

The Whitby Secondary Partnership

Drugs Policy

Governance Status

This policy was created in January 2022 and adopted by Governors on 14 February 2022. It will be reviewed every two years or sooner, when appropriate, for example, if new guidance or relevant legislation is issued.

Review dates	By Whom	Approval date
January 2022	Staff and Governors	14.2.22
February 2024		

Signed by the Chair of Governors

Pen Cruz

Rationale

As schools we recognise the importance of educating our students so that they gain key life skills. As part of our commitment to our values of Excellence, Friendship and Respect, we understand that the development of students' ability to exercise self-control; to make confident, informed choices in and out of the classroom, are fundamental to enabling them to thrive and excel.

Aims of this policy

- To clarify the legal requirements and responsibilities of the schools
- To reinforce and safeguard the health and safety of students and the whole school community
- To clarify the schools' 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 schools
- 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 the schools in contributing to local and national strategies.

Policy context

As part of their statutory duty to promote students' wellbeing, schools have a clear role to play in preventing drug misuse. The Drugs Education Policy has been developed with reference to Department for Education advice and guidance: DfE and ACPO drug advice for schools (DfE-00001- 2012) which is non-statutory and was produced to help answer some of the most common questions raised by school staff in this area. The drugs education of students takes into account the statutory requirements within the National Curriculum Science Order, the non-statutory framework for PSHEE at Key Stages 3 and 4 and the statutory Citizenship Programme of Study at Key Stages 3 and 4.

Where and to whom the policy applies

This policy applies to all school staff, students, parents/carers, governors and other partner agencies working with the schools. The policy applies to the school premises, the school day, while travelling to and from school, journeys in school time, work experience, day and residential trips and when the school is deemed to be in loco parentis.

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.

The schools' stance towards drugs, health and the needs of students

The possession, use or supply of illegal and other unauthorised drugs in Caedmon College and Eskdale School is not acceptable. The schools are 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 students.

Drugs Education

Aims of Drug Education

Drug education is a major component of drug prevention. The following aims of drug education at Caedmon and Eskdale and will be consistent with the values and ethos of the schools and laws of society as well as being appropriate to the age, ability and maturity of the students, 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

Drug Education Content

The schools provide a planned drug education curriculum through the following:

- (i) The National Curriculum Science Order outlines the content of the statutory drugs education:
 - Key Stage 3: 11-14 year olds should be taught that "conception, growth, development, behaviour and health can be affected by diet, drugs and disease"
 - Key Stage 4: 14-16 year olds should be taught that "human health is affected by a range of environmental and inherited factors, by the use and misuse of drugs and by medical treatments".
- (ii) PSHE at Key Stages 3 and 4 includes specific drugs education such as "facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves", "ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations" as well as other topics that reflect knowledge, understanding, attitudes and social skills.
- (iii) Citizenship at Key Stages 3 and 4 contributes to drug education e.g. by providing opportunities to understand rules and laws and how they relate to rights and responsibilities, to explore moral, social and cultural issues and to discuss and debate topical issues.
- (iv) Other curriculum areas such as Science, Religious Education and Physical Education also contribute to aspects of the drug education curriculum.

Organisation

a) Responsibility for coordination

The coordination of Drugs Education is the responsibility of the PSHE Coordinator. The Director of Learning for Science in Caedmon also has responsibility for elements of drugs education.

b) Delivery

Discreet lessons as part of the PSHE curriculum in all key stages. PSHE lessons are delivered by the form tutor to their form group. Staff who may deliver specific aspects of Drug Education will have access to on-going advice, support and appropriate training as part of their own professional development.

c) Visitors

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of drug education e.g. the Youth Services Team.

d) Teaching strategies

A variety of teaching strategies is used including teacher exposition, discussion, project learning, research, questionnaires, quizzes, distancing techniques, DVD, on-line materials, external contributors, individual and group work, peer education, case studies, media analysis, structured games, reflection. Active learning methods are used at all times.

e) **Students with special educational needs (SEN)**

Relevant staff will ensure that drug education is accessible to students with special educational needs by considering resources and materials used, timings, teaching strategies etc.

f) **Resources**

A wide variety of materials is available to teachers and for inspection by parents on request.

Specific issues

The following issues may occur within Drugs Education:

a) Visitors

Code of Practice for using visitors to support the delivery of Drugs Education

- Visitors are invited in to school because of their particular expertise or contribution they are able to make; invitations to visitors should be cleared with the Principal or designated teacher.
- All visitors must be appropriately qualified and trained to deliver work with children and young people in a school setting.
- All visitors must have a clear understanding of the aims and objectives of the session and have seen and understood the school's drug education policy.
- All input to PSHE lessons is part of a planned programme and negotiated and agreed with staff in advance.
- All visitors must be aware of the school's protocols for dealing with any disclosures or distress shown by students during the session.
- Teachers must ensure that they reflect on the learning from particular sessions with students and visitors, assessing the learning, and building skills to support and enable pupils to make healthy choices and to avoid risk-taking behaviour.
- Teachers must follow-up any unresolved issues or concerns and extend the learning begun by the visitor.
- All visitors are supervised and supported by a member of staff at all times unless alternative arrangements have been agreed with the PSHE Coordinator.
- The input of visitors is monitored and evaluated by staff and students. This evaluation informs future planning.
- When a visitor is acting in their professional capacity in a consultation with an individual student, they will follow their own professional code of conduct.

b) Confidentiality

- Staff always ensure that students know that teachers cannot offer unconditional confidentiality.
- All students are offered sensitive and appropriate support as needed.
- Students are encouraged to talk to their parents and carers and supported to do so.
- Information about sources of help is made available e.g., helplines.
- If there is any possibility that a child may be at risk or putting others at risk, the schools' Child Protection/Safeguarding procedure is followed. Staff will reassure students that their best interests will be maintained and any child concerned will be supported through the process.

c) Dealing with questions

- Ground rules established with the class set clear parameters of what is appropriate and inappropriate in a whole class setting.
- Students' questions are answered according to the age and maturity of the student concerned.
- Questions may be addressed individually later if more appropriate.
- Staff are given appropriate support, advice and training for dealing with questions.
- If a teacher is concerned, they will follow the Child Protection/Safeguarding procedures.

Management of drug-related incidents

Defining a drug-related incident

Drug-related incidents include any or all of the following:

- drugs or drugs paraphernalia found on school premises;
- students in possession of illegal or unauthorised drugs (unauthorised drugs include alcohol and tobacco) or hazardous substances (eg solvents);
- students supplying unauthorised or illegal drugs;
- students under the influence of drugs, or exhibiting signs of intoxication or illness;

- disclosure of drug use;
- information which suggest student(s) are involved in substance misuse;
- illegitimate sale/supply of drugs in the school vicinity;
- involvement in 'county line' or gang-related drug issues

If there are any suspicions, observations, disclosures or discoveries of situations involving illegal and other unauthorised drugs (possession, supply or imbibing):

- (i) Utmost priority will be placed on safety, meeting any medical emergencies with first aid and summoning appropriate help before addressing further issues. If in doubt, medical assistance will be sought immediately.
- (ii) The Principal/Headteacher or DSL will be informed of the situation immediately.
- (iii) Dialogue with the student(s) will be undertaken by the Principal/Headteacher or DSL as soon as possible in order to determine the facts. The emphasis will be on listening to what people have to say and asking open rather than closed or leading questions. Consideration will be given to separating any students involved in the incident and ensuring that a second adult witness is present.
- (iv) The Principal/Headteacher or DSL will inform, consult and involve others as necessary. Careful attention will be given to respecting the confidentiality of those involved.
- (v) Where they have reasonable grounds for suspecting that a student(s) may have an illegal or unauthorised drug, they will be escorted to a senior member of staff who will make every effort to encourage the individual to hand the item(s) over voluntarily, in the presence of a second member of staff. Where possible the gender of the member of staff carrying out a search will correspond to the gender of the student. Where the individual refuses, the Principal/Headteacher, or member of staff authorised by them, may exercise their statutory power to search the student(s) or their possessions, without consent. Education and Inspections Act 2006 (s93)
- (vi) Staff may search school property, for example, students' lockers, if they believe drugs to be stored there. Prior consent will always be sought. Individuals will be made aware that if consent is refused the school may wish to proceed with a search.
- (vii) After any search involving students, parents/carers will normally be contacted by the school, regardless of whether the result of the search was positive or negative.
- (viii) Any substance suspected of being a drug will be confiscated. In taking temporary possession of a suspected substance, a second adult witness will be present, the sample will be sealed in a plastic bag with details of the date, time and witness present and then locked in a secure place. If the substance is suspected to be an illegal drug, the police will be notified immediately, in order that they may collect it for identification and then store or dispose of it in line with locally agreed protocols. In the majority of cases, parents will be notified immediately unless this is not in the best interests of the student.
- (ix) A detailed record of the incident will be made by the Principal or DSL and uploaded onto CPoms.
- (x) The school will maintain vigilance about drug-related incidents in the local community through contact with police and other relevant agencies.

Responses to drug related incidents

The schools will consider each incident individually and will employ a range of responses to deal with each incident.

Any response will balance the needs of the individual with those of the wider community and will aim to provide students with the opportunity to learn from their mistakes and develop as individuals.

- (i) While there is no legal obligation to inform the police, if an offence against the Misuse of Drugs Act is suspected or substantiated, it will be appropriate to consider contacting the police. If so, the Principal/Headteacher, DSL, or member of staff authorised by them, will make the call.
- (ii) If necessary, an urgent meeting will take place on the same day as the incident, or as soon as possible (between the Principal/Headteacher and appropriate member of ST) in order to decide whether others outside the school should be informed. These may include parents/carers, the appropriate personnel in the LA, Children's Social Care and police.
- (iii) Responses to/sanctions against students who commit drug offences will be decided following dialogue between the Principal/Headteacher, DSL, Police Schools Liaison Officer and other appropriate colleagues. Possible responses include:
 - targeted intervention
 - referral
 - counselling
 - behaviour support plans
 - inter-agency programmes

- fixed-term suspension
- pastoral support programmes
- a managed move
- placement in Alternative Provision
- permanent exclusion

Responses and sanctions will take into account:

- the seriousness of the incident
- the short and long term welfare of the student(s) concerned
- the short and long term welfare of other students
- guidance in DfE and ACPO drug advice for schools (DfE-00001-2012) consistency with
- published school rules, codes and expectations
- consistency with disciplinary action for other drug related incidents
- consistency with disciplinary action for other misdemeanours.

(iv) The Principal/Headteacher will take responsibility for liaison with the media if required.

Early Intervention

The schools have a key role in identifying students at risk of drug misuse. The process of identifying needs should aim to distinguish between students who require general information, those who could benefit from targeted prevention, and those who require a detailed needs assessment and more intensive support.

The school will also be alert to behaviour which might indicate that the child is experiencing difficult home circumstances. Where problems are observed or suspected or if a child chooses to disclose that there are difficulties at home, safeguarding procedures will be followed. This may include involving sources of support for the child such as Children's Social Care, services commissioned by the Drug and Alcohol Teams (DAAT) programmes and, where appropriate, for the family.

Tobacco-smoke Free Schools

Caedmon College and Eskdale School are non-smoking schools for all staff, students and visitors. Students are not permitted to bring to school smoking materials, including matches, lighters, e-cigarettes and vapes. In the interests of health and safety, should a student be found in possession of any of these on school premises, they will be confiscated and parents informed. Illegal or banned items will not be returned to the student or parents.

Role of the Governors

As part of their general responsibilities for the strategic direction of the school, governors have a key role to play in reviewing and monitoring this policy.

Dissemination

All staff, parents/carers and students will be reminded of this policy and its procedures on a regular basis. The policy and schemes of work are available on request to parents through the Principal/Headteacher.