



# **DRUGS EDUCATION POLICY**

**Recommended by : Local Academy Governing Boards**

**Date : 29<sup>th</sup> and 30<sup>th</sup> September 2015**

**Agreed by : Redditch RSA Academies Trust Board**

**Date : 9<sup>th</sup> December 2015**

**Date of Review : Autumn 2018**

## DRUGS EDUCATION POLICY

This policy was developed in response to DfE and ACPO Drug advice for schools September 2012. This policy applies to all staff, students, parents/carers, governors and partner agencies working with RSA Academy Trust.

Illegal and unauthorised drugs, including “legal highs” are not acceptable within the boundaries identified in this policy.

This policy will apply within the schools’ premises and beyond, whenever students are in the care of school staff. This includes school trips and educational visits. If students are found to be in possession and/or taking drugs a referral to Children’s Services and/or Police will be made at the discretion of the Principal.

The Consultation Process has involved:

- Student focus groups / Student Council
- Parents’ Group
- Review of the Drugs curriculum content with staff and students
- Consultation with wider school community and other agencies e.g. PSHE Coordinator, School Nurse and community Police Team
- Consultation with school governors

We will work with other local schools to develop consistent practices to support young people. This includes paying attention to the needs of young people as they transfer from middle to high school. We recognise that this and other aspects of community liaison is an important area to which we can contribute with the support of colleagues within our pyramid, the Police, Health, Children’s Services and other agencies. The school ensures that the views of all parents are considered in the planning and delivery of drug education. This trust is also part of local communities that try to work with local partners to meet the needs of the local population.

## LOCATION AND DISSEMINATION

A copy of this policy can be found on the school staff shared area. Parts of this policy may be replicated and referred to in other school publications.

## LINKS TO OTHER POLICIES

This policy is linked to our school ethos and other policies including Behaviour for Learning, Safeguarding, First Aid & Administration of Medications (including Medical Conditions), School Visits and Staff Code of Conduct.

## WORKING WITH VISITORS

We subscribe to the code of practice recommended by the Department for Children, Schools & Families.

Visitors can make a valuable contribution to drug education provision but do not constitute a comprehensive programme. The rationale for bringing in a visitor must be clear. It must enhance the overall educational experience and must educate rather than sensationalise. It



must fit with the stated aims and objectives of our PSHE and Drug Education policies. School staff must always be present and the educational outcomes evaluated. Outside visitors should automatically be offered a copy of the school's drug policy.

### ROLES AND RESPONSIBILITIES

This policy relates to all members of the school community. All staff have a responsibility for drug education and must be fully aware of this policy and its implications for themselves and for others in the community. Whenever adults interact with children, they must recognise that they may be influencing attitudes and behaviour.

All staff should consider themselves as role models whose behaviour the children are likely to notice and often follow. Staff also has a responsibility to know how they should respond to any possible drug related incidents. They receive Safeguarding training in accordance with DfE guidelines and are supported in delivering their responsibilities. All new staff receive Safeguarding training on joining RSA Academy Trust.

The Principal and Assistant Principal for Safeguarding (SDP) have the ultimate responsibility for ensuring that policy and practice in this area are fulfilled, including appropriate curriculum content and response to drug related incidents.

The Safeguarding Governor has responsibility for drug education and drug related issues. He contributes to developing and reviewing drug education policy and practice.

### DEFINITIONS AND TERMINOLOGY

A drug is;

“A substance people take to change the way they feel, think or behave”

This includes tobacco, alcohol, volatile substances, illegal drugs, over-the-counter and prescribed medicines, legal highs and other unauthorised substances.

The purpose of this policy is to acknowledge and clarify the school's role in drug prevention and education and ensure it is appropriate to the needs of our students.

The policy provides information and guidance about drug education, as well as procedures to respond to any drug-related incident, for students, teachers, support-staff and outside agencies or individuals.

The policy aims to ensure that the approach taken on the issue of drugs is a whole-school one and is part of our commitment to and concern for the health and well-being of the whole school community.



## PRINCIPLES AND VALUES

### STATEMENT OF INTENT

We believe that the purpose of drug education should be to give students knowledge, skills and attitudes to appreciate the benefits of a healthy life-style and to relate these to their own actions, both now and in the future.

In Key Stage 2, 3, 4 and 5 we are committed to raising drug awareness so that students can develop the knowledge, skills and attitudes to appreciate the benefits of a healthy lifestyle, promote responsibility towards the use of drugs and relate these to their own actions, both now and in their future lives. Our Personal, Social and Health Programme (Learning for Life) has been developed to ensure that students have access to a curriculum which progresses through the key stages and which is relevant to the age, experience and needs of each year group, thereby equipping them to make informed decisions and choices. (see Appendix - **Drugs Education Topics within the curriculums**)

In addition RSA Academy Trust believes that Drugs Education should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people.
- Encourage every student to contribute positively to our community and aim to support each individual as they grow and learn.
- Enable young people to make healthy, informed choices through helping them to increase their knowledge, challenging and exploring attitudes and developing and practising skills.
- Help young people to develop further a sense of self-worth and self-esteem.
- Increase understanding about the implications and possible consequences of drug use and misuse.
- Help young people to distinguish between different substances, consider their use, misuse, benefit and harm.
- Listen to young people's thoughts, feelings and concerns and ensure that drug education responds to their needs.
- Counter any inaccurate messages and myths which young people may receive about drugs with accurate information.
- Encourage an understanding for those experiencing or likely to experience drug use (including those dependent on medicinal drugs).
- Widen understanding about related health, social and legal issues.
- Enable students to identify where help and support can be found.
- We intend to achieve the above through:
  - A co-ordinated, integrated and consistent approach to the curriculum and to possible drug related incidents.
  - Delivering an appropriate teaching programme which responds to students' needs.
  - Clearly defined learning outcomes for lessons and other inputs.
  - Reinforcement of key messages at different ages and stages and in different situations.



- Content and teaching approaches, which match the needs and maturities of all students, including those with special educational needs and / or English as an additional language.
- Involvement of the whole community, including staff, governors, parents/carers, students and visitors, in order to promote a united and cohesive approach to substance education and misuse.
- Working in an integrated way with other local professionals.
- Training and support for staff in the planning and implementation of drug education.
- Regular revision of policy and practice.

Recognising that adults are role models for students and committing ourselves to a smoke-free environment, not using alcohol on premises (with the exception of school productions, awards evening and staff social events), adhering to the Staff Code of Conduct in relation to alcohol use and working in partnership with parents and carers.

### AIMS OF THE POLICY

#### Values and Aims

Set in the broader context of a programme for Personal, Social, and Health Education (PSHE), and Science, our drug education reflects whole school aims to provide a caring community in which young people can learn to respect themselves and others and take responsibility for their own actions. We are committed to the health and safety of all members of the school community and will take action to safeguard their well-being.

Fundamental to our school's values and practice is the principle of sharing the responsibility for drug education with parents and carers. We strive for effective communication and co-operation.

The possession, use or supply of all non-medical drugs on school premises is unacceptable except alcohol at designated school functions for consumption by those over 18 years of age. The school is legally required to be smoke-free, following changes to legislation (July 2007).

This policy will apply on the school premises and beyond, to and from school and wherever students are within the care of school staff. This includes all school trips and educational visits, therefore staff must be mindful of their duty of care in the event of alcohol being consumed.

Whilst we acknowledge that a number of young people may choose to use or misuse substances, it is important to recognise that the majority of young people are choosing not to do so.

#### Organisation and Content of Drugs Education

Drug Education opportunities include:

- Through planned elements of National Curriculum subjects, including Science, History, Drama, or Physical Education / Activity and within the Learning for Life programme



- Learning for Life curriculum (PSHE)
- Assemblies
- Through occasional planned visits from school nurse, police officer or other appropriate people/local organisation
- Much of the Drugs Education at RSA Academy Trust takes place within PSHE curriculum, the PSHE Programme and Science National Curriculum are taught in every year.

Any Drugs Education lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

## INCLUSION

### Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups.

### Special Needs

In planning drug education for students with SEN, our teachers consider a range of responses. For example:

- Additional support given by staff;
- Activities may be differentiated or adapted;
- Programme aspects may need to be emphasised or expanded;
- Revisiting knowledge and skills in different contexts;
- Using strategies to increase access to drug education, such as theatre projects, ICT, school visits and specialist equipment.

## CONFIDENTIALITY, CONTROVERSIAL AND SENSITIVE ISSUES

In accordance with the School's Safeguarding Policy, teachers cannot offer unconditional confidentiality, in any case where child protection procedures are followed. All staff will ensure that the young person understands that confidentiality cannot be guaranteed.

In a case where a member of staff learns from a student that they are taking drugs;

- In the absence of a medical emergency, the Principal and SDP must be informed. They will refer to the Department of Education guidelines and the School Behaviour Policy on responding to drug related incidents to determine the necessary response. The implications of any action we take will be carefully considered.
- The focus of any response will be the student not the substance and we will seek to balance the interests of the individual, other members of the school community and the wider community.



- Parents will be informed at the earliest opportunity and if necessary advised to seek medical advice.
- The SDP will be informed and will assess if there are any child protection issues that need to be considered, and referred if necessary to Children’s Services.
- The young person will be properly counselled about drug education and drugs advice services.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's Child Protection policy.

## RESPONSES TO DRUG RELATED INCIDENTS

Our definition of a drug includes tobacco, alcohol, volatile substances, illegal drugs, over-the-counter and prescribed medicines, legal highs and other unauthorised substances, and it is therefore important that all aspects of an incident are considered. The needs and circumstances of the student are paramount.

We will consider each situation individually and recognise that a variety of actions in response may be necessary to drug related incidents as recommended by CSF and national guidance. (Ref: “Drugs: Guidance for Schools” DfE, September 2012).

If the situation leads to a medical emergency the school emergency first aid procedures will be followed immediately.

Responses will be cross-referenced with related school policies such as:

- Behaviour for Learning including Inclusion and Exclusion
- Health and Safety
- Child Protection
- School Visits

Unless there are exceptional circumstances, we will inform parents/carers at the earliest opportunity so that we can work together to support the student and resolve any difficulties.

We have a range of professional colleagues who can give/obtain advice, support and information in drug or alcohol related situations.

These may include:

- The School’s Attendance Officer
- Stronger Families
- Early Help
- CAMHS
- The school nurse
- The local Police Community Support Officer (PCSO)
- Local Drug and Alcohol agencies and counselling services including SPACE



These colleagues can provide guidance and information, and may be able to help with a needs assessment to support us in developing an appropriate response. This may be through the Common Assessment Framework. Contact details can be found on the DEF website.

The student(s) will always be told when information is being passed on, in accordance with the School's Child Protection policy.

Our aim is to enable all students to fulfil their potential. We will work with the student, their parents/carers and colleagues from other agencies to remove barriers to achievement and resolve any difficulties that exist.

Drug related situations will be considered alongside other circumstances in the young person's life and not in isolation. Unless there are exceptional circumstances, we will inform parents/carers at the earliest opportunity so that we can work together to support the student and resolve any difficulties. Isolated drug issues could well lead to either a Fixed Term or Permanent Exclusion. However persistent drug related issues would almost certainly lead to Permanent Exclusion.

#### MANAGEMENT OF DRUGS ON A SCHOOL TRIP

The Drugs Education Policy guidance will be followed in the event of any substance misuse whilst on a school trip and parents/carers will be expected to collect the student immediately from the trip. Any such behaviour will be treated extremely seriously by the school and either fixed term or permanent exclusion are highly probable as a result.

#### RECORDING/REPORTING

All incidents involving medicines and drugs should be recorded on the Management Information System (IRIS) and regularly reviewed by the Principal and SDP.

Records can be used to report to Governors and to monitor effectiveness of policy and provide some guidance for education needs.

While the law does not require the school to divulge to the police the name of the student from whom the drugs were taken, the school reserves the right to contact the police in any situation relating to the use of drugs. If formal action is to be taken, the police make arrangements for the student to attend a police station. Only in exceptional circumstances should arrest or interviews take place at school and then with a parent/carer or a duty social worker.

#### GUIDANCE TO STAFF

The school's First Aid Policy including the Administration of Essential Medications sets out the basis of which the school may agree to administer medicines to students.

Where a student discloses drug misuse on or off the premises, staff will inform the SDP or Principal who will take appropriate action.

Where staff discover substances which are suspected to be harmful, illegal or deserving of investigation they should notify the relevant Head of Year or SMT immediately who will remove the substance from where it was discovered, if possible in the presence of a witness,



and record the time, place and circumstances when the substance came into their possession.

SMT or Heads of Year ONLY are authorised to retrieve substances from a student. This should be done in the presence of a witness.

They will record the approximate size and appearance of the substance and, when possible, have the recordings countersigned by a witness.

In the presence of the Principal or the SDP the substance will be placed in a suitable sealed container. The Principal, SDP, and witness should sign and date the package. A report should be completed on School Management System (IRIS) detailing the time, date and circumstances of the findings.

The Principal decides whether to arrange for the police to remove the substance from the premises or whether to dispose of it in an appropriate way.

In the event of a discovery of any equipment associated with drug use, especially needles and syringes students should not handle such items. Staff should not handle such items. The SDP or Principal should be informed immediately and the DfE guidelines 4.9 will be followed.

#### DESTROYING SUBSTANCES

The police will, however, be involved in the disposal of suspected illegal drugs. The disposal of any such drug will be in line with local police protocol.

“It is important that staff do not attempt to destroy substances they believe to be illegal drugs, for the following reasons:

- The Environment Protection Act 1990 no longer permits the flushing of drugs into the water system.
- If a person is taken ill, the medical services will need to know what has been taken.
- If the drugs are destroyed this could seriously hinder treatment.
- If parents/carers wish to appeal against school sanctions, any substance seized may be required to be sent for analysis by their legal representative.
- The substance is evidence and could be used in any future proceedings.”

“In circumstances of straight possession the interests of the student should be fully taken to account. In cases of supplying controlled drugs or possessing with intent to supply, there is less discretion and teachers have responsibility to other students and the community in general. The police should be informed at an early stage and formal action may be the only appropriate way to deal with the circumstances.”

- Guidance for partnership working in schools’ (West Mercia Constabulary June 2010)

#### CONFISCATION OF DRUGS

The school has the power to confiscate inappropriate items, including substances it believes to be legal and/or illegal, in line with the school’s Behaviour for Learning Policy. The school does not have to return such confiscated substances. As with School Discipline and Student Behaviour policies, the Drug Guidance for Schools makes clear that schools may choose not to return an item to the student. This includes items of value which the student should not



have brought to school or has misused in some way. These items might – if the school judges this appropriate and reasonable – be stored safely at the school until a responsible family adult can come and retrieve them.

Items which the student should not have had in their possession – particularly of an unlawful or hazardous nature – may be given by the school to an external agency for disposal or further action as necessary. This will always be followed by a letter to the parents confirming that this has taken place and the reasons for such an action.

Staff are also aware of the protocols surrounding the safe disposal of drug paraphernalia, such as needles, which may be found on the premises.

All staff will be made aware of the legal constraints on gathering evidence (including personal searches), and questioning those involved. They will not take action without involving the Principal and/or the SDP.

### SEARCHING STUDENTS

The Principal and staff authorised by the Principal have the power to search students or their possessions, without consent, where they suspect the student has weapons, alcohol, illegal drugs and stolen items. School staff can search students without their consent for any item which is banned by the school rules.

### USE OF REASONABLE FORCE

All school staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the school.

The school follows government guidelines. Teachers are allowed to use ‘reasonable force’ to prevent a student from:

- Committing a criminal offence
- Injuring themselves or others
- Damaging property
- Acting in a way that is counter to maintaining good order and discipline
- Suggested reasonable interventions might be:
- Physically interposing between students
- Blocking a student’s path
- Holding
- Pushing or pulling
- Leading a student by the hand or arm
- Shepherding a student away by placing a hand in the centre of the back, or (in extreme circumstances) using more restrictive holds

Teachers must seek to avoid doing anything that ‘might reasonably be expected to cause injury’ or ‘touching or holding a student in any way that might be considered indecent’. They ‘should always try to deal with a situation through other strategies before using force’. Records should be kept of any incidents where force is used: what occurred, why it was necessary and any consequences.



The SDP is responsible for overseeing, reviewing and organising the revision of the Drugs Education Policy.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the Drugs Education policy.



## Drugs Education Topics within the curriculums

**The KS2** PSHE curriculum supports the delivery of Drugs Education and the opportunities include:

### Year 5

In Learning for Life lessons students develop strategies to handle peer pressure and learn how to keep themselves safe in difficult situations.

Students learn to keep themselves safe in the home, especially in terms of substances found there that could be harmful e.g medicines.

### Year 6

In Learning for Life lessons we have a focus on keeping healthy called 'Fit for Life' which focuses on how we keep our mind and body healthy.

We have a specific focus on mental health and this involves work on anti-depressants and natural alternatives.

This L4L topic runs alongside our Science unit called Keeping Healthy, in which students study the effects of smoking on the respiratory system and look at the difference between 'good' and 'bad' medicines.

There is also a dedicated topic on drugs as part of our Learning for Life programme which includes work on alcohol, smoking and substance misuse.

**The KS3** PSHE curriculum supports the delivery of Drugs Education and the opportunities include:

- Through planned elements of National Curriculum subjects, including Science, History, Drama, or Physical Education / Activity and within the Learning for Life programme
- Assemblies
- Through occasional planned visits from school nurse, police officer or other appropriate people/local organisation
- Much of the Drugs Education at RSA Academy Trust takes place within PSHE curriculum, the PSHE Programme and Science National Curriculum are taught in every year.

### Year 9

An exploration of the misuse and abuse of legal and illegal substances that include legal and illegal drugs, alcohol and smoking



In Science (AQA single, additional and triple Science) there is specific reference to the impact of drugs on the central nervous system. Unit B1 (Biology0 covers the following lessons:

- Recreational drugs and the effects of caffeine and nicotine on the CNS (impact of legal drugs)
- Evaluate why some people use legal drugs, calculating the costs cigarettes and impact on nations health.
- Use and abuse of alcohol
- Recreational drugs – impact of use of cannabis on CNS and it use as a gateway drug to other harder substances
- Describing the effects of heroin and cocaine addition
- Considering the impact of steroids in sports

Year 10

- Alcohol and alcohol units
- Binge drinking
- Scenarios and making the right choices
- Smoking and the dangers of associated illegal drugs

Drugs is covered specifically within the Learning for Life curriculum (Year 10):

- Moral Maze( year 10) – alcohol and binge drinking ( 2 lessons)
- The legality of drugs (debate on what if all drugs were legal)
- Impact of drugs on wider society

Year 11

Sex Relationships Education

- Healthy eating during pregnancy – influence of poor diet, social behaviour and misuse of alcohol , cigarettes and social recreational drugs – and impact on unborn child
- Drink driving
- Drink spiking
- Scenarios and making the right choices
- Substance abuse
- Dangers of substance misuse abroad

Yr 12 / 13

- *L4L tutor sessions related to staying safe and reminders of the dangers of alcohol abuse*

