**Drug Policy**

The key reference documents are:

* *Drugs: Guidance for Schools DFES 2004*
* *DfE and ACPO drug advice for schools 2012*

The Tutorial Foundation is characterised by the following..

* Based in Bromley, Kent in a detached period house
* Student profile comprises 20 -35 pupils on role aged 10 - 17
* There is a cultural and religious mix of pupils
* Majority of pupils have special needs for behavioural difficulties
* Majority of pupils are from single parent and low income families

# Introduction

*Drugs- A Definition*

*‘A substance people take to change the way they feel, think or behave’*

*(United Nations Office on Drugs and Crime)*

*This definition includes all illegal and legal drugs including alcohol, tobacco and medicines*

*The majority of young people of school age have never used an illegal drug. Of those who do experiment with illegal drugs very few will go on to become problem drug users. However, most will at some stage be occasional users of drugs for medicinal purposes and many will try tobacco and alcohol. Every school therefore has a responsibility to consider its response to drugs and all schools are expected to have a policy which sets out the school’s role in relation to all drug matters. (Drugs: Guidance for Schools DFES 2004)*

Drug education is a major component of drug prevention.

Drug prevention aims to: minimise the number of young people engaging in

drug use; delay the age of onset of first use; reduce the harm caused by

drugs; and enable those who have concerns about drugs to seek help.

The aim of drug education is to provide opportunities for pupils to

develop their knowledge, skills, attitudes and understanding about

drugs and appreciate the benefits of a healthy lifestyle,

* *illegal and other unauthorised drugs are not acceptable within the boundaries identified within the policy*
* *This policy links with* medicines, behaviour, child protection and anti-bullying

# Policy Development

The consultation process:

The consultation process consisted of:

* a working group
* consultation pupils
* questionnaires parent/carer focus groups
* drug awareness session
* classroom based work around the policy

# Roles and Responsibilities

Julia Low and Emma Clyde are responsible for:

* Drawing up and/or reviewing the policy
* Planning and co-ordinating the drug education curriculum
* Managing drug related incidents

# Dissemination

The policy has been shared with the whole school community – staff, parents/carers and pupils

A copy is kept in the front office for reference for all staff, pupils and parents

# Purpose

*The purpose of the school drug policy is to:*

* *Clarify the legal requirements and responsibilities of the school*
* *Reinforce and safeguard the health & safety of pupils and others who use the school*
* *Clarify the school’s approach to drugs for staff, pupils, governors, parents/carers and the wider community*
* *Give guidance on developing, implementing and monitoring the drug education programme*
* *Enable staff to manage drugs on school premises, and any incidents that occur, with confidence and consistency, and in the best interests of those involved*
* *Ensure that the response to incidents involving drugs complements the overall approach to drug education and values and ethos of the school*
* *Provide a basis for evaluating the effectiveness of the school drug education programme and management of incidents involving illegal and other authorised drugs*
* *Reinforce the role of the school in contributing to local and national strategies*

# The Boundaries of the Policy

The policy is enforceable within the school boundaries by staff, pupils, parents/carers, visitors and partner agencies working in the school. This could be on site, or on school visits, including transport.

Drug Education

Drug education is an entitlement for every pupil and is supported by

Section 351, of the Education Act 1996 which requires every school,

to provide a balanced curriculum which:

• promotes the spiritual, moral, cultural, mental and physical

development of pupils at the school and of society

• prepares pupils at the school for the opportunities, responsibilities and

experiences of adult life.

Drug education is delivered through well-planned PSHE and

citizenship provision.

We use the non-statutory frameworks for PSHE and citizenship at Key Stages 1 and 2, PSHE at Key Stages 3 and 4, the statutory citizenship programme of study at Key Stages 3 and 4 and the statutory requirements within the National Curriculum

# Science Order for all phases as the basis for developing drug education.

Include:

* Aim of drug education and outline key learning objectives
* Specify or refer to the content to be provided with reference to the frameworks for PSHE and Citizenship and the National Curriculum Science Order (**see Drug, alcohol and tobacco education – curriculum guidance for schools at key stages 1-4 (QCA 2003)** [www.qca.or.uk](http://www.qca.or.uk) **)**
* Outline arrangements for timetabling, staffing and teaching
* How you will identify and meet the needs of pupils
* How pupils will be consulted on the programme
* Outline provision for vulnerable pupils and those with SEN and how issues of pupil diversity will be addressed in the programme

# Statements on Specific Issues

*Advice, information and referral (individually and in the classroom).*

*Honest and unbiased information should be given according to the policy. Staff should be aware that individual advice about a student’s personal use of substances is not appropriate but that the provision of information about other sources of information/support agencies/help-lines is.*

## **Confidentiality/disclosure**

Staff are reminded to follow their school’s policy on confidentiality issues. Pupils should also be made aware of the boundaries of confidentiality should they choose to make a disclosure to a member of staff (see section 4.3 Drugs:Guidance for Schools DfES 2004)

**Clarification of attitudes towards harm reduction strategies**

It is not recommended that the safer use of illegal substances be dealt with as part of a schools general teaching programme. However this may be a strategy used by some outside agencies, to which young people already experimenting may be referred. It may be appropriate for outside agencies to use this approach with the school with smaller groups who have clearly identified needs.

## **Parental awareness**

Schools will gain more support from parents around drug education if parents are kept informed of what issues are covered in drug education and are provided with appropriate information on drugs and sources of help and support. This also helps to ensure that appropriate discussions take place at home, which reinforce what happens in the classroom.

# Methodology and Resources

* Teaching methods include debates, quizzes, role play discussion worksheets, visiting speakers, theatre groups, TV programmes, problem pages, aiming to engage pupils in active learning.
* The principal resources are stored in the citizenship room.

We engage the support of YOT and a local drugs education group, Bypass.

# Staff Support and Training

All new staff undergo an induction programme and all staff have ongoing training. This includes basic drug awareness, safe disposal of drug related paraphernalia, drug education training for teachers and specific training on supporting young people with drug related problems for staff with a pastoral responsibility.

Professional development includes:

* Training courses
* Shadowing or co-teaching with other members of staff
* Visiting other schools
* Team teaching
* Study time

Refer to Healthy Schools training programme for relevant courses

# Assessment, monitoring, evaluation and reviewing

The teaching of drug education will be monitored and assessed by the HT on a termly basis by looking at plans and evaluations of what has been taught.

(Drugs: Guidance for Schools sections 3.9 –3.11)

See also ‘Draft Assessment Guidance and end of Key stage Statements for PSHE’ [www.qca.org.uk](http://www.qca.org.uk)

# Management of Drug Related Incidents

The possession, use or supply of illegal and other unauthorised drugs within school boundaries is clearly unacceptable and in dealing with drug related incidents the schools primary concern will be with the health and safety of those involved and of the school community as a whole.

Drugs related incidents can generally be placed into one of three categories

* Rumours of use or dealing on or off the premises
* Actual use or dealing on or off the premises, including a first aid response
* Disclosures of own or others use from a student or parent and requests for help and support

Responses will need to be equally varied from the punitive to the pastoral. Consider the range of possible drug related scenarios given in Appendix Two.

* How would these incidents be handled currently in the school?
* Would the response be consistent?
* Can the response be improved?

See Drugs: Guidance for Schools (sections 4.5, 4.7- 4.10, and 5.3 - 5.5) for detailed guidance. Appendix 8 of this document gives a very useful example of how schools responses can be laid out diagrammatically. Also DfE and ACPO drug advice for schools 2012

You will need to outline your procedures for:

* Dealing with drugs or drug paraphernalia including storage, disposal and safety
* Searching pupils and pupils property
* Responding to the needs of those involved in any incident
* Managing pupils or parents under the influence of substances
* Involving the police (see Appendix Three). Include contact details *All contact with the police will be conducted in accordance with local guidance developed by the Leicestershire constabulary and attached as appendix ?*
* Addressing the wider pastoral needs of pupils and making pupils aware of the various internal and external support structures
* Referring to external support agencies (see note 3)
* Recording incidents (appendix 11 Drugs: Guidance for Schools)

# Authorised drugs

Describe situations when there may be authorised use of drugs. For example you may have an allocated place for staff smoking (refer to smoking policy) or permit the consumption of alcohol at parents social events in school. Also make reference to the medicines policy.

# Confidentiality

Specify the schools approach to ensuring that information is shared internally and externally with due consideration to pupils rights and needs.

# Child Protection

# Make links to the relevant policy.

# Involvement of Parents

Outline the schools policy for informing parents/carers of incidents involving illegal or unauthorised drugs

# Liaison with other schools

Establish that the local drug situation, the content of drug education, the management of incidents, training opportunities and transitions between schools will be routine elements of liaison between local schools

### Notes

1. Key documents which have informed this policy outline

* Drugs: Guidance for Schools, DfES/0092/2004 [www.dfes.gov.uk/drugsguidance](http://www.dfes.gov.uk/drugsguidance)
* DfE and ACPO drug advice for schools 2012
* <https://www.gov.uk/government/publications/drugs-advice-for-schools>
* School Drug Policy Review Process - Blueprint 2004 (good examples of questionnaires for use with students in consulting around the drug policy) [www.drugeducationforum.co.uk](http://www.drugeducationforum.co.uk)
* Creating A Drug Policy For Your School – Guidelines on the Creation and Maintenance of a Drug Policy – Devon County council, [www.devon.gov.uk/dcs/perseduc/index.html](http://www.devon.gov.uk/dcs/perseduc/index.html)

1. Additional useful websites websites

* [www.teachernet.gov.uk/pshe](http://www.teachernet.gov.uk/pshe)
* [www.qca.org.uk](http://www.qca.org.uk)

Support for students and families

Policy Sign off and review

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| --- | --- | --- |
|  | By whom | Date |
| Policy signed off by | Julia Low | 13.02.2015 |
| Reviewed by | Marion Veal | 11.11.2020 |
| Next Review By | Julia Low | 31.10.2021 |

**Appendix One – Checklist for External Contributors**

The purpose of this paper is to give schools a quick checklist for external contributors' input to drug education in schools.

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| '*Teachers should always maintain responsibility for the overall drug education programme. External contributors should not be used as substitute teachers, nor should they constitute the entirety of a schools drug education programme. When working directly with pupils they should add a dimension to the drug education programme that the teacher alone cannot deliver'.* (DfES Drugs Guidance for Schools Document p 38). |

**External contributors role:**

*'Used appropriately external visitors have a valuable role too play in supporting schools and working alongside teachers'.* (DfES Drugs Guidance for schools document page 39).**Contributions could include**

* To support schools and work alongside teachers
* To assist in programme planning
* Supporting staff through training or team teaching
* To provide support for both parents and carers
* Provide classroom input
* Support pupils of the school who may need support, guidance or specialist help

**External contributors:**

Schools are strongly recommended to liase with their LEA's and their local Healthy Schools Programmes, who will inform the schools of a wide range of individuals and agencies who can support drug education programmes.

|  |  |
| --- | --- |
| **List of contributors:** | Write down  **Contact numbers** |
| * School nurses * Youth workers |  |
| Other agencies | Write down  **Contact numbers** |
| * Community pharmacists * Specialist drug or alcohol services * Health promotion specialists * Young people services * The police * Theatre-in-education groups * DART, Drug Action Response Team * Primary Care Trust Representatives |  |

**Vetting external contributors and child protection:**

|  |  |  |
| --- | --- | --- |
| **Schools should ensure that:** | **checkedYES**  **(Tick)** | **checked**  **NO**  **(Tick)** |
| * **Non CRB** checked visitors should work alongside the teachers and **NOT** be left alone with groups or individuals or pupils |  |  |
| * Visitors if unsupervised or working regularly in the school have had a Criminal Records Check **(CRB) check** |  |  |
| * All visitors need to be clear about the school policies on * Confidentiality and disclosure * The child protection procedures * The schools values and approach to drug education and managing substance related incidents * Any other relevant policies |  |  |
| * Visitors are clear about the required learning outcomes |  |  |
| * The visitors input and involvement are integrated into the schools programme, **not just a one off event** |  |  |
| * Visitors should be clear about their roles and responsibilities and boundaries when working * Within the curriculum * On a one to one basis * Supporting teachers in following up disclosures * Supporting teachers and the school community |  |  |

|  |  |  |
| --- | --- | --- |
| **Schools should ensure that:** | **checkedYES**  **(Tick)** | **checked**  **NO**  **(Tick)** |
| * Visits reflect * The overall aims of the schools drug, alcohol and tobacco education programme * Is pupil centred * The messages are consistent with the over all aims of the programme * The education meets the skills, knowledge and attitudes of pupils * Meets the needs of the pupils |  |  |
| * The visitors are competent educators and facilitators and do not input out off their remit and expertise |  |  |
| * **Involving ex-users:** * When considering using ex-users schools need to * Be very careful * Without sensitive handling they may arouse interest * Glamorise drug use or describe experiences which young people may find it hard to relate to * In some cases they may without knowing it imply that their own drug use represents a safe limit * They need to be a skilled facilitator in pupil learning and not simply because of their former status |  |  |

|  |  |  |
| --- | --- | --- |
| **Pupil participation:** |  |  |
| * Where possible pupils are given a voice and are involved at the onset of the programme and follow-up work i.e. writing invitations and thank you letters |  |  |

Used appropriately visitors will enhance the drug, alcohol and tobacco education already being delivered within the establishment by adding a dimension that the teacher, facilitator alone could not deliver. It also enhances and addresses some of the PSHE and Citizenship learning opportunities whereby pupils' reflect and evaluate what they have learnt from the outside visitors.

**Appendix Two - *Secondary Drug Incident Scenarios***

1. Pupils found using cigarettes or alcohol
2. Pupils found with what looks like an illegal drug on the school premises.
3. A pupil is found unwell on school premises with the suspicion of using drugs (which could include medicines)
4. Rumours of a young person selling drugs outside school.
5. Rumours of a young person bringing in drugs for other people.
6. Staff suspected of teaching under the influence of drugs.
7. Pupils going off site to probably use drugs
8. Drugs found on school premises
9. Pupils seen using drugs off the school premises
10. A pupil discloses own involvement with drugs.
11. A pupil discloses a parent, relative or friend is using drugs.
12. A parent seeks advice from the school about possible drug use by a pupil
13. A parent is suspected of being under the influence of drugs when on school premises
14. The school becomes aware of the availability of the sale of drugs in the school vicinity.

# Appendix Three - Guidance for schools: Drugs – Involving the Police

The misuse of drugs is a growing issue for all areas, from the larger urban centres to the most rural communities. Misuse of drugs is often associated with levels of poverty, deprivation and crime. While there is some correlation, the growth in drug misuse is such that it affects all our communities irrespective of social disadvantage or privilege and new ways of tackling substance misuse issues have to be found.

Whilst schools should have an effective education programme and policy and procedures for dealing internally with drugs related incidents, there are occasions when circumstances arise which cause schools to involve the police.

Police drug operations within schools are an emotive subject that require careful planning and clarity of search powers. Recent publicity about the use of "sniffer" dogs has caused further questions as to the legality of certain actions.

It has been decided therefore to provide head teachers with this specific advice and guidance on what to expect if the decision is taken to contact the Leicestershire Constabulary.

**DfES "Drugs: Guidance for schools" (February 2004 - Ref: DfES/0092/2004)**

All schools should refer to the document "Drugs: Guidance for schools" published by the DfES in February 2004. This is a comprehensive document which outlines how to deal with substance misuse incidents, what should be included in a schools drug policy, and who should be involved in the consultation, dissemination and evaluation of the policy. Appendix 3 provides a summary of the relevant laws.

## Police Involvement

Schools have no legal obligation to report an incident involving illegal drugs to the police. Nevertheless, not informing the police may prove to be counter-productive for the school and wider community.

The law permits school staff to take temporary possession of substances suspected of being illegal drugs for the purposes of preventing an offence from being committed or continued - provided that all reasonable steps are taken to destroy the substance or deliver it to a person lawfully entitled to take custody of it (see DfES guidance para 4.7 for further advice).