

Drugs Education Policy

RATIONALE AND PURPOSE

This Academy takes the issue of drugs seriously. Drugs, both legal and illegal, are an inescapable feature of modern society and our students should feel confident in making healthy informed choices about them as well as feeling supported if they experience drug-related problems or concerns. The purpose of this policy is:

- To enable students to make healthy and informed choices.
- To outline the aims of the Drugs Education programme and the management of Drug Incidents.
- To provide a clear framework for all staff in dealing with incidents of substance misuse in Academy.
- To outline the Curriculum opportunities made available to the students.
- To identify staff responsibilities within the Drugs Education processes.

The Academy's Stance

- The Academy does not condone the misuse of drugs or alcohol by members of the Academy, nor the illegal supply of these substances.
- The Academy is committed to the health and safety of all its members.
- The Academy will seek to educate students about the dangers of illegal substances.

The Academy recognises that it has a duty to inform and educate young people on the consequences of drug use and misuse and will take a pro-active stance on the matter believing that such a Health Education is a vital element of the PSHEE of every student.

Fundamental to our Academy's values and practice is the principle of sharing the responsibility for education of young people with parents / carers by keeping them informed of any **significant, known** involvement by a student with illegal substances. Co-operation and communication between parents, students and Academy is essential for the effective implementation of this policy. It is important we are aware of and support the differing needs of young people on this issue.

AIMS

a) Drugs Education Programme

Drug education is an integral part of the Academy's programme of Personal, Social, Health and Economic Education, and is delivered in a supportive environment by all Form Tutors. The **Co-ordinator of PSHEE** ('Aspire Leader') will ensure that the Academy and governors are aware of up to date educational good practice and relevant training needs.

The Co-ordinator of PSHEE ('Aspire Leader') will be responsible for the implementation of the drug education programme. The programme will:

- Be aware of the students' different starting points, cultural and family backgrounds.
- Provide accurate information about the full range of legal drugs.
- Provide details of current drug laws.
- Challenge the use of stereotypical images.
- Provide opportunities for students to acquire knowledge and understanding about the dangers of drug misuse and the effects of solvents, alcohol, tobacco and other drugs on body functions.
- Encourage students to develop skills to deal with drug-related situations, enabling them to control aspects of their own behaviour and resist peer pressure.
- Help students develop decision making skills.
- Ensure students are aware of internal and external forms of help and guidance.
- Promote students' awareness of their role in helping others.
- Encourage parental interest and awareness and involvement.
- Be consistent with the Academy's system of Pastoral Care.

b) Management of Drug Incidents

- To set out clear procedures to be followed by staff who suspect misuse is taking place or that controlled substances are being brought onto Academy premises.
- To provide an agreed framework for liaison with outside agencies including the police and press.
- To set out a clear statement of the disciplinary measures which will be applied to drugs related incidents.
- To set out the support and counselling which will be part of the response to drugs related offences in Academy.
- To ensure that all members of the Academy community understands the very serious view which the Academy takes of all instances of possession, use or supply of illegal drugs.
- To ensure that all staff are aware of the agreed procedures.
- To ensure that all staff involved in specific drugs education have an adequate level of training.

PRACTICE

A Framework for all staff in dealing with drug related incidents.

Within the Pastoral System of the Academy an ethos will be encouraged that enables students to feel confident enough to discuss any problems or concerns with staff. Students will be made aware that certain staff members are especially designed to deal / help with drug-related incidents in a professional and caring way and have access to helping agencies.

The Head teacher/Deputy Head teacher will take overall responsibility for co-ordinating the Academy's approach to drug incidents.

Lines of Action when managing drug incidents will be as follows:

1. Staff who become aware of students being in possession of drugs on Academy premises must notify the Head teacher/Deputy Headteacher.
2. The Head teacher/Deputy Headteacher, in consultation with the SLT will outline the manner in which the investigation will take place.
3. The Head teacher/Deputy Headteacher will explain to the student(s) involved why the investigation is taking place.
4. If the allegations are substantiated or in need of further investigation, the Headteacher/ Deputy Headteacher will inform parent(s)/carer(s) or any other agency previously contacted .
5. Appropriate courses of action are listed under "The Academy's response to Drug – related incidents", below.
6. All incidents proved or otherwise should be noted on Academy student records.

The Academy's Response to Drug Related Incidents

Cases involving substance misuse or supply on the premises, or on the way to and from Academy, are considered to be very serious infringements of Academy regulations. Permanent exclusion may be considered as an appropriate response though the Academy will seek to balance the interests of the student(s) involved, the other Academy members and the local community. Unless there are exceptional circumstances, parents/carers will be informed in any case where their child is involved in an incident of substance misuse.

Students will be made aware that the use of illegal drugs on the premises, or on the way to and from Academy, will lead to an immediate fixed-term exclusion and could lead to permanent exclusion.

Students involved in serious drugs related incidents may, following a period of suspension, be readmitted to the Academy subject to the following provisos:

1. That they attend a series of counselling sessions with an appropriate person who may be a member of Academy staff or may be from another competent authority.

2. That they undertake a period of community service within the Academy.

Although each incident will be considered individually, and it is recognised that a variety of responses will be required to deal with different incidents, there are certain minimum requirements to specific situations which may occur:

Response to Specific Incidents

No student may smoke on Academy premises, on journeys to and from the Academy or on Academy visits. This is an Academy rule. If a student is known to be smoking, this should be reported to the Head of House who will inform the parents/carers and place a note on the student's record. Persistent infringement of this rule will result in a fixed-term exclusion on the grounds of maintaining health and safety

In each of the following cases the incident is to be reported in the first instance to the Deputy Headteacher or Assistant Headteachers who will take the required action:

- If any student is found drunk on the premises, the parents will be informed immediately and requested to remove the student.
- Alcohol, cigarettes or tobacco found on Academy premises will be confiscated. The parents will be informed and given the opportunity to redeem such items in person.
- If any student is found intoxicated through solvent abuse, urgent medical attention should be given by the Academy First Aider, parents/carers contacted and contact made with North Devon District Hospital.
- Controlled drugs found on Academy premises will be confiscated and immediately handed over to the police once they have been contacted.
- A member of staff, having good reason for believing that a student may be in possession of an illegal substance, may ask that student to empty his / her pockets or bag. If the student refuses, the matter should immediately be referred to a member of the SLT who will repeat the request. In the event of another refusal, the parents should be contacted to obtain their permission. As a last resort, and when there is good reason for pursuing this course of action, the police may be called.
- If any student or any other person is found supplying or offering to supply a controlled drug, the Deputy Headteacher/Headteacher must be informed immediately. He / She will inform the police, the LEA, the Chair of Governors and the parents/carers.
- Any equipment involved in drug misuse found on Academy premises will be disposed of according to the guidelines. Needles and syringes, which present a considerable health hazard, must be handled with extreme care and stored in a suitable container until collected and disposed of by the Police.
- Should a student disclose that he / she is using drugs off the Academy premises, staff should inform the Head teacher/Deputy Headteacher. Professional judgement about informing parents, taking into account the age and maturity of the student and the possible risks involved, will be made. Students will be encouraged to talk to their parents and seek help if necessary.

RESPONSIBILITIES:

Liaison with the Media

Any approaches by the media will be dealt with by the Headteacher in consultation with the Senior Leadership Team

Individual Governors, if they are approached, might be well advised to refer the press to the Chair or Vice-Chair of Governors. The legal department of the LA may be helpful in providing guidance to ensure that the reporting of incidents remains in the best interests of the young people, their families and the Academy.

Medicines in Academy

Parents/Carers of any students on prescribed medication must supply the Academy with written information on usage and dosage to the Head of House. It is the responsibility of the Head of House to ensure this information is disseminated to the Assistant Head Teacher and 'ALN Leader'.

A Brief Synopsis of the Drugs Education Programme

The Roles of the Headteacher and Governing Body

The Headteacher takes overall responsibility for the policy and its implementation, for liaison with Governors, parents/carers, LA and appropriate outside agencies. The Headteacher will ensure that all staff dealing with substance abuse issues are adequately trained and supported.

The Role of the Academy Staff

Staff in whom students confide need to consider their responsibilities carefully. They need to warn students that certain information cannot be kept secret by a teacher (e.g. details of a student who may be supplying drugs to other students). However, staff will want to be sensitive to the needs of individuals to speak and gain advice from adults they trust. In doing so, students may confess to some drugs involved. In all cases where drug misuse is known to have occurred on the Academy premises (or on an Academy journey) the facts must be reported to the Deputy Headteacher/Headteacher.

Greater clarity and detail of Academy Staff responsibilities are laid out elsewhere in this document under "Practice".

Links with Parents/Carers and the wider Community

- Names, addresses and telephone numbers of the helping agencies will be clearly displayed in Academy. These should be brought to the students' attention at appropriate times during the PSHEE programme.
- Help and support for any student who is influenced by drug misuse in any way will be provided through the pastoral systems in place within the Academy. The EWO will be consulted and Social Services will be informed if it is considered that the child may be at risk.

Whole Academy Involvement

All members of the Academy community will be encouraged to work together to put this policy into practice. Staff will be supported, have access to up to date resources and be given training opportunities. Students will be actively consulted and encouraged to take responsibilities for their own actions. Parents/Carers and Governors will be involved through consultation. Outside agencies will be asked to support the work of the Academy and work co-operatively with staff when appropriate.

Review of the Policy

This policy is referred to in the Academy prospectus and available on request. It will be reviewed on a bi-annual basis.

Recommended for Approval at Governors 08/03/2015

Appendix 2

<i>Emergency/ intoxication</i>	<i>Suspicion OFF premises</i>	<i>Suspicion ON premises</i>	<i>Discovery OFF premises</i>	<i>Discovery ON premises</i>	<i>Pupil disclosure</i>	<i>Parental use</i>	<i>Parent/carer expresses concern</i>
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← Tick one or more of these boxes to indicate the category →

Record of drug-related situation

Name of Pupil:	Date of Incident:
Form/Class:	Time of Incident: <i>am/pm</i>

First aid given? YES / NO

If yes:

Ambulance/Doctor called? (Delete as necessary) YES / NO

If yes:

Called by:

at time: *am/pm*

Drug involved (if known): <i>(e.g. alcohol, paracetamol, ecstasy)</i> Senior staff involved: <i>(insert name)</i>	Sample found? (yes/no) Where retained <i>(or) Destroyed at time:</i> <i>am/pm</i> Witness name:
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Parent/carer Informed by:	at time: <i>am/pm</i>
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Brief description of symptoms/situation:

Other action taken: *(e.g. other agency involved; Ed. Psych. Report requested; pupils/staff informed; sanction imposed; GP/Police consulted about drug)*

continue on blank sheet if necessary)

POSSIBLE SIGNS AND SYMPTOMS OF DRUG MISUSE

The signs listed may indicate that individuals or groups of young people are misusing drugs. Their presence alone is not conclusive proof of drug or solvent misuse: many of them are a normal part of adolescence but the presence of several signs together may point to a need for greater vigilance.

Behaviour

- Sudden and regular changes of mood or irritability
- Unusually aggressive or restless
- Gradual loss of interest in school/college work, friends, hobbies etc.
- Increased evidence of lying or other furtive behaviour
- Loss of money or other objects from the house
- Keeping at a distance from other pupils and away from points of supervision
- Being the subject of rumours about drug taking
- Talking to strangers on or near the premises
- Stealing, which appears to be the work of several individuals rather than one person
- Use of drug takers' slang
- Exchanging money or other objects in unusual circumstances
- Associating briefly with one person who is much older and not normally part of the peer group
- Secretiveness about leisure time activities

Physical Symptoms

- Loss of appetite
- Uncharacteristically drowsy or sleepy
- Unusual stains, marks or smells on the body or clothes or around the house
- No interest in physical appearance
- Sores or rashes especially on the mouth or nose
- Heavy use of scents, colognes etc. to disguise the smell of drugs
- Drunken behaviour
- Frequent and persistent headaches, sore throat or running nose (whatever the reason a visit to the GP would be wise)

A brief synopsis of the Drugs Education Programme**Secondary Phase****KEY STAGE 3****Knowledge & Understanding**

School rules relating to medicines, alcohol, tobacco, solvents and illegal drugs.
Information about legal and illegal drugs, their effects and associated health risks.
The law and drugs.
Knowledge of services and organisations available for help and advice.

Attitudes & Skills

Identifying risks.
Decision making and assertiveness.
Taking responsibility for one's own and other people's health and safety.
Attitudes and beliefs about drug users in society.

KEY STAGE 4**Knowledge & Understanding**

Information about historical, cultural and socio-economic factors relating to drug use.
Information about legal status of drugs, their appearance and effects.
Different categories of drugs i.e. stimulants, depressants, hallucinogens.
Terminology used in relation to drug use i.e. abuse addiction, dependence, tolerance, overdose, withdrawal.
Social, biological and psychological effects of drug misuse.
Dangers associated with particular drugs i.e. HIV transmission, drug cocktails.

Attitudes & Skills

Social and cultural influences on young people.
Identifying and assessing risks.
Individual responsibility
Decision making and assertiveness.

Role of the Drugs Co-ordinator (Principal)

As outlined in the introduction it is recommended that schools should identify two members of staff to take responsibility for the planning and implementation of drug education. An identified drug co-ordinator on the staff would be able to fulfil this role and be the focal point for responses to situations involving drugs.

The purpose of the co-ordinator's role is:

- i) To ensure a consistent response to drug related incidents.
- ii) To monitor provision of preventative health education concerning drug use within the PSHEE recorded areas covered.
- iii) To liaise with external agencies where necessary in matters relating to drug abuse as a team.
- iv) identify staff development needs relating to drug use.

Co-ordinators should therefore:

- i) Undertake training on drug-related matters, including drugs awareness and information and teaching approaches.
- ii) Make contact with local drugs agencies and Police to establish a relationship.
- iii) Liaise with PSHEE/Health Education staff on the provision of drugs education.
- iv) Liaise with pastoral staff to establish a monitoring procedure and agree on appropriate responses to incidents, which should always require a Drugs Co-ordinator being informed and involved in decisions on the correct procedure.

Involving External Agencies

It is sometimes appropriate for schools to involve visitors from outside agencies to support aspects of the drug education programme. Often visiting speakers can fulfil a valuable expert role. Their contribution should complement the rest of the programme and be planned as part of the overall teaching programme. Teachers should always be present so they are able to provide appropriate follow up work.

Before involving visitors in drugs education, or any aspect of health education, schools should consider:

- * Does the visitor share the school's values and approach to health education?
- * Will the contribution be consistent with the school's own theory and practice?
- * Why an outsider's input is being requested.
- * Is the visitor the most appropriate source for the input?
- * Is the contribution from a visitor an integrated element of the curriculum, with

appropriate planning. preparatory and follow up work?

- * Is the visitor able to communicate at the appropriate level?

Before agreeing to take part a visitor should be provided with the following information in order to clarify the situation:

- * Aims of the session.
- * The reason for requesting the agencies involvement.
- * Prior knowledge of pupils.
- * Follow up work planned.

The group to be taught - numbers, ages, time, premises, resources.