



## **Introduction**

Responsibility for the maintenance and review of this policy will be shared by Governors, the Principal, who will be responsible for coordinating response to any drugs-related incidents, and the PSHE Co-ordinator.

It is important to read this policy in connection with the Drug-related Incident Management Policy (following this document), as well as seeing them as parts of the overall PSHE Policy framework.

## **Context**

The availability and use among young people of illegal drugs continues to be of local and national concern. The annual NFER survey consistently shows patterns of experimentation with substances, particularly cannabis, especially among increasingly younger teenagers. Surveys and anecdotal evidence from external agencies suggest that Sidmouth is no different from other areas in this regard.

Drugs Education cannot be separated from the wider policies and practices for PSHE in the College, nor should anyone section of the PSHE Policy folder be read in isolation. The ethos of the College, the Pastoral systems and structures, the National Curriculum Programmes of Study, all support and underpin our policies in Drugs Education.

At all times, our policy has been developed in support of, and in the context of advice and the policy toolkit from Devon's then Drugs Adviser, Healthy Schools team training provided by Devon Education Services, and the latest Government guidelines.

The following document outlines our purposes and the main guidelines for Drugs Education. Detailed notes on the programme offered are contained in the relevant sections of the Personal Development programme.

## **Purposes**

- 1) To help students to make healthy, well-informed life choices.
- 2) To help students to become aware of other people's attitudes towards drugs and to develop their own attitudes and values.
- 3) To allow students to gain accurate knowledge and understanding about drug use and misuse, the risks and relevant legal and social issues.
- 4) To develop students' personal and social skills to help them resist peer pressure to experiment with illegal drugs.
- 5) To minimise the number of students who engage in drug misuse.
- 6) To enable any students who are misusing drugs or who have concerns about drug misuse to seek help.

## **Guidelines**

Drugs Education will form part of the wider PSHE curriculum of the College, and will be delivered mainly, but not exclusively, through Personal Development lessons and Year Group Impact Days

- 1) Aspects of substance use and misuse, and the effects of substances are covered in the Programmes of Study for Science. Moral and social issues related to Drugs may arise in a range of other subjects, including R.E, Drama and English
- 2) Drugs Education will be delivered by a range of agencies, including the Youth Intervention Officer of the police, drugs support agencies, as well as by tutors.
- 3) Programmes will be tailored to the age of the students.
- 4) Students will also participate in programmes around substance misuse issues within all years.
- 5) The effectiveness of programmes will be reviewed regularly, using questionnaires and surveys, the Student Council and by other means.
- 6) The PSHE co-ordinator will work with other agencies to promote and provide resources for Drugs Education that:
  - Are up to date
  - Are related to students age and experience
  - Relate knowledge and understanding of drugs to attitudes, values and behaviour.
- 7) Opportunities will be provided within the programme to ensure that students feel able to ask all questions they may wish to ask, and that relevant professionals are available to provide answers.
- 8) Staff Training will be provided in Drugs Education as part of on-going support and training for Tutors.
- 9) Opportunities will be provided periodically, through PSHE and other education themed evenings discuss with parents the content and approach of Drugs Education at the College.
- 10) The College will work through the Learning Community to ensure curriculum continuity between Year 6 and 7 PSHE programmes, in this as well as all other areas.

### **Note on Methodology**

The provision of Drugs Education will take particular note of the final three conclusions from discussion with the student council:

- Use of a range of agencies, including the Police and outside Drugs Support Agencies
- Sessions will be active, not just watching films or completing worksheets
- Discussion of values rather than the transmission of facts will be paramount.

Drugs Education will normally be provided through the Personal Development course, taught by tutors. As with all aspects of PSHE, special provision can and will be used where appropriate in support of students whose special needs make accessing aspects of the curriculum more difficult. This is reinforced by a focus day, where each year group will spend a day with specialists in this field of knowledge.

In addition units will, wherever possible contain an "Any Questions" aspect, allowing students to ask questions of a range of outside "experts". At all times such visitors will follow the Visitor Guidelines Policy (See PSHE policy folder). Honest and unbiased information should be given according to the agreed policy. Individual advice about a student's personal use of substances is not appropriate; but the provision of information about other sources of information/support agencies/help-lines may be.

If staff suspect a pupil is in moral or physical danger they will pass that information on to the member of staff designated to deal with such issues. (See Safeguarding policy and procedures).

Discussion of "harm reduction" or the safer use of illegal substances will not be dealt with as part of the College's overall teaching programme. However this may be a strategy used by some outside agencies to whom students already experimenting may be referred.

All staff will follow College guidelines on handling controversial topics. Students should be encouraged to see that many subjects can provoke a wide range of sincerely held views. Opportunities should be provided for students to explore these. In the context of drugs Education, students need to be aware of the legal, medical and social position of drugs.

Teachers will not be asked to take on the role of "experts". Their role will essentially be facilitators - of investigation, discussion and analysis. Outside agencies, including Ysmart and Youth Affairs Officers, will be used where expert factual knowledge is demanded. A regular programme of training and support for staff will seek continually to update their skills in all areas of PSHE.

Students will regularly be asked, through the student council and through Year Forums, for feedback on the content and delivery of Drugs Education. The programme will be reviewed every Summer Term. Resources will be chosen in consultation with the Drugs Adviser. Experience will be shared local teacher networks

## **Conclusion**

Drugs Education forms a vital part of all students' entitlement within the PSHE Framework curriculum. Students are

"critical consumers" of the present curriculum in this area, are positive about learning more about the real risks of illegal drugs and are keen to use this opportunity to develop their own attitudes towards drugs. Our developing programmes will allow the College to meet this desire and to promote healthy lifestyles among all our students

## **Drug-related Incident Management Policy – please refer to the Behaviour Policy**

### **Introduction**

Response to Drug-related incidents should be coordinated through the Principal or Deputy in his absence. Procedures will be discussed and agreed with Governors and with staff. Information about the policy will be contained in the Staff Handbook. Where possible, parents and students will be consulted about the policy. At all stages in a Drug-related incident, the College will work closely with the Police, and specifically the Youth Intervention Officer.

The policy will cover all students, all those who come and work at the College, or with College students, when on the site, when taking part in trips and visits directly under the jurisdiction of the College and on residential activities organised by or on behalf of the College, journeys in school time, and work experience placements.

### **Our Aims**

- 1) To establish and maintain an environment in which the College is free from the misuse of any drugs
- 2) To clarify the appropriate procedures in the management of drug-related incidents
- 3) To reduce situations of risk for the majority of students
- 4) To deter future occurrences of drug misuse
- 5) To respond to any individual in the school community in need of support.

### **Definitions**

For the purpose of this policy, we define Drugs as:

- 1) Drugs which are controlled/illegal substances (for example cannabis, amphetamines, ecstasy, LSD)
- 2) Prescribed drugs which are improperly used
- 3) Drugs which interfere with a pupil's ability to learn (for example alcohol, magic mushrooms, solvents)
- 4) Drugs which are misused to enhance performance (for example analgesics or steroids)
- 5) Drugs which have a harmful effect on a pupil's health (for example tobacco), E cigarettes or 'Shishee' cigarettes and paraphernalia as specific banned items

\* There will be different procedures followed in the case of this category, in line with the College's rules on smoking. Staff and students are reminded, however, that the College is and remains a non-smoking environment.

### **We define drug use as:**

Drug taking through which harm may occur, whether through intoxication, breach of school rules or the law, or the possibility of future health problems, although such harm may not be immediately perceptible.

Such drug use will require interventions such as management, education, advice and information, and prevention work to reduce the potential for harm.

**We define drug misuse as:**

Drug taking which harms health or functioning. It may take the form of physical or psychological dependence or be part of a wider spectrum of problematic or harmful behaviour. Drug misuse will require a further range of interventions, which may include treatment.

**Possible Signs and Symptoms**

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.

1) 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 students 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

2) 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

**Drugs-related Incidents**

An incident is likely to involve suspicions, observations, disclosures or discoveries of situations involving unauthorised drugs. It could fit into the following categories:

- drugs or associated paraphernalia found on school premises
- a pupil found in possession of drugs or associated paraphernalia
- a pupil or students found to be a recognised source of supply of drugs on school premises
- a pupil thought to be under the influence of drugs
- a pupil displaying signs of illness or inappropriate behaviour as a result of substance misuse

- a staff member has information that the illegitimate sale or supply of drugs is taking place in the local area
- a pupil discloses that they are misusing drugs or a family member/friend is misusing drugs
- a parent/carer or staff member is thought to be under the influence of drugs on school premises.

The College will respond promptly to all incidents.

Staff responding to an incident of the kind set out above will liaise with the Principal, and will use the "Situations Involving Drugs Without Medical Authority" flowchart and/or "Substance Misuse in Educational Establishments" flowchart appended to this policy. Allegations of illegal drug use will always be investigated and parents will normally be informed. Copies of this flowchart will be displayed in the Medical Room and Office, and be made widely available to staff.

In the event of an incident involving serious injury or death, the College's emergency contingency procedures should come into effect. These will be instigated and led by the Principal and Leadership Group of the College. These will include the contacting of outside agencies for support, including LEA staff, Health Authority, Police Youth Intervention Officer, appropriate sources of counselling, and the Press Office to help deal with the Media.

A summary of the College's practices in the event of Drug-related incidents is appended to this policy.

### **Supporting Students Suspected of Drug Misuse**

Drugs and the law surrounding them will not of themselves be the only focus when managing drug-related incidents. Once safety issues have been addressed, factors such as students' recklessness, ignorance, bravado, rebellion, or susceptibility to a stronger influence, will be considered and could provide opportunities for significant pupil learning. Staff will try to ensure that everyone involved, whether directly or indirectly, learns from each incident. The Drug Education content may need to be reviewed and strengthened, but individual attention may be more effective in reinforcing students' understanding of safety issues, rules, the law and expected standards of behaviour. If a more serious response seems necessary, consider which sanctions are most appropriate.

After immediate medical needs have been addressed, the nature and circumstances of any incident will be established, and an assessment made of the needs of the students involved. Any child or young person who uses drugs to cope with personal anxiety or problems may be in need of help from outside agencies.

Information about local drug and support services will be made available to students and parents, but staff will not give individual advice to students about their personal drug use.

### **Sanctions - A Range of Responses (see the Behaviour Policy for further details)**

The needs of students in relation to drugs may come to light other than via an incident, for example, through the pastoral care system. The response may also serve to enforce and reinforce the College rules. Although not an exhaustive list, possible responses include:

Early intervention	Fixed period exclusion
Referral	Pastoral Support Programme
Counselling	A managed move
Behaviour Contract	Permanent exclusion
Inter agency programme	

## Early intervention

Communication between staff and early involvement of parents/carers may set the scene for early, supportive, pastoral intervention. An appraisal should take place to determine the nature of the pupil's needs and the additional support a pupil might need if, for example:

- their knowledge about drugs is low
- they rely upon frequent use of drugs
- their drug use is affecting performance at school
- their drug use is causing problems such as conflict at home
- they feel under pressure to use, perhaps due to other problems
- their (or someone else's) drug use is impacting on their behaviour and/or emotional health.

The publication, *First steps in identifying young people's substance related needs* (Drugscope, 2009) provides further guidance.

In addition to the drug education they receive through the curriculum, extra support may involve any or all of the following:

- providing information and advice in relation to specific drugs
- developing self-esteem and skills such as strategies for seeking support
- increasing their motivation to address their drug use
- facilitating access to activities of interest to them (such as youth clubs, extra-curricular events and activities and external provision as part of youth service or DAT activity)
- liaison with the Connexions service who can identify need and co-ordinate the help of specialist agencies.

## Referral

The College will involve or refer students to external agencies when needed. The use of the Common Assessment Framework may be considered. Other agencies include:

- the Connexions service
- the school health team
- the Youth and Community service
- external agencies providing specialist help, for example, young people's substance misuse services (Ysmart) and social services child protection teams

Where possible, and where this will not compromise the pupil's safety, the College will seek the involvement of the pupil and the pupil's parents/carers in such a decision. The College will use established referral procedures for local services. In every situation, the College will adhere with guidance on confidentiality rules and protocols.

## Counselling

In some instances, either before or following a drug incident, counselling may be identified as potentially valuable to a pupil. Counselling may be provided either on school premises or elsewhere, for example, by the Connexions service. Counselling rarely focuses on drug misuse alone, and can consider more holistic needs, which may underlie or herald drug-related problems. Counselling is only appropriate when a pupil wishes to take advantage of what it offers. It is usually neither constructive nor effective to attempt to impose it. Schools should always seek the pupil's consent and explain the purpose and benefits of counselling. Careful attention will be given to issues of confidentiality.

## **Record Keeping**

All incidents covered by this policy will be recorded, whether leading to Medical Emergencies or not. The "Record of a Drug-related Situation" will be used. All forms should be passed to the Principal, who will store these records in a secure file.

Great care will be taken to record any statements provided by those involved or by witnesses as police may require these if the incident becomes a criminal investigation. Consideration will be made to separating any students involved in the incident and obtaining another adult to support and witness both the teacher dealing with the incident and the students involved. The records may be used as evidence in any subsequent prosecution.

## **Confidentiality**

The essential nature of confidentiality is not altered by the fact that a case involves drugs. Teachers cannot and should not promise total confidentiality. The boundaries of confidentiality will be made clear to students. If a pupil discloses information which is sensitive, not generally known, and which the pupil asks not to be passed on, the request should be honoured unless this is unavoidable in order for teachers to fulfil their professional and moral duties in relation to:

- Child protection
- Cooperating with police investigation
- Referral to external service

Every effort should be made to secure the pupil's agreement to the way in which the College intends to use any sensitive information by explaining carefully the purpose of any onward transmission.

Local Child Protection procedures may need to be invoked if a pupil's safety is under threat. In some circumstances sensitive information will be passed on against a pupil's wishes, and even then the College will inform the pupil first and endeavor to explain why this may have to happen. These exceptions are defined by a moral or professional duty to act:

- where there is a child protection issue
- where a life is in danger.

In specific circumstances confidentiality can be breached under the Human Rights Act (1998) (article 8) and/or the Crime and Disorder Act 1998.

## **Children of drug misusing parents/carers**

Children of drug misusing parents/carers may be at greater risk of emotional and/or physical harm, but this is not always the case. A parent/carer with a drug problem does not necessarily neglect their child or put them at risk. The College will be alert to behaviour which might indicate that the child is experiencing difficult home circumstances. A child may respond to the parents'/carers' drug misuse in a variety of ways, including disturbed or anti-social behaviour; becoming reliant on drink or other drugs; running away from home; losing concentration in class; and showing reluctance to form friendships. Schooling is also likely to be disrupted if a child is depended upon to act as a carer. Where problems are observed or suspected, or if a child chooses to disclose that there are difficulties at home, the offer of pastoral support or counselling may be offered.

Where the help of external services might be needed, and the child's safety is not considered at risk, the College will liaise with the Conn ex ions Service or College nurse about possible referral to other agencies. The College policy on

confidentiality should be carefully followed and the pupil informed at every step

### **Intoxicated parents/carers on College premises**

When dealing with intoxicated parents/carers, staff should attempt to maintain a calm atmosphere. On occasion, a teacher may have concerns about discharging a pupil into the care of a parent/carer, for example, where an intoxicated parent is intending to drive a child home.

The Principal or member of College staff in attendance will discuss with the parent/carer if alternative arrangements could be made for example asking another parent/carer to accompany the child home. The focus for staff will always be the maintenance of the child's welfare, as opposed to the moderation of the parent/carer's behaviour.

Where the behaviour of an intoxicated parent repeatedly places a child at risk or the parent/carer becomes abusive or violent, staff should consider whether the circumstances of the case are so serious as to invoke child protection procedures, and the involvement of the police, if necessary.

### **Keeping the Policy Under Review**

Governors, the Principal and the PSME/Citizenship Co-ordinator will review this policy regularly. It is expected that such a review will follow the cycle of Policy Reviews undertaken for all other College policies.

When events for parents are held in which reference is made to Drugs Policy, information about the policy will be made available to them, and an opportunity taken to gain feedback from parents.

### **Conclusion**

This policy, and the inter-connected Policy on Drugs Education, seeks to ensure that all who come to the College come to a safe environment, and one in which serious issues of Drugs are treated seriously.

In dealing with incidents of Drugs misuse the welfare of students directly involved and their peers is paramount. However, the College will normally involve the Police in cases of illegal possession, taking or dealing in drugs.

**Adopted: Learning & Standards 11<sup>th</sup> November 2014**