



Davenant Foundation School

DRUGS EDUCATION, AWARENESS AND THE RESPONSE TO DRUGS RELATED INCIDENTS IN SCHOOL

Last Reviewed: November 2022

Next Review: November 2023

This policy has been reviewed and to the best of our knowledge we do not feel that it impacts on any group or individuals' equality rights within our school community

POLICY DETAILS

Policy Name	DRUGS EDUCATION/ AWARENESS	Committee Responsible	CURRICULUM and STANDARDS
Status	MANDATORY	Committee Person i/c	Adam Thorne
Produced by	EH	First Agreed	JUNE 2004
Date Produced		Last Review Date	November 2021
References		Next Review Date	November 2023

- The school is committed to the health and safety of its members and will take appropriate action to safeguard their well-being.
- The school will not condone either the misuse of drugs or alcohol by members of the school, or the illegal supply of these substances.
- The school stresses the importance of its pastoral care in the welfare of young people and aims to provide an atmosphere of openness and honesty in this often sensitive area.
- The school believes it has a duty to inform and educate young people on the consequences of drug use and misuse. The school takes a proactive role in this matter, believing that health education is a vital part of the personal and social education of every student.
- Fundamental to our school's values and practice is the principle of sharing the responsibility of education of young people with parents. Effective communication and co-operation is essential to the successful implementation of this policy.
- The above policy must be underpinned by a drugs education programme across all year groups. Much of this will take place through the Personal, Social, Health and Citizenship (PC) programme.

Illegal drugs are not permitted on the school site. Sanctions, up to and including the permanent exclusion of students, will be used if this rule is contravened. **Local and National guidance;**

- The laws and offences relating to controlled drugs - The Misuse of Drugs Act 1971 (amended in January 2004)
- Changes to the law on cannabis 2004
- The Youth Justice System – Rehabilitation of Offenders Act 1974
- The Medicines Act 1968
- Tobacco laws – Section 7 of the Students and Young Persons Act 1933

- Alcohol laws - Students and Young Persons Act 1933
- Laws relating to volatile substances – Cigarette Lighter Refill (Safety) Regulations 1999
- The Road Traffic Act 1988
- ‘Every student matters’ – White paper 2004
- Drugs: Guidance for Schools – February 2004
- Screening, searching and confiscation Advice for head teachers, staff and governing bodies 2018
- Drugs Act – 2005 Changes to drugs classification 2005 – July 2013

Read in conjunction with :

Behaviour Policy

Equality Policy

Staff and Student Code of Conduct

Confiscation Policy

Safeguarding Policy

To whom the policy applies

This policy applies to all staff, students, parents/cares, governors and partner agencies working within the school. The jurisdiction of the policy’s provision relates to the ‘school boundaries’. The limits of the school boundaries is defined as the school premises and perimeters, school journeys/trips/visits, work experience and travel to and from school.

Definitions and terminology

We understand ‘drugs’ to mean in this policy:

- all illegal drugs
- all legal drugs including alcohol, tobacco and volatile substances
- all over-the counter and prescription medicines

The possession, use or supply of illegal and other unauthorised drugs within the school boundaries is unacceptable. Also it is unacceptable for a student to supply or sell a substance which they pretend to be an illegal or unauthorised drug. It is likely that this would lead to permanent exclusion.

In cases where alcohol is to be sold at parent/ carer events an occasional license is needed. However, no licence is needed to offer alcohol or store alcohol where no sale takes place.

The school has smoke-free status.

THIS POLICY IS AVAILABLE ON THE WEBSITE

Drugs Education

Introduction

Drugs education is part of a whole approach to encouraging students to respect themselves, their bodies and those in the community around them. It should respect the very different

levels of experience of drugs that students will bring with them to their lessons. A high degree of sensitivity is needed as some of the issues discussed here and in lessons will be of direct relevance to some students. In some cases there may be a family history of drug use and care should be taken when discussion may lead to revelations or reflect sensitive personal experiences.

Aims

The purpose of this policy is to

- alert students, staff and the school community to the requirements of drugs education in our school
- highlight areas that will need careful discussion
- outline procedures for dealing with drug-related incidents
- suggest ways in which external agencies can support the school and community in their work
- outline responsibilities for different staff and ways in which we should work together
- demonstrate how drugs education should be reflected in whole school ethos

The aims of our drugs education programme include:

- increasing students' knowledge and understanding and clarifying misconceptions
- developing students' personal and social skills to make informed decisions and keep themselves safe and healthy
- enabling 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
- providing an environment in which students can safely enquire, challenge and request advice and support

Drug education should take account of students' views and experiences and should be carefully levelled to their age and ability.

Drug education in our curriculum

Issues relating to drugs are highlighted as part of our Personal, Social, Health and Citizenship curriculum. Through this students will be introduced to factual information, enabling them to recognise the importance of what they take into their bodies and the effect it may have. Students will also explore issues of:

- rules and laws
- different points of view

 moral, social and cultural issues

Some of these will be explored through tutorial time, during other curriculum areas lessons and also through debate and discussion. Students are encouraged to share their views and raise their own questions.

Students will learn about:

The effects and risks of alcohol, tobacco, volatile substances and illegal drugs and the basic skills needed to manage risky situations. They will learn how to make informed choices about their health, how to resist pressure to do wrong and to take more responsibility for their actions.

In Science and PE, the importance of healthy eating and exercise, the effects of drugs and their impact in the functions of the body will be discussed.

Wherever possible an active approach should be taken to drugs education with a wide range of approaches used. These might include:

-  discussion time
-  creative writing
-  use of external contributors
-  drama visits
-  debate
-  questionnaires
-  quizzes
-  role play
-  problem-solving
-  research
-  questionnaires

As far as possible the relevance of drugs education should be made prominent and students given opportunities to demonstrate how they might make real choices and decisions. Drugs education should be part of students' learning programme both regularly and through each Key Stage.

Alcohol

The aim of alcohol education should be to reduce the risks associated with students' own and others' drinking by taking a harm-reduction approach. Young people need to be aware that alcohol is a drug and although legal to consume it has the potential to harm, particularly when consumed in large amounts or in combination with other drugs.

Different cultural and family views towards the use of alcohol should be considered as well as how it is portrayed in the media. Students' own experiences of the use of alcohol and understanding of it could usefully be explored.

Tobacco

It is important to raise students' awareness of the health risks associated with smoking. The emphasis should be on providing information and developing attitudes and skills which will help students not to take up smoking. This might include the impact of smoking on physical functions and appearance.

Medicines

Students in the class will have experience and some knowledge about the use of medicines. This should be the starting point for further discussion about taking medication and the need for care with medicines. This might include discussion about following prescriptions and not sharing medicines.

Drug education and whole school ethos

Drug education is an entitlement for every student. It does not take place in isolation. Although specific areas of the curriculum deal more openly and in more depth with drug issues, it is firmly placed within the whole school ethos of respect and responsibility for oneself and others.

As we encourage students to think for themselves, to make their own decisions and to question the activities of some of those around them, we are enabling them to take a more responsible position within society. Parents and teachers can not monitor the actions of students and young people at all times. Students enabled to make informed decisions for themselves should be the ultimate aim of our drugs education programme.

In order for a drug education programme to be effective it needs to be reflected in school life generally. Students need to feel positive about themselves. Emphasis is placed within school upon being positive, with emphasis on encouragement and reward rather than on punitive measures. Students should be encouraged to take and share responsibilities generally and to feel that their contributions in discussion and school generally are valued.

Peer mentoring, the student council, students' evaluations, surveys and consultations all help to set a climate that recognises their views. Students who have only had to respond to an authoritarian stance may find it difficult to make decisions for themselves. Peer group pressure can add to this.

A cross-curricular approach to drugs education

Contributions from other curriculum subjects might include:

- PE – health and fitness
- RE – exploring morals, values, cultural diversity, the stance of different religions to drugs

Parents and the wider community

Students will see examples of drug use at home and in the community. Some of their parents and carers may take drugs, both legal and illegal. Care should be taken to make distinctions between the use of drugs for medical reasons and other drug use. In addition, students should be encouraged to recognise the effect that some of the drug use they see might have without unduly scaring them and condemning those that they love and care for.

The views of the wider religious community should be considered as a Christian Ecumenical School and information made available for those wishing to establish the level of drug education taking place within school.

Where parents/ carers appear to be under the influence of drugs whilst on school premises, staff should attempt to maintain a calm atmosphere. If there are concerns about discharging a student it might be discussed with the parent whether alternative arrangements could be made. The focus must always be the welfare of the student. If there is real concern about the student's safety, student protection procedures can be invoked and the police involved.

Involvement of external agencies

Teachers maintain overall responsibility for the drug education programme. However, there are times when additional support and providers can add another dimension to the programme. The school nurse, community constable and local anti-drugs organisations work closely with the school to support teachers in the delivery of drug education. On occasions this will result in them taking groups of students and discussing issues with them. In some cases it will be through providing individual support to students or supporting teachers in their delivery.

Parents and carers will be made aware that appointments with the school nurse can be made where they have specific questions or concerns about drug use and their students.

Confidentiality

Students and teachers should be discouraged from revealing any personal information that may incriminate them or others, or that they wish to remain confidential. During peer mentoring and other discussion opportunities, firm ground rules should be set to enable students to feel confident in raising issues and expressing opinions. The use of role play can be particularly helpful in 'distancing' the student from the issue but enabling it to be explored.

Difficult questions should be dealt with on an individual basis either by seeing students outside of the classroom or referring to the school nurse or other professionals with a specific area of expertise. The Headteacher will consider when it is appropriate to inform staff of information that might be deemed sensitive or confidential.

It is important for teachers to remember that they cannot promise confidentiality.

Responding to Drug – Related Incidents

The school may become aware of the involvement of one/more students in a drug-related activity. This information will be kept by senior staff, Heads of Year and those responsible for first-aid in school.

Further guidance on procedure follows:

Confiscation and disposal of unauthorised drugs

School staff are permitted to take temporary possession of a substance suspected of being illegal for the purposes of preventing an offence from being committed. Where this is necessary school staff should:

- Ensure that a second adult witness is present
- Seal the sample in a plastic bag and include details of the date and time of the seizure/ find
- Store it in a secure location such as the school safe
- Notify the police
- Record the full details
- Notify parents/ carers as appropriate
- Inform the police where appropriate

In cases of confiscation of alcohol and tobacco parents/ carers should normally be informed and given the opportunity to collect the alcohol or tobacco, unless this would jeopardise the safety of the student.

Searches

Please see the DFE advice on conducting searches in the policies section of the T drive. Also available on the DFE website.

Support for Individual Students

Where students are believed to have drug related needs, the following interventions might be used:

- Opportunities for counselling with the pastoral care worker/ and or counsellor
- Referral to the school nurse or community constable

- Discussion with parents/ carers
- Liaison with other external agencies as appropriate
- Drawing up a pastoral support programme

Sanctions

While recognising the need for support and counselling, particularly after an offence has occurred, the school will enforce sanctions against those who contravene rules and expectations. In the case of students, the sanctions will be in accordance with the School Behaviour Policy, while, with staff, the procedures for disciplinary action will apply.

Students who are found in possession of illegal drugs can expect to be excluded from school. Such exclusions may be permanent if, for example, a student has already been warned for a similar offence.

However, in certain circumstances, the Headteacher may decide to permanently exclude for a first offence. A student found to be responsible for the supply or sale of illegal drugs can also expect to be permanently excluded.

Training and support

PC teachers in year groups plan and prepare the drugs education programme. Support is also available from the PC co-coordinator who maintains an overview of resources and can direct teachers to materials, advice and external support.

The implications of this policy are discussed at staff meetings and individual concerns should be directed to the Headteacher. Teachers have opportunity annually to sign up for courses on drugs education. These options and further suggestions should be discussed with the CPD co-ordinator.

Monitoring

The PC co-coordinator is responsible for keeping an overview of drugs education in school. This includes through lesson observation, discussion during support team meetings and discussion directly with year teams.

Assessment

The elements of drugs education that are part of the Science, PE and RE curriculum are assessed regularly. Assessment can include student self-assessment and comments following the programme of work.

- The knowledge and understanding students have gained during the programme
- The skills they have developed
- How their feelings and attitudes have been influenced

Role of Governors

The governing body has responsibility for the monitoring and revising of this policy. A designated governor will be kept particularly informed about the application of the policy and, as part of his/her role, will attend relevant meetings and discussions when this is possible