harmful, illegal or deserving of investigation, it should be removed to a place of safe keeping, **in the presence of a witness**. If the substance is known or suspected of being illegal, the police will be informed and details recorded as above.

## **SAFE DISPOSAL OF DRUG RELATED PARAPHERNALIA**

Pupils and all members of the school community need to know that they must not touch any possible drug-related paraphernalia, associated with drug misuse, such as needles, syringes or broken bottles which might be found on the school site. A member of staff should be informed as a matter of urgency, who will inform the Headteacher and Caretaker, who will ensure the safe and appropriate disposal of the hazardous item. Needles and syringes would be placed in a secure and rigid container. The incident must be recorded on the Drug Incident Form.

## **FINDING DRUG MISUSE**

If a child is found in possession of a substance suspected of being illegal, the police will be informed. If the substance is not considered illegal e.g. tobacco, the parents will be informed and invited into school to discuss the matter. A warning will be issued and in the event of a second incident, further action will be taken and appropriate support and guidance will be offered.

## **BEHAVIOUR**

At Kenmore Park Infant and Nursery School we encourage our children to take responsibility for their own actions and behaviour. There is a clear code of conduct with a system of rewards and sanctions. All parents receive a copy of the school's Behaviour Policy and are asked to support the school in maintaining high standards of behaviour. In the event of a more serious incident, a Behaviour Contract will be agreed and signed by the pupil, parents and school. The contract will set out clearly the terms on which the pupil remains at school. Our Behaviour Policy clearly states the responsibilities of the adults and visitors in school also, and in the event of a drug related incident, it would be considered in breach of that policy. The school will consider any incident individually and recognizes a variety of responses may be necessary. This includes the proportion of the offence and the need for consistency. The school acknowledges the importance of its pastoral role and will support all concerned in ensuring the well-being of all in pupils. We seek to balance the interests and needs of the individual pupil, other school members, the local community and parents.

## **CONFIDENTIALITY**

Respect of individuals' confidentiality is necessary when dealing with drug related incidents. However, it cannot be guaranteed. For example, in cases where there is a child protection issue of the life of the person is a risk. The Headteacher has overall responsibility for managing all drug-related incidents and therefore, will take responsibility for any liaison with media in conjunction with the Governing body and Harrow Council Department of Education.

## **ALCOHOL AND TOBACCO**

The following arrangements apply to all adults and children on the school site. The school wishes to establish a healthy, safe and comfortable working environment for all staff, children, parents and visitors.

- Adults in school are not expected to smoke in the presence of pupils in school or during off-site activities.
- Clearly visible signs should thank visitors for not smoking.
- Smoking is prohibited on School premises
- Alcohol is to be kept out of sight of children.
- Adults in school are not expected to consume alcohol in the presence of pupils in school or during off-site activities.
- On important occasions throughout the school calendar, alcohol may be on the premises for consumption, with the permission of the Headteacher.

## **MEDICINES**

Welfare Assistants, who are qualified in First Aid, care for sick, injured or distressed children. Certain prescribed medicines are allowed into the school (see Medicines Policy). If a child is on long or short term medication, a form of consent, for the administration of this medicine by the Welfare Assistant is needed. Non-prescription medicines are allowed into school only if accompanied by a letter from parents. This includes cough sweets or throat lozenges. It is essential for parents to provide school with up-to-date telephone numbers and adult contacts, in case of an emergency.

## **MEDICAL EMERGENCIES**

- First Aid Procedures must be followed immediately. See Appendix 3 'First Aid Guidelines in the Event of an Emergency' (This also details names of First Aiders and named drivers; and the location of First Aid Guidelines and Portable First Aid Boxes, see Appendix 4). The First Aid Procedures are displayed in key areas around the site, including all classrooms and adult working areas.  
First Aid must be applied when:-
  - A person is unconscious.
  - Is having difficulty breathing.
  - Is confused or disorientated.
  - Has taken a harmful substance.
  - Is at the risk of harm.

It is very important that all incidents are dealt with calmly. Ensure the person is not left alone. A First Aider must be called immediately. If hospitalization is needed, only Named Drivers under KPFS Insurance Scheme may transport a pupil to hospital. The Headteacher must be informed as soon as possible. Report details of the situation in the logbook form 'Record of Drugs Related Incidents' include any witness evidence. The parents/carer will be contacted.

## **LEGAL REQUIREMENTS AND RESPONSIBILITIES**

- Schools have 'in loco parentis' responsibility for all their pupils. Schools have no legal obligation to inform anyone of drug-related incidents this being entirely at the discretion of the Headteacher and Chair of Governors. Where illegal substances are involved the Police/Other Support Agencies will be informed.
- Searching: Storage areas within the school grounds are the property of the school. The Headteacher or her representative may authorise a search of these. The search must be

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carried out in the presence of a witness and the named pupil, if this applies. Staff should not search a pupil's property or person as this is illegal. Instead, pupils can be asked to empty their pockets/bags voluntarily. If it is absolutely necessary to search a pupil, a police officer will be required and parents must be informed as soon as possible. The Police Officer will only be able to carry out a search if there are reasonable grounds to suspect the pupil is in possession of an illegal substance.

- **Returning Articles:** There is a time limit of one week for items to be collected by parents, or they will be disposed of by the school. Articles confiscated and not required by the police must be returned to parents. If the Police require to keep the articles, parents will be informed in writing within 24 hours.
- **Premises:** The Headteacher has day to day responsibility for the premises and what happens there. The school site should be checked regularly for drugs-related paraphernalia.
- **School Boundaries:** Both the Drugs and Behaviour Policies also apply to off-site activities, visits and school trips. The policies also relate to pupils' use of the premises and grounds beyond the school day. Statements in the Policies refer to all adults, including visitors, parents, staff as well as children.
- **Welfare of the Staff:** The School will follow Harrow Council's Policy on Drug and Alcohol Misuse as part of its Health and Safety Policy, which is designed to reduce to a minimum the possible effects of substance misuse on the user, other employees and the environment. To this end, the school intends to work towards a Smoke Free Environment by 2004, as set out by this Government's 'Healthy Schools Standard', and within which we are currently involved.

All Staff, both teaching and non-teaching at Kenmore Park First School, need to understand and support the rationale and aims of the school's Drugs Education Policy, Programme and Procedures to Drug Related Incidents. They need to be aware of the legal implications, their rights and responsibilities.

It is hoped that through Staff, Governors, Parents and the Children themselves working together, we can all safeguard the well being of all the pupils in our care – by educating them about the dangers of drug abuse.

## Appendix B

### Table of Procedures & Responses to Drug Related Incidents

	Incident	Procedure
1.	*Finding drugs paraphernalia on the school premises, e.g. cigarettes, shandy, unidentified pills.	In the presence of a witness items will be safely removed and stored securely by Headteacher or outside agency. Information will be recorded in log book. If illegal, dispose of substance or involve Police if necessary, if legal return to parent or carer.
2.	*Children bringing drugs into school e.g. alcohol	In the presence of a witness confiscate substances and store securely. Inform headteacher and record details in log book. Inform parents/carers and outside agencies if necessary. If illegal, dispose of substance or involve Police if necessary, if legal return to parent or carer.
3.	Evidence of pupil being under the influence of drugs	Inform Headteacher. Follow <b>FIRST AID PROCEDURES</b> (see appendix III) if necessary. Record details in log book. Social services to be contacted at head's discretion.
4.	A pupil; discloses parents/carers/relatives/friends are misusing/selling drugs/solvents	Inform Headteacher. Record details in log book. Social services to be contacted at head's discretion.
5.	A pupil discloses he/she is using drugs, e.g. smoking	Inform headteacher. Inform parents/ carers. Record details in log book. Inform outside agencies if necessary.
6.	Children talking about the use of drugs.	The issue will be dealt with sensitively by the adults involved. Headteacher informed. Record details in log book.
7.	Rumours/reports of drugs being used by adults or children.	Headteacher informed. Record details in Log book. Social services to be contacted at head's discretion.
8.	Children asking difficult question. about drugs.	The issue will be dealt with sensitively by the adults involved. Headteacher informed. Record details in log book. Refer/review <b>DRUG EDUCATION PROGRAMME</b> .
9.	Staff concerns, suspicions about. individuals/families	Headteacher informed. Record details in log book. Social services to be contacted at head's discretion. Issues of confidentiality, Health and Safety and Child Protection will need to be considered.
10.	*Children found in possession of drugs on the premises	In the presence of a witness confiscate substance and store securely. Inform headteacher and record details in log book. Inform parents/carers and outside agencies if necessary. If illegal, dispose of substance or involve Police if necessary, if legal return to parent or carer.
11.	Parent/carer under the influence on school premises	Staff to try and maintain a calm atmosphere. If there is a risk to the child School to follow child protection procedures If they become abusive/violent police may have to be involved

**\*children can be asked to empty their pockets, bags etc. but we can not force them. Staff will not search an individual, his or her clothing or possessions as this is illegal.**

## APPENDIX C

### RECORD OF DRUGS RELATED INCIDENT

Date: \_\_\_\_\_

Circle one of these

<b>HEARSAY</b>	<b>SUSPICIOUS BEHAVIOUR</b>	<b>EVIDENCE</b>	<b>OFF PREMISES</b>
<b>ON PREMISES</b>	<b>PUPIL DISCLOSURE</b>	<b>PARENTAL USE</b>	<b>PARENTAL CONCERN</b>

**OTHER (PLEASE SPECIFY)**

Name of child: \_\_\_\_\_

Year Group: \_\_\_\_\_

Class: \_\_\_\_\_

Date of incident: \_\_\_\_\_

Time: \_\_\_\_\_

- Was First Aid given? No  Yes  First Aid given by \_\_\_\_\_
- Was a doctor/ambulance called No  Yes

Give brief details

- Drug involved (if Known):  
(e.g. Alcohol, paracetamol)
  - Senior Staff involved:
  - Parent/Carer informed by
1. Sample found:
  2. Where stored:
  3. If destroyed state time:
  4. Handed to police. Date
  5. Returned to Parent/carer Date
  6. Witness Signature:
  7. Date:

Brief description of symptoms/situation

Other Action taken(e.g. other agency involved, Ed Psych, C/Conf called GP/Police consulted)

Outcome of Situation (please date and sign) e.g. Behaviour Contract/Pastoral Support Programme.



The information contained in this record is confidential and may be divulged at the discretion of the Headteacher

## APPENDIX D

### FIRST AID PROCEDURES

#### GUIDELINES IN THE EVENT OF AN EMERGENCY

1. Remain calm
2. Determine if Emergency help is needed. Is the person:
  - Unconscious
  - Having difficulty breathing
  - Confused or disorientated
  - Taking a harmful substance
  - At the risk of harm
3. Ensure that the person is not left alone
4. Call a trained First Aider immediately (see List Overleaf)
5. Inform Headteacher/Deputy immediately
6. Contact Parents/Carers
7. Request further Medical Assistance/Ambulance if needed
8. Only a Named Driver may transport a pupil e.g. to hospital
9. Remove/store safely, substance or tablets (using gloves)
10. Keep sample of vomit if they have been sick
11. Make a record of incident, time, date, place and any witnesses. Use drug Incident Form in Office.

(List of First Aiders/ Named Drivers/Location of all First Aid Boxes/First Aid Guidelines overleaf)

## Appendix E

### IMPORTANT INFORMATION KENMORE PARK INFANT & NURSERY SCHOOL FIRST AID PROCEDURE

#### TRAINED FIRST AIDERS

M. Powell & J. Nubour share a full time post as the schools' Welfare Assistants, they are based in the school's Welfare Room.

During school day	Lunch time
S. Vithalani (Paediatric)	P. Bhoja
C. Savva	Mrs. N. Shah
K. Billah	P. Gilman
C. Shea (Paediatric)	A. Hassan (Paediatric)
D. Shah	
Ms. N. Shah (Paediatric)	
V. Patel	
K. Kapadia (Paediatric)	
A.Wackett (Paediatric)	
B. Parekh	
L. Juvanethan	
S. Karia (Paediatric)	

#### PORTABLE FIRST AID BOX

Welfare Room  
 Site Supervisor's room  
 Nursery  
 Year 2 Extension  
 School catering Kitchen

## DRUG PREVENTION POLICY

### **APPLYING THE SCHOOL'S PROCEDURES TO CASE STUDIES**

1. It is brought to your attention that some children are passing round some small white pills during playtimes. They are calling them 'drugs'.
2. While one of your children is looking in their pencil case in their school bag you notice a packet of cigarettes in the side pocket.
3. A child is feeling sick and unwell and the parents are contacted to take her home. Later in the day you receive a phone call from an anxious and irate parent saying her daughter said someone gave her a pill at playtime and said it was a drug. The parent is taking her daughter to casualty.
4. Some Year 4 children come to you holding a syringe saying they found it the school grounds.
5. One of your children is looking very pale and tired. When you ask what is wrong someone else in the class laughs and says 'they've got a hangover'.
6. You pass the toilets during lunchtime and find 2 children laughing and playing around with an inhaler.
7. To help plan your drug education programme you are using the 'draw and write' technique to determine how much your children know about drugs. You find one of your children seems to have a very detailed knowledge of particular drugs. What would you do with this information?

## Appendix F

### HEALTH & SAFETY POLICY (Health and Safety at Work Act 1974)

1. All Welfare Assistants to be First Aiders.
2. All Welfare Assistants to undertake regular First Aid Refresher Courses, as required by their qualifying body, Governors or LA.
3. At least one Welfare Assistant to be on Duty in the medical room at all times during the school day (including lunchtimes).
4. A fully equipped First Aid Box to be kept in the: -
  - Medical Room
  - Site Supervisors Room
  - Nursery
  - Year 2 Extension
  - Canteen
  - School Office.
5. A fully equipped First Aid Box to be taken on each coach on every outing.
6. A fully qualified First Aider to accompany a Year Group/Class on each coach outing.
7. All Accidents/Illnesses to be recorded in the Medical Room Accident Book.
8. All Drugs-Related Incidents to be recorded in the Drug Related Incident Log Book.
9. An 'Accident Note' to be completed for each child entered in the Medical Room Accident Book and sent to the parents via the child.
10. The Headteacher or Deputy Headteacher to be notified of any accident/illness/incident which:
  - a) Requires the Parent/Next of Kin to be sent for
  - b) Requires hospital treatment
  - c) Involves faulty equipment or unsafe practices
  - d) Involves malicious conduct
  - e) Involves a Drugs related incident.
11. Only Named Drivers under the school's own Insurance Scheme may transport a pupil from the school premises; e.g. to hospital, a child's home.
12. First Aid Procedures/Guidelines must be posted in the following school areas:
  - Playground Exit Doors
  - School Office
  - Medical (Welfare) Room
  - Site Supervisor's Room

- Canteen.

## Medicines and Product Substances Guidance for staff

1. All medicines are Drugs. Not all Drugs are medicines.
2. Is the substance Harmful or Not Harmful and Why?
3. Children need to know the appropriate use of any substance or medicine.

### Groupings:

- a) Food supplement
- b) Medicine
- c) Drug
- d) Non drug
- e) Household Substances

ITEMS	GROUP
Alka Seltzer	B,C
Asprin	B,C
Beechams	B,C
Benylin	B,C
Bleach	E
Cigarettes	C
Cigarettes	E
Cod Liver Oil	A,B,C,
Descaler	E
Dettol	B,C
Lozenges	B,C
Menthol	B,C
Multivitamins	A,B,C
Paracetamol	B,C
Pritt Stick	E
Saccharin	A
Snowpake Whitener	E
Starch	E
Suntan Oil	D
Tea	C
Witch Hazel	B,C

Within our **Drugs Policy** all the above are included under the term Drugs, even if they are Household substances. Any substances taken internally or externally which changes the molecular structure of the body is considered to be a Drug. There are Grey areas – so always check a product, if unsure.



# Key Stage 1 - Overview of Drug Education Appendix G

PSHCE: (NC) Non-Statutory Framework	Science: Statutory Programme of Study	Questions to help pupils to explore drug education within the national curriculum
<p>Pupils should be taught:</p> <p><b>2. Preparing to play an active role as citizens</b></p> <p><b>c</b> to recognise choices they can make and recognise the difference between right and wrong</p> <p><b>d</b> to help make and keep rules</p> <p><b>3. Developing a healthy, safer lifestyle</b></p> <p><b>f</b> that all household products, including medicines can be harmful if not used properly.</p> <p><b>g</b> rules for and ways of, keeping safe...and about people who can help them to stay safe.</p> <p><b>a</b> how to recognise and make simple choices that improve their health and wellbeing.</p>	<p>Pupils should be taught:</p> <p>About the role of drugs as medicines</p>	<ul style="list-style-type: none"> <li>• What are medicines?</li> <li>• What are the differences between medicines and other household products?</li> <li>• Who needs medicines?</li> <li>• How do I feel when I am ill? /getting better?</li> <li>• What happens if I take medicines when I don't need them?</li> <li>• Where do we keep medicines and other household products?</li> <li>• Is it good to keep secrets?</li> <li>• Who can I tell if I have a secret or worry?</li> <li>• What are rules and what happens if I break them?</li> <li>• What is the difference between right and wrong?</li> <li>• How can I be a good friend?</li> <li>• How do I like to be treated by people I</li> </ul>



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|---|--|------------------------------------|
| <p><b>4. Developing good relationships</b></p> <ul style="list-style-type: none"><li><b>a</b> to recognise how their behaviour affects other people</li><li><b>b</b> to listen to other people, and play and work cooperatively</li></ul> <p><b>5 a</b> to take and share responsibility for their own behaviour</p> <p><b>That all medicines are drugs but not all drugs are medicines</b></p> |  | know including friends and family? |
|---|--|------------------------------------|