

Drugs Policy



Bourn Church of England Primary Academy

Approved by:

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Standards Committee

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Contents

Section 1 The Context

Aims
Our school's stance towards drugs
Our school ethos
Definition of drugs

Section 2 Policy

Rationale
Policy Context
Delivering the drug education curriculum
Responsibilities for curriculum delivery
Teaching methodologies
Inclusion
Resources
Visitors and community agencies supporting drug education
Staff training
Children's participation
Working with parents/carers and our community
Monitoring and evaluating drug education

Section 3 Preventing, Reducing and Responding to Drug-related Situations and Incidents in our School

Drug-related situations and incidents
Responding to drug-related situations and incidents
Responsibility for preventing and responding to drug-related incidents
Confidentiality
School boundaries and visits

Section 4 Monitoring, Review and Evaluation

Section 5 Appendices

The PSHE overview
The drug education curriculum
Entitlements for all members of our school community

Section 1 The context

Aims

- To clarify the legal requirements and responsibilities of the school
- To reinforce and safeguard the health and safety of students and the whole school community
- To clarify the school's approach to drugs for all staff, students, governors, parents/carers, external agencies and the wider community
- To give guidance on developing, implementing and monitoring the drug education programme
- To clarify the procedures for responding to and managing any drug-related incidents that may occur so that they are managed with confidence and consistency and in the best interests of those involved
- To ensure that the response to incidents involving drugs and the drug education programme complement the values and ethos of the school
- To provide a basis for evaluating the effectiveness of the school drug education programme and the management of incidents involving illegal and other unauthorised drugs
- To reinforce the role of school in contributing to national and local strategies.

Our school's stance towards drugs

The possession, use or supply of illegal and other unauthorised drugs in Bourn Academy is not acceptable. The school is committed to safeguarding the health, safety and wellbeing of all members of the school community.

In providing drugs education and responding to incidents involving drugs, our first concern is the pastoral care and health and safety of pupils.

Our school ethos

Our work in drug education is set in the wider context of our school values and ethos:

- Bourn is a school filled with hope. We steadfastly believe each individual is capable of great things. We work together in friendship, challenging ourselves and each other to be the best we can be. We aim for 'life in all its fullness', striving to make the world a better place.

In our school, we aim to ensure all children feel engaged with school, that they trust the adults who care for them, that they feel some control over what happens in school and that they feel supported.

Positive engagement with school is a major protective factor against later drug misuse. We hope to set this positive engagement firmly in place.

Definition of drugs

The definition of a drug given by the United Nations office on Drugs and Crime is: "A substance people take to change the way they feel, think or behave".

Here, "drugs" and "drug education" is used to refer to:

- all illegal drugs (those controlled by the Misuse of Drugs Act 1971)
- all legal drugs, including alcohol, tobacco, volatile substances (those giving off a gas or vapour which can be inhaled), ketamine, khat, alkyl nitrites (known as poppers) and new psychoactive drugs ('legal highs')
- All over the counter and prescription medicines

Section 2 The Policy

Rationale

Drug education is a major component of drug prevention. From September 2020, Health Education, of which Drugs Education is one component, became a statutory element of the primary school curriculum.

The following aims of drug education at Bourn will be consistent with the values and ethos of the school and laws of society as well as being appropriate to the age, ability and maturity of the pupils and relevant to their particular circumstances:

- To increase students' knowledge and understanding and clarify misconceptions about
 - the short and long-term effects and risks of drugs
 - the rules and laws relating to drugs
 - the impact of drugs on individuals, families and communities
 - local and national use
 - the complex moral, social, emotional and political issues surrounding drugs
 - the risk associated with 'county lines' and gang-related drugs issues
- To develop students' personal and social skills to make informed decisions and keep themselves safe and healthy, including
 - promoting positive attitudes to healthy lifestyles
 - assessing, avoiding and managing risk
 - communicating effectively
 - resisting pressures
 - finding information, help and advice
 - devising problem-solving and coping strategies
 - developing and maintaining self-awareness and self-esteem in order to motivate them to value their welfare and conscientious care of themselves
- To enable students to explore their own and other peoples' attitudes towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences
- To ensure that students have access to and knowledge of up to date information as sources of help. This includes local and national helplines (including FRANK for drugs, NHS Smoking Services for tobacco and Drinkline for alcohol), local youth and community services and drug services. These sources are used in addition to the school's own drug and alcohol education

Therefore, this policy describes our strategies for keeping children safe in relation to drugs, both on and off the school premises.

Policy Context

Other school policies which are relevant to our provision of drug education include:

- Safeguarding and Child Protection Policy
- Health & Safety Policy
- Positive Behaviour Policy
- Equality and Diversity Policy
- Supporting Children with Medical Needs Policy
- Code of Conduct.

This drug policy will be made available to staff, on the school network and on the school website.

This policy has been developed with reference to Department for Education advice and guidance: updated in 2015. The curriculum has been developed based on the Cambridgeshire PSHE programme. It has been developed through discussion with staff and Governors.

Delivering the Drug Education Curriculum in our School

We deliver Drug Education as part of a broad and balanced PSHE Curriculum, which takes into account, the newly statutory requirements for Health Education and the needs of our children and community.

We understand the importance of ensuring that all children in school gain similar information and experiences through drug education and are able to build on their knowledge age appropriately. We follow the Cambridgeshire PSHE curriculum. (Appendix 1)

The objectives of the curriculum for drug education will mainly be delivered in PSHE lessons through the topics of Keeping Safe, Managing Safety & Risk and Drug Education. Some aspects of drug education will be delivered in the science curriculum.

Some objectives of drug education may also be met in enrichment activities. For example; Visits from the Life Education Centre, social skills groups, curriculum enrichment days and residential trips provision

Responsibilities for Curriculum Delivery

We regard it as the shared responsibility of all adults working within the school to model responsible drug-related attitudes and behaviour and to respond appropriately to a pupil's request for information or guidance.

Teaching and support staff will have the same responsibility for contribution to the delivery of the taught drug education curriculum as they have for other components of the curriculum.

The PSHE Co-ordinator is responsible for reviewing and evaluating drug education at our school. The PSHE Co-ordinator will report to the Head Teacher.

Staff will be assisted in their planning and delivery of the curriculum by the PSHE Co-ordinator who will develop long and medium term planning based on the Cambridgeshire PSHE curriculum, monitor resources and recommend activities for colleagues, collate assessments, access support from out of school where necessary and plan INSET to meet staff needs.

Governors have the responsibility to update their own knowledge and awareness, so that they can contribute to monitoring and evaluation of policy and practice. The PSHE Co-ordinator and Head teacher will support with this.

Teaching Methodologies

Ground Rules: Drug education is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Teachers and children together will ensure there are ground rules in place which ensure that every child feels safe and is able to learn in a supportive and caring environment. These will cover, in particular, the asking and answering of personal questions and strategies for checking or accessing information.

Answering Questions: We acknowledge that sensitive and potentially difficult issues will arise in drug education, as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for drug education. As a first principle, we will answer questions relating to the taught, planned curriculum for that age group (or younger) to the whole class.

We will answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it,

they will seek guidance from the PSHE Co-Ordinator. Questions may be referred to parents/carers. We may use a 'Question box', where questions may be asked anonymously.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the Designated Teacher for Child Protection, in line with school policy.

Distancing Techniques: In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we may use fiction, puppets, case studies, role-play, videos, to enable young people to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to drug education. We will carefully consider gender, culture, learning needs and background when planning and delivering it.

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our children and, in acknowledging and exploring different views and beliefs, seek to promote respect and understanding.

In order to ensure the drug education curriculum meets the needs of all:

- We will encourage respect and discourage abuse and exploitation.
- We will not ask young people to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs, we will review our drug education programme to ensure that provision is made for those with additional needs. When working with children with additional needs we will consider:

- Their level of vulnerability
- Their use of medication
- Their need to develop self-esteem and positive body image
- The need to involve all staff and carers in policy development, planning and training
- Sources of support for pupils.

Drug Misuse in Our Community

Some pupils will have parents, carers or family members who use, misuse or abuse drugs, including medicine, alcohol and nicotine. We will take care to ensure that our drug education programme takes into account possible misuse of drugs by family members. We will work to ensure that the content of our programme does not stigmatise children or heighten their anxieties about their family members' welfare. It will be a high priority to determine and address the additional needs of children who experience the effects of drug misuse and abuse in their homes.

Resources

All staff will primarily use the Cambridgeshire Primary Personal Development Programme when planning and delivering drug education. Resources to support our drug education programme can be found on our school website.

We will refer to 7A Checklist for Selecting Resources when selecting new resources.

Additional sources of up-to-date information can be found through local and national helplines (including www.talktofrank.com for drugs, NHS Smoking Services for tobacco and Drinkline for alcohol).

Visitors and Community Agencies Supporting Drug Education in our School

We may also make use of the expertise of visitors from the community and experts from outside agencies. This will be seen as an enrichment of our programme and not a substitute for our core provision, which is based upon the strong relationships between teachers and pupils. Such visitors will be made aware, in advance, of our policy and will be expected to work within it. They will work in collaboration with appropriate staff to ensure continuity and that the needs of the children are met.

Staff Training

We understand that, in order to feel confident in teaching drug education, staff need opportunities to develop knowledge, skills and attitudes and to share good practice. We recognise that all adults have different personal beliefs about and attitudes to drugs and drug education. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the drug education curriculum.

Children's Participation

As well as recognising that an interactive approach to drug education will better develop the skills of our children, we will involve young people in the evaluation and development of their drug education in ways appropriate to their age.

- We will refer to priorities identified in local, countywide and national data when teaching drug education
- We will engage the children in assessment activities to establish their development needs, examples of these can be found in: <https://phseservice.eschools.co.uk/> 4A 'Dogs and Rugs' – Assessing Drug Education in the Primary School
- We will encourage children to ask questions as they arise by providing anonymous question boxes.
- We will ask children to reflect on their learning using appropriate success criteria and set goals for future learning.
- We will consult children, through School Council, about their perception of the strengths of our drug education programme and the areas to be further developed.

Working with Parents/Carers and our School Community

Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up. Therefore we seek to work in partnership with parents and carers when planning and delivering drug education. We will encourage this partnership by:

- Informing parents and carers through the weekly newsletter of forthcoming drug education topics
- Inviting parents to learn more about resources and activities used in drug education by sharing the resources we will be using
- Gathering parents' views on the drug policy and taking these into account when it is being reviewed
- Providing supportive information about parents' role in drug education and how they can develop protective factors with their children
- Inviting parents to discuss their views and concerns about drug education on an informal basis.

Parents and carers will be given access to this policy on request. It will also be available on the school website.

Monitoring and Evaluating Drug Education

We are committed to the development of Drug Education in our school. When carrying out a review we will refer to <https://phseservice.eschools.co.uk/> 2A Drug Policy Audit We will use the following indicators to monitor and evaluate our progress:

- a co-ordinated and consistent approach to curriculum delivery has been adopted
- a flexible approach to delivering drug education that responds to children's needs (identified through consultation, research or observation) is in place
- there are clearly identified learning outcomes for all drug education activities
- opportunities for cross-curricular approaches are being used where appropriate
- the impact of training for staff and governors on practice is evaluated
- policy and practice is regularly revised and involves staff, governors and where appropriate young people
- opportunities for parents, carers and members of our community to consider the purpose and nature of our Drug Education, for example, through drug awareness parent sessions
- a variety of methods are employed to communicate the key points of the policy and curriculum to the community

Section 3 Preventing, Reducing and Responding to Drug-related Situations and Incidents in our school

Drug-related Situations and Incidents

In the following section we will use these terms:

Drug use: The consumption of any drug.

Drug misuse: Drug taking which harms physical, mental or social wellbeing. This could, for example, include physical or psychological dependence, improper use of medicines, intoxication, breach of school rules or the law.

Authorised drug use: Where drug use is accepted by the school e.g. medicine.

Unauthorised drug use: Where use is restricted or prohibited e.g alcohol, tobacco, medicines or new psychoactive substances.

Drug-related Situations

A drug-related situation is one involving the use of any authorised drug by a child or adult in school. A situation might be ongoing, but will have been discussed and planned for.

Drug-related situations might include:

- the storage or use of alcohol on the premises by staff, parents or other users of our premises
- the sale or award of alcohol *e.g. raffle prizes*
- the storage or use of medicines on the premises by staff, parents or children
- the use of tobacco or alcohol by staff, away from the premises, while taking part in events or residential trips

Drug-related Incidents

A drug-related incident is one where there is evidence or suspicion of specific events involving unauthorised or illegal drug possession, use or supply. We will need to react to this event, in order to prevent or reduce harm. We will refer to: <https://phseservice.eschools.co.uk/> 3G Responding to Drug-related Situations and Incidents in the Primary School Drug-related incidents include:

- Disclosure by a child of their own unauthorised or illegal drug use or alleged use by another person
- Unauthorised or illegal drugs being possessed or used on the school premises
- Physical evidence of unauthorised or illegal drug use being found on or around the school premises
- Supply or intended supply of unauthorised or illegal drugs on the school premises
- Community concerns about unauthorised or illegal drug use by an adult working with children
- Community concerns about unauthorised or illegal drug use by children
- Children disclose they are adversely affected by the drug use or misuse of others
- The intimidation of a child by peers or others in relation to drug use.

Responding to Drug-related Situations and Incidents

The use, possession or supply of illegal drugs will not be tolerated on our school site, neither will the unauthorised use of legal drugs, such as alcohol, tobacco and new psychoactive substances.

All staff will be aware of the basic procedures for dealing with a drug-related incident. The Head Teacher will take responsibility for any required action.

Responses to situations or incidents involving any drug will seek to balance the interests and safety of the individual and others involved.

We will refer to: <https://phseservice.eschools.co.uk/> 3G Responding to Drug-related Situations and Incidents in the Primary School when considering our response to any drug-related incident. We will record each drug-related incident using: <https://phseservice.eschools.co.uk/> 3F Recording an Unauthorised Drug Incident. If we are considering the involvement of the Police in an incident, we will refer to: <https://phseservice.eschools.co.uk/> 3I Considering Drug Issues and the Police.

The likelihood of a child being the instigator of a drug-related incident in school is extremely low. However, where an incident involves a child at our school, we will seek to involve parent/carers, if appropriate, and gain advice and support from specialist services and Children's Services. Exclusion may be a final option, if other sanctions have not been successful.

In the very unlikely event that a child's person or property must be searched for a prohibited item, such as an illegal or unauthorised drug, we will refer to 'Screening, Searching and Confiscation' DfE 2012

Following every drug-related incident, procedures will be reviewed and evaluated. The Head Teacher will lead this review and will involve a link governor.

Responsibility for Preventing and Responding to Drug-related Incidents

- Solvents and hazardous chemicals will be stored in accordance with our Health and Safety policy, which refers to Control of Substances Hazardous to Health (COSHH) Guidelines. The person responsible for overseeing this policy is the Head Teacher.
- If a substance is found on our premises, it will initially be reported to the Head Teacher, who will record the nature of the incident and complete: <https://phseservice.eschools.co.uk/> 3F Recording an Unauthorised Drug Incident with reference to 3G Responding to Drug-related Situations and

Incidents in the Primary School and 3I Considering Drug Issues and the Police, where procedures for taking temporary possession of an illegal substance are described.

- In a situation where a child is involved in unauthorised drug use on school premises, the Head Teacher will normally inform the child's parents. If a decision is made not to inform parents, this will be documented.
- If the Head Teacher believes an offence has been committed by staff or pupils, he or she will consider informing the police. He/she will refer to: <https://phseservice.eschools.co.uk/> 3I Considering Drug Issues and the Police. If the decision is made not to inform the police this will be documented using: <https://phseservice.eschools.co.uk/> 3F Recording an Unauthorised Drug Incident. On most occasions the Police Community Support Officer (PCSO) will be the first contact.

Should the press contact the school regarding a drug-related incident or situation, a press release will be issued in collaboration with the County Press Office.

Confidentiality

Confidentiality guidance is not altered by the fact that a case involves drugs. Where there is a genuine risk to the safety of the child, information must be passed on to individuals and/or organisations responsible for protecting the child. It is likely that such responses will fall within the remit of other policies such as Safeguarding and Child Protection, Behaviour and Health and Safety.

Staff may have to pass on information to fulfil their professional and moral duties in relation to:

- child protection
- co-operating with a police investigation
- referral to external services, such as drug agencies.

Any information disclosed to a staff member or other responsible adult, which is deemed to be of a serious nature, will be communicated to the designated person as soon as possible and always within 24 hours.

The designated person may choose to respect a child's wish for confidentiality only in cases where:

- there is no cause to believe that confidentiality will endanger or put the child or others at risk
- disclosure itself may place the child at risk.

It is our policy to inform parents and carers as soon as possible, when a child has been involved in a drug-related incident, except in situations where such information could prejudice their safety. The designated safe-guarding lead will be asked for guidance in this instance.

Children will be told clearly what information is to be passed on and to whom and their agreement will be sought. We will support the child in dealing with possible consequences.

School Boundaries and School Visits

We will make clear to staff and parent/carers the rules which apply to individual visits or group trips, including other areas where direct responsibility lies with the parent/carers (primarily, school/home transport and the close environment of the school). In these situations we will work in partnership with parents/carers and, where appropriate, the wider community. Clear guidance will be given to staff regarding their supervision responsibilities and their own drug use (e.g. of alcohol, tobacco and medicine). We will refer to: <https://phseservice.eschools.co.uk/> 3J Considering Drug Issues and Primary Educational Visits.

Section 4 Monitoring, Review and Evaluation

This Policy is regularly monitored and evaluated to ensure its effectiveness.

The Policy review is coordinated by the Headteacher, PSHE Coordinator and Governing Body and includes collecting data and gathering the perceptions of the whole school community.

The results of the review are used to inform areas for school development, which are included in the School Development/Improvement Plan and other appropriate action plans.

This Policy is reviewed every 2 years and will be approved by the Standards Committee.

Section 5 Appendices

Appendix 1: The PSHE overview

Foundation	Beginning & Belonging	Family & Friends Anti-bullying	Me & My World Identities & Diversity	My body & Growing Up (RSE) Keeping Safe	My Emotions Healthy Lifestyles	Managing Change Preparation for moving up to Y 1)
Year 1	Beginning & Belonging	Family & friends Anti-bullying	Working Together	Growing and Changing 1 (Relationship & Sex Education) Managing Safety & Risk	Digital Lifestyles	Managing Change
Year 2	Rights, Rules and Responsibilities	My Emotions Anti-bullying	Diversity & Communities	Growing and Changing 2 (Relationships & Sex Education) Personal Safety	Healthy Lifestyles Drug Education	Financial Capability Managing Change
Year 3	Beginning & Belonging	Family & friends Anti-bullying	Diversity and Communities	Growing and Changing 3 (Relationships & Sex Education) Managing Safety & Risk	Digital Lifestyles	Managing Change
Year 4	Rights, Rules and Responsibilities	My Emotions Anti-bullying	Working together	Growing and Changing 4 (Relationships & Sex Education) Personal Safety	Healthy Lifestyles Drug Education	Managing Change Financial Capability

Appendix 2: Curriculum for Drug Education

	Keeping Safe (including Drug Education)	Other areas of Personal Development
Foundation YR	<p>What do I think I have to keep safe from?</p> <p>How do I know if something is safe or unsafe?</p> <p>Do I understand simple safety rules for when I am at home, at school and when I am out and about?</p> <p>Can I say 'No!' if I feel unsure about something and it does not feel safe or good?</p> <p>Can I ask for help and tell people who care for me if I am worried or upset?</p> <p>Who are the people who help to keep me safe?</p> <p>What goes on to and into my body and who puts it there?</p> <p>Why do people use medicines?</p> <p>What are the safety rules relating to medicines and who helps me with these?</p>	<p>What things can I do when I feel good and healthy?</p> <p>What can't I do when I am feeling ill or not so healthy?</p> <p>What do I think I have to keep safe from?</p> <p>How do I know if something is safe or unsafe?</p>

	Healthy and Safer Lifestyles and Drug Education	Other areas of Personal Development
KS1 Y1/2	<p>What are medicines and why and when do some people use them?</p> <p>When and why do people have an injection from a doctor or a nurse?</p> <p>Who is in charge of what medicine I take?</p> <p>What different things can help me feel better if I feel poorly?</p> <p>How can I keep safe with medicines and substances at home and at school?</p> <p>What is persuasion and how does it feel to be persuaded?</p>	<p>How can I get the attention of an adult if I need to?</p> <p>Who are the people who help keep me safe?</p> <p>How can I be responsible for my own personal safety?</p> <p>Do I understand how amazing my body is?</p> <p>What does it feel like to be healthy?</p> <p>How can I stay healthy?</p> <p>What is an emergency and who helps?</p> <p>How can I help in an emergency?</p>

	Healthy and Safer Lifestyles, Managing Safety & Risk, Personal Safety and Drug Education	Other areas of Personal Development
KS2 Y3/4	<p>What medical & legal drugs do I know about, and what are their effects?</p> <p>Who uses and misuses legal drugs?</p> <p>Why do some people need medicine and who prescribes it?</p> <p>What are immunisations and have I had any?</p> <p>What are the safety rules for storing medicine and other risky substances?</p> <p>What should I do if I find something risky, like a syringe?</p> <p>What do I understand about how my friends and media may influence me?</p>	<p>How can I be responsible for my own personal safety?</p> <p>Who is responsible for my lifestyles choices and how are they influenced?</p> <p>How can I have a healthy lifestyle?</p> <p>What can my body do and how is it special?</p> <p>What risks are there to my safety, my friendships and my feelings?</p> <p>What action is it okay for me to take in an emergency?</p> <p>Who would I ask for help if things went wrong?</p>

	Healthy and Safer Lifestyles, Drug Education, Personal Safety, Managing Safety & Risk	Other areas of Personal Development
KS2 Y5/6	<p>What do I know about medicines, alcohol, smoking, solvents and illegal drugs and why people use them?</p> <p>How does drug use affect the way a body or brain works?</p> <p>How do medicines help people with different illnesses?</p> <p>What immunisations have I had or may I have in future and how do they keep me healthy?</p> <p>What is drug misuse?</p> <p>What are some of the laws about drugs?</p> <p>How can I assess risk, recognise peer influence & respond assertively?</p> <p>When and how should I check information about drugs?</p>	<p>When might it be good to take a risk?</p> <p>What are the different consequences of taking physical, emotional and social risks?</p> <p>How risky are different situations?</p> <p>When am I responsible for my own safety?</p> <p>How can I keep myself and others safe?</p> <p>How can I get the attention of an adult if I need to?</p> <p>Where can people go for help?</p> <p>How can I help people who need support?</p> <p>Can I carry out basic first aid?</p> <p>What does being healthy mean and what are the benefits?</p> <p>Who or what influences me when I am making lifestyle choices?</p> <p>How am I responsible for a healthy lifestyle?</p>

Appendix 3: Entitlements for all Members of our School Community

We are committed, with other individuals and organisations in our community, to working towards the implementation and development of these entitlements.

Everyone is entitled to have access to information which is accurate and up-to-date; appropriate to their needs and sensitive to cultural, ethnic, religious and gender differences.

Children are entitled:

- to a planned, varied and cohesive drug education programme which enables them to increase their knowledge and explore and practise relevant skills and attitudes, and which gives them time to reflect
- to have access to support when they need it, in an appropriate setting
- when seeking advice, to have confidentiality guidelines explained, and to be treated honestly and with respect and sensitivity
- to have the opportunity to participate in the shaping and evaluation of their drug education programme using methods appropriate to their maturity, for example, through classroom activities or research

Adults working with our children are entitled:

- to relevant and appropriate training
- to opportunities to develop personal skills and confidence in delivering drug education and managing drug-related situations and incidents
- to a clear definition of issues concerning boundaries and confidentiality in school
- to an environment which provides opportunities to express their and share concerns openly
- to have access to independent advice and support, in both personal and professional capacities
- through representatives, to be involved in the formulation and/or evaluation of drug policy

Parents, carers and other adults in our community are entitled:

- to expect a safe and secure environment for their child
- through representatives, to be involved in the formulation and/or evaluation of our drug policy
- to express their opinions and to be offered time and privacy to share any concerns
- to be offered information about other services or support available to parent/carers locally