

References For General Health-Related Policy

References for general health-related Policy

In developing policies and practice for Health-related issues either of these models can be adopted:

1. Individual policies (see following 'Drug Policy framework')
2. One overarching PSHE/C or Health/Healthy Schools statement including elements on SRE, Substances, Behaviour management & Anti-bullying, Race equality & Equal Opportunity. In 2006, Emotional Health & Well-being, Food & Eating and Physical Activity will be additional policies required by the new Healthy Schools Standards.

In reviewing your PSHE/C, Substance or SRE policies and provision, use the following provide guidance and frameworks for reference:

- DfES 2004 'Drugs: Guidance for Schools' (distributed to all schools spring 2004 - 1/2" thick, yellow-gold edge, maroon patterned front)
[http://eal.cornwall.gov.uk / school support/policies](http://eal.cornwall.gov.uk/schoolsupport/policies)
- SRE Guidance 2000 [http://eal.cornwall.gov.uk / school support/policies](http://eal.cornwall.gov.uk/schoolsupport/policies)
Healthy Schools Team, SRE - Margaret Stockton 01209-313419
(available in Sept. 2005)
- Cabinet office Strategy Unit 2004 'Alcohol Harm reduction for England'
www.strategy@cabinet-office.x.gsi.gov.uk
- National curriculum audit (CHESS/DICE Co-ordinators handbook)
- QCA Curriculum guidance
- QCA Assessment KS1-4
- Model PSHE/Health policy framework (in development)
Healthy Schools Team 01209-313419
- PSHE/Ct rolling programmes/Schemes of work
Cornwall Healthy Schools Website www.healthpromcornwall.org /
Healthy Schools
Healthy Schools Team 01209-313419

To review or develop existing Substance policy a process for review is provided in:

- Guidance on developing a drug policy for educational establishments
[http://eal.cornwall.gov.uk / school support/policies](http://eal.cornwall.gov.uk/schoolsupport/policies)
- DfES 2004 'Drugs: Guidance for Schools' Appendix 7
- Blueprint Programme, Home Office Drug Strategy Unit
'School Drug policy **Review Process**'
[http://eal.cornwall.gov.uk / school support/policies](http://eal.cornwall.gov.uk/schoolsupport/policies)
- Support and guidance
Schools Drug Advisor - Wendy McDonald 01209-313419
mcdonawe@cpt.cornwall.nhs.uk
LEA County Advisor RE/PSHE/C - David Hampshire 01209-616940

Within the process of review for Health-related policies, links should be made to other related policies and practice, e.g.

- PSHE/Health/C
- Smoking
- PSHE Schemes of work
- Dealing with sensitive issues/Issues of Concern (see CHESS/DICE)
- SRE
- Drugs Education and Incident Management
- Behaviour management including pastoral response/referral
- Child Protection
- Confidentiality (CHESS/DICE Co-ordinators Handbook)
- Medicines
- Medical Emergency
- Visitors (curriculum input - CHESS/DICE Co-ordinators Handbook)

Education Resources:

- Health Promotion library www.healthpromcornwall.org / library
- PRIDE (CHESS Parents programme KS1)
- Targeted substance education materials
 - Schools Drug Advisor - Wendy McDonald 01209-313419
 - mcdonawe@cpt.cornwall.nhs.uk
 - CHESS Substance Safety primary school pack
 - DICE Drug choice secondary school pack
 - 'Know Limits' Young people and Alcohol KS 3/4
- Consultation, training and support
 - Schools Drug Advisor - Wendy McDonald 01209-313419
 - mcdonawe@cpt.cornwall.nhs.uk
 - Phase Co-ordinator (Infant & Primary) - Kate Pordage 01209-313419
 - SRE team member - Margaret Stockton 01209-313419 (available Sept. 2005)

**Guidance on
developing a drug
policy for
educational
establishments**

Guidance on developing a drug policy for educational establishments

The Government has recommended that all educational establishments have in place a drug policy, which sets out the school's role in relation to all drug matters. Good practice in the delivery of alcohol and drug education is in line with the National Healthy Schools Standards for healthy schools' achievement. These are supported locally by CHSS, the Cornwall Healthy Schools Scheme. The DfES 2004 'Drugs: Guidance for Schools' and 'Drugs: Guidance for Further Education Institutes' (post-16) provide guidance for education provision, management of drugs and good practice in response to drug-related incidents. The documents provide a policy framework to guide schools/colleges in their own policy development and review processes.

Copies of the guidance have been distributed to every school or are available without cost on www.eal.cornwall.gov.uk . The guidance is also available as a Word document for adaptation on www.teachernet.gov.uk

In addition, the Cabinet Office Strategy Unit has produced the document 'Alcohol Harm Reduction for England' March 2004. This report sets out the Government's strategy for tackling the harms and costs of alcohol misuse in England. It outlines current research and thinking with implications for the delivery of alcohol education. The document is available on www.strategy.gov.uk

Policy Framework: Substance Education and Incident Management

To encourage consideration of the range of substances that can be accessed or taken by children and young people or those around them, it is recommended that the term 'substance' rather than 'drugs' be used within the policy. This supports a health-related approach to the issue and reduces potential stereotyping and anxiety that can arise from a singular focus on illegal drugs.

The subsequent framework is based on that supplied by the Drug Guidance (pg. 83). It offers an alternative organisation of the themes that fits more easily existing frameworks and is more accessible for use.

The themes are detailed below and reference numbers attached indicating relevant sections in the Drug Guidance. Reading of the complete document as a whole is recommended prior to policy development. Sections 1 and 6 and the Glossary will serve as introductory material.

Individual establishments may satisfy the guidance either by presenting themes as in the sequence presented or by using them as a checklist against established drug policy. Some themes may exist in related policies, e.g. PSHE/Health Education, Behaviour, Child Protection, Pastoral Care, Smoking, Medicines, Health & Safety. In addition, there are two appendices:

Section 1: **Introduction and Context**

Section 2: **Substance Education**

Section 3: **Substance Management and Incident Response**

Section 4: **Training, evaluation and liaison**

Key

- **Numbers** in bold: refer to numbered sections in the Drug Guidance document.
- **Numbers and titles** in bold: cross-reference to other sections within the policy framework.
- (CHSS): indicates that on completion the establishment has achieved specific generic and substance-related criterion within Cornwall Healthy Schools Scheme.
- (CHESS/DICE): refers to the Cornwall DAAT and LEA substance education resources containing policy guidance and curriculum programme.
- (Ofsted) indicates areas of particular interest to an inspection **3.12**

Section 1:

Introduction and Context

Section 1: Introduction and Context

The section sets the scene for the policy. It explains the context and process of its development and outlines the purpose and responsibilities within the school and its ethos.

Development Process

- State the date of approval and adoption, and the date for the next major review (CHSS) **3.11, 6.5**
- Describe the development process and how the whole school community was involved (CHSS) **6.3, 6.3.1, 6.3.2**
- Insert the signatures of the head teacher, a governor, key personnel (and pupil representative if appropriate) i.e. CHSS Steering Group, parent representative.

Local and National Guidance

- Specify national and local drug and alcohol guidance or documents on which the policy has drawn, for example, guidance from QCA, DfES, LEA advisors, Healthy Schools Scheme documentation and standards, national and local drug strategy outcomes for young people. **1.4, 1.5**

Definitions and terminology

- Define the term 'substances' and clarify the meanings of other key terms, for example 'use', 'misuse'. The definition should include reference to medicines, volatile substances, alcohol, tobacco and illegal drugs. **1.3 glossary pg. 86**
- Use chosen terminology consistently throughout the document.

The purpose of this policy

- Identify the functions of the policy and show how it reflects and supports the school ethos and the whole school approach to health (if part of the CHSS). Refer to school mission statement or equivalent. **1.4, 1.5, 2.4, 6.2**

State where and to whom this policy applies

- For example, all staff, pupils (inc. those who may or may not take substances and those who have friends or family that do), parents/carers, governors and partner agencies working with schools. (CHSS) **5.6, appen. 12**
- Specify the school's boundaries and jurisdiction of the policy's provisions. This detail is particularly important toward the prevention and healthy resolution of potential or actual incidents. This may be placed or detailed in **14. Management of substances at school. 4.1**
- Clarify how the policy applies to pupils educated in part within further education or other provision. (CHSS) **3.1**

- Make reference to other relevant policies as appropriate, e.g. Health & Safety, County Guidelines.

The school's stance towards substances, health and the needs of pupils

- This refers to the management of substances within the school community and therefore links to both education and incidents. Include the aims and expected outcomes of the policy. Link to school ethos **2.4, 2.6, 5.4, 5.4.1**
- Include a clear statement that illegal and other unauthorised substances (specify which substances and under what circumstances) are not acceptable within the boundaries identified within the policy. **4.5**
- Outline school rules with regard to authorised substances and make links to the school policy on medicines. Create a pupil's version for distribution and discussion. (CHSS) **5.2**
- Explain that the first concern in managing substances is the health and safety of the school community and meeting the pastoral needs of pupils.
- This will be part of the formal and informal curriculum, both informing and informed by incidents. (CHSS) **2.4, 3.1.8, 4.1.1**

Staff with key responsibility for substance-related issues

- Specify the named members of staff who will oversee and coordinate substance issues and their key roles and responsibility. **3.7, 3.14**
- Identify any structures of responsibility, i.e. SMT, heads of year, tutors. **4.2**
- Identify a named member of staff and LEA procedure representation for responding to and working with the media. **6.7**

The role of governors

- State the arrangements for ensuring that governors are well-informed on substance-related issues as they affect the school. These may be outlined in **12. Staff Support and Training**.
- Outline the role of governors (of the designated governor if appointed, although not a requirement) in policy development or review and overseeing the substance education programme, and contributing to any case conferences called, or appeals against exclusions. **3.14**

The context of the policy and its relationship to other policies

- Outline the links with other written policies on, for example, behaviour, health and safety, medicines, confidentiality, pastoral support, bullying, healthy schools, school visits, PSHE/Health Education and Child Protection. **4.3, 6.4, 6.6**
- These can be cross-referenced in the relevant sections of this policy, for example, Visitors Policy may exist elsewhere and does not need to be repeated. (CHSS/DICE Co-ordinators Handbook) **3.6, appen. 6**

Location and Dissemination

- Outline dissemination plans for staff, parents and pupils and where a reference copy of the policy can reliably be found. Parts of the policy may be replicated in other school publications, for example, staff handbook, School Prospective. **6.4**
- Pupil dissemination to include a pupil-friendly version of the policy or as part of other related documentation and as part of the curriculum utilising discussion, critical thinking and citizenship skills. (CHSS)

Section 2:

**Substance
Education**

Section 2: Substance Education

This section details the substance education provision as delivered throughout the formal and informal curriculum. It refers to and guides the teaching and learning processes and approaches

Substance education

- Include the aim of substance education and outline key learning objectives. **2.1, 2.3**
- Specify or refer to the content of the substance education to be provided (with reference to the framework for PHSE and citizenship and the National Curriculum Science Order). (CHSS, Ofsted, CHSS/DICE Co-ordinators Handbook) **2.5, 2.6, 3.1, appen. 2**
- Indicate how the needs of pupils will be identified and how they will be involved in determining the relevant content of the programme. Include a process for incidents to inform content and targeted education.(CHSS, Ofsted) **3.1.1, 3.1.2, 3.9, appen. 1**
- Outline the provision for vulnerable people and those with SEN, and how the issues of pupils' diversity will be addressed in the programme. Early intervention and targeted prevention can provide additional support.(CHSS) **3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.7, 4.1.2, 5.4.1**
- Outline the arrangements for timetabling, staff and teaching. **3.1.9, 3.7**
- These may be defined within other relevant policies, for example, PSHE Policy. Cross reference as applicable.

Methodology and resources

- Outline teaching methods that will be used to involve all pupils active learning. (CHSS, Ofsted) **2.2, 3.2, 3.2.1, 3.2.2, 3.3, 3.4**
- Specific reference to setting ground rules, handling disclosures and confidentiality. Cross-reference other relevant policies, i.e. Child Protection, Confidentiality or link to **18. Confidentiality**, Issues of Concern, School Rules. **4.3**
- Name principal resources and specify their storage location (CHSS, CHSS/DICE resources) **3.5, appen. 4**
- Specify external contributors who may support substance education and outline how their contribution will be managed. Cross reference to Visitors Policy for all external contributors. (CHSS/DICE Co-ordinators Handbook) **3.6, appen. 6**

Section 3:

**Substance
Management and
Incident
Response**

Section 3: Substance Management and Incident Response

This section outlines the whole school approach to substances. This includes expected outcomes and detailed procedure for management, care and education responses.

Management of substance-related incidents at school

- Define substance incidents. **5.1**
- Describe the policy on managing incidents related to authorised and unauthorised substances, drug paraphernalia and suspected illegal drugs. Outline storage, disposal and safety guidance for staff. May cross-reference to Medicines Policy and **8. The school's stance towards substances, health and the needs of pupils. 4.5, 4.7, 4.8, 4.9, appen. 3**
- Specify the school's boundaries and jurisdiction of the policy's provisions. This detail is particularly important toward the prevention and healthy resolution of potential or actual incidents. **4.4**
- Outline strategies for responding competently and fairly to any incidents involving illegal drugs and unauthorised substances. Identify medical emergency, pastoral, disciplinary and educational provision including pathways for informing the curriculum. **5.4.6, 5.4.7, 5.4.8, 5.4.9, appen. 9 (CHSS)**
- Define good practice procedures, identifying staff or structures to be involved. Make available an easily accessed version for all staff, for example an Incident Response flow chart **appen. 8**. Content can be adapted through Word format. **4.2, 5.2, 5.3, 5.5, 5.5.1**
- Outline procedures for managing parents/carers under the influence of substances on school premises or during school activities. **3.1.6, 5.5.2,**
- Make explicit the school's policy on searches, including personal searches and searches of school and pupil's property. **4.10.1, 4.10.2, appen. 10**
- Outline the range of options for responding to the identified needs of those involved including friends and family. **4.1.2, 5.4**
- Establish recording procedures for any substance-related incidents with the aim of monitoring and supporting individuals, informing curriculum and evaluating policy application. May use existing formats, for example, 'Issues of Concern' or **5.7, appen. 11**

Police involvement

- Outline the agreed criteria for when police should be informed, consulted or actively involved in any substance-related concern or incident, and what action is expected if police involvement is requested. **4.6**
- Refer to 'Police Response for Responding to Substance Misuse in Schools' and 'Risk Assessment Guidelines – When considering pre-planned education or enforcement action involving drug dogs or screening machines in educational establishments' 2004 ([http://eal.cornwall.gov.uk / School Support](http://eal.cornwall.gov.uk/SchoolSupport)) (CHESS/DICE Co-ordinators Handbook) **4.10.1, 4.10.2**
- Include name and contact details for the school's YIO (Youth Intervention Officer) and NBO (Neighbourhood Beat Officer).

The needs of pupils

- Outline the mechanisms for addressing the wider pastoral needs of pupils and how pupils are made aware of the various internal and external support structures. (CHSS) **3.15, 4.1.1, 4.1.2, 5.4.7**
- Identify curriculum which skill pupils to access and make use of support structures. **2.1, 3.1.8**

Referral and external support

- Outline relationships with local partner agencies and the roles negotiated with them for supporting pupils and agreed protocols for referral. (CHSS) **5.4.2 ,5.4.8**
- List local services and national helplines/websites (CHSS, CHESS/DICE Co-ordinators Handbook) **appen. 5**

Confidentiality

- Specify the school's approach to ensuring that sensitive information is only disclosed internally or externally with careful attention to pupils rights and needs. Refer to disclosures within curriculum activities. **3.2.1, 4.3**
- Outline local child protection procedures to be followed if a pupil's safety is considered under threat. Cross reference to Child Protection Policy. (CHSS)

Section 4:

Training, evaluation and liaison

Section 4: Training, evaluation and liaison

This final section refers to both substance education provision and management. It summarises support, training and developmental commitments and details assessment and evaluation procedures.

Staff support and training

- Outline policy induction and substance awareness training for Incident Management implementation for all staff including site managers, lunchtime staff, teaching assistants, relevant governors and new members of staff. **3.8**
- Outline specific continuing professional development opportunities for substance education teachers and how learning can be cascaded. (CHSS PSHE audit may be useful, Ofsted) **2.2, 3.8**

Involvement of parents/carers

- Include the policy for informing and involving parents/carers of incidents involving illegal drugs and other unauthorised substances. **5.5.1**
- Outline the school's approach to encouraging parental involvement in developing and reviewing the policy and in pupils' substance education. (CHSS) **3.13, 5.4.1, 6.3.2**

Assessment, monitoring, evaluation and reviewing

- State how the teaching of substance education and incident response will be monitored and assessed. Consider who will be involved and what processes can be used including existing structures such as school councils. (CHSS, Ofsted) **3.1.1, 3.9, 3.10**
- Identify links with pupil need as established through assessment within the curriculum and records of substance-related incidents. (CHSS) 5.4.1
- State plans for evaluating and developing the curriculum and incident management using this information. (CHSS) **3.12, appen. 7**

Liaison with other schools

- Establish that the local substance taking situation, the content of substance education, the management of incidents, training opportunities and transitions between schools will be routine elements of liaison between local schools. (CHSS) **2.5**

Appendix 1: 'Substance incidents' prompts for consideration Infant / Primary Schools

These situations can arise at any time during the school day – either in lesson time, on the playground or with direct contact.

What is the procedure for response in your school?

- A staff member has concerns about a drug incident or wants to ask for some information.
- A parent or pupil wants some drug-related information but doesn't want to ask anyone – how can they find out?
- A parent collects their child from school and they strongly smell of alcohol.
- A pupil frequently arrives without lunch, is often unwashed and you are aware that his/her parents smoke cannabis.
- On a school trip a parent helper has a cigarette in full view of pupils.
- A pupil comes into class and asks a staff member about a drug incident they watched on a TV programme last night.
- A staff member overhears a pupil discussing a family member who smokes cannabis.
- A pupil tells a staff member that there is a syringe in the playground.
- A pupil tells a staff member that two friends are acting strangely following the break and that they were seen with a spray can.
- A pupil has suddenly been coming in pretending to drink alcohol and acting drunk.
- A pupil approaches a staff member to tell them that another pupil has brought drugs in from home.
- During break two pupils find a bag of powder in the playground and open it – one gets powder on his/her face.
- On the way home, a staff member sees a pupil smoking.
- A staff member finds some adult medication on a pupil.
- A young pupil smokes tobacco with parental consent.
- A pupil reports a parent injecting at home.
- Any other?