

Sydenham School

Drug Prevention

Policy

Updated March 2016

To be reviewed March 2017



WHOLE SCHOOL POLICY - DRUG PREVENTION

Introduction

This policy aims to define the school's agreed position in relation to the prevention of drug use. It should be considered within the context of the Aims of Sydenham School and the other policies of the school. The policy is intended for the whole school community and considers how the school aims to prevent the use of drugs by students through the educational process, be it through the curriculum or through the disciplinary process where necessary.

Drugs education should not be considered the sole responsibility of the PSHE curriculum. There will be a range of subject areas where specific issues relating to drugs education can and should be discussed. As in all sensitive matters, it is imperative that staff present a balanced and impartial view, which allows students to explore the difficult moral and scientific issues.

Policy Position Statement

The school aims to help each student reach her full potential and believes that healthy students who can manage their lives positively are better able to learn and achieve.

We take a firm stance against illegal drug use – we believe that the use of illegal drugs is detrimental to health and well-being and puts students at risk.

The school's Drug Prevention Policy seeks to present a broad drugs education programme which will raise awareness of the significance and impact of taking drugs. This will be achieved by providing accurate information about substances and the contexts in which they are found; by providing guidance on necessary action, and on legal and pastoral considerations.

The school will actively discourage any student from taking drugs that will be detrimental to her health or reduce her learning and achievement potential. The school will actively discourage any student from substance abuse and will seek to enable students to make healthy, informed choices. The school will, through the curriculum, increase understanding of the implications and possible consequences of use and misuse of substances. The school will encourage an understanding of this for all members of the school community.

In the event that a student brings drugs into school, or encourages other students to use drugs within the school, or deals or attempts to deal drugs, (and within reason, this applies to students using and dealing drugs outside of the school) appropriate disciplinary measures will be applied, in the context of the Good Behaviour Policy. Where appropriate, the school will use fixed term or permanent exclusion as a sanction.

If a member of staff is found under the influence of drugs or alcohol, the matter will be fully investigated by the Headteacher. The member of staff must understand that they could face disciplinary action and possible dismissal.

If a parent or other adult enters the premises under the influence of drugs or alcohol, to the point where behaviour is altered adversely, they should be asked to leave the premises, provided that this does not put any member of Sydenham's staff at risk. If there is a perceived risk or if the adult refuses to leave, the police must be called.

Definition of a Drug

For the purposes of this policy, a drug is defined as any substance which, when introduced into the body, creates a change in perception, mood, or how the body functions. This would include any illegal drugs, all legal drugs including alcohol, tobacco or any volatile substance, and any over-the-counter or prescription medicine. The following examples are not intended as an exhaustive list, and other substances might be included:

- Alcohol
- Amphetamines
- Amyl and butyl nitrite
- Anabolic steroids
- Barbiturates
- Ecstasy
- Hallucinogenic mushrooms
- LSD
- Marijuana
- Opiates
- Over-the-counter medicines
- Solvents
- Tobacco

It should be clarified that much of the policy will apply when drug-related paraphernalia is found.

Drugs Education and the Curriculum

Drugs education in the school will be undertaken through the Science National Curriculum and the PSHE programme. Opportunities exist across the curriculum for the topic to be covered.

It will be the responsibility of the Curriculum Leader – Human Sciences and the Curriculum Leader – Science, to ensure that the drugs education programme included in the PSHE and Science programmes and co-ordinated, where appropriate with the National Curriculum lessons. The YLC will also have a role in ensuring that students have an appropriate education relating to drug and alcohol use.

Many of the skills and attitudes developed and explored through drug education are common to other aspects of PSHE. For example, skills to resist pressure to use drugs are applicable to personal safety and relationship education. Links between drugs and other areas of PSHE, for example, emotional health and well-being and sex and relationship education, should also be made. This is particularly relevant to young people as their use of drugs, especially alcohol, can have an impact on their relationships and on sexual activity and sexual health.

The National Curriculum for Science requires that students are taught the effects of recreational drugs (including substance misuse) on behaviour, health and life processes.

In English lessons, students should be provided with opportunities for students to explore relevant issues through literature and develop communication skills in formulating, clarifying and expressing ideas and arguments.

In Religious Education students should have opportunities to develop their understanding of moral issues and consider the individual, social and moral consequences of actions.

Design and Technology should provide opportunities for students to develop awareness of safety, hazards and risks for example through the safe handling of volatile materials including solvents and glues and use information sources to assess the risk of unfamiliar materials.

Physical Education should provide opportunities for students to develop positive attitudes to health and to safety awareness.

Drama should provide opportunities for students to explore the moral issues involved and their consequences; developing communication skills to articulate a point of view

The school recognises that the society in which we function is a drug-using culture and that drug use among young people is a fact. The proportion of young people using drugs rises with age. The most effective approach to drugs education needs to change as the students get older. At KS3 prevention of drug use will be the most effective strategy. At KS4, while prevention of drug use must always be the emphasis, realistic strategies stressing informed personal choice and harm minimisation are likely to be more appropriate. Within the context of their professional role, staff are expected to offer students balanced and reasonable information and views, but it is also the expectation that staff will take a firm stance against the use of illegal drugs.

Through the PSHE programme, with specific reference to drugs education, the school will seek to:

- help students gain an understanding of drugs and their effects
- dispel commonly-held misconceptions about drugs
- provide accurate information
- discuss values, attitudes and moral issues in relation to drugs

The non-statutory guidance for drug education suggests that students are given opportunities to discuss and learn about the following:

- KS3 – basic facts about laws, including school rules, about alcohol and tobacco, illegal substances and the risks of misusing prescribed drugs
- KS4 – the health risks of alcohol, tobacco and other drug use, early sexual activity and pregnancy, different food choices and sunbathing and about safer choices students can make.

When planning and reviewing the PSHE programme, outside agencies can be used, but should be vetted and monitored for appropriate presentation of materials. The following should also be considered:

- smoking, alcohol and solvent education should have high priority, as abuse of these substances can be more dangerous for health than abuse of some illegal drugs
- alcohol and tobacco are the drugs most widely used by young people
- whether the information used in the delivery of the drugs education programme is accurate and current
- whether proposed resources are relevant to the age, ability, experience and background of the students
- the source of illicit drugs is likely to be a friend
- whether there is a need for training of staff in this area and if so, how it should be addressed

There are distinct types of drug use, for example:

- experimental - first time use, infrequent, dabbling
- recreational- done as a leisure activity, deliberately for fun
- dependent - use resulting from psychological and physical addiction

Lessons need to recognise the different motivations that lie behind such types of drug use and address these possibilities in order to cover the issues involved.

The PSHE drugs programme should aim to include:

- information on drugs and their effects - legal and illegal.
- the law
- lessons appropriate to age which aim to develop skills such as assertiveness in the face of peer pressure, provide experience of situations where students need to assess risks or make decisions, promote positive attitudes to health and responsibility for self and towards others
- advice and support - internally and externally
- attitudes and beliefs about drugs and drug users, including cultural influences
- the impact of the media and advertising

YLCs and the Curriculum Leader for Inclusion Plus will build up materials on drugs education as a resource for staff and students.

With regard to the use of external agencies, the staff who organise talks and visits should ensure that:

- visitors share the school's values and approaches to drugs education
- the contribution of visitors is integral to the school's curriculum and is consistent with the school's own theories and practices
- visitors understand the emotional and intellectual levels of the students involved in order to communicate at an appropriate level
- legal implications in respect of child protection procedures and 'Keeping children safe in education 2014 have been considered
- visitors are not left alone to work with students

The Management of Drug Related Incidents

Main Principles

The health and wellbeing of students found to have been under the influence of a drug will be managed as for students who are ill. The physical, social and emotional well-being of the students is paramount and is a prime responsibility of the school. Where a drug-related incident reveals ignorance about drugs the school will make every effort to see that the staff and/or student receives accurate information.

Any drug-related incident will be managed within the existing disciplinary procedure of the school, including police involvement if appropriate. The main aim will be to maintain each student's education with as little interruption as possible, depending on the seriousness of the incident. This may involve differentiating between possession, use and dealing.

The Designated Safeguarding Lead for Child Protection and the Headteacher should be informed of all drug related incidents. The main reasons in deciding who to tell of any drug related incident will be based on the needs of the students involved and the rights of the parents/carers. The school will

seek to work in partnership with parents in deciding on the best course of action. The final decision on how to proceed will rest with the Headteacher.

The school encourages parents who are concerned about their daughter (or son in the case of a sixth form student) and drugs to feel they can contact the school for information and support. Wherever there is a case of drug misuse, exclusion will always be considered as a possible sanction, and in serious cases, permanent exclusion will be the sanction.

Procedures for Managing Drug-Related Incidents

Emergency - when a student has lost consciousness as a result of drug or alcohol use, or has gone into coma through overdosing

Action

- Send for staff with first aid qualifications and for a member of the Senior Leadership Team and/or the teacher on-call
- Remain calm and do not leave the student alone
- Place the student in the recovery position if qualified to do so, or await the member of staff with first aid qualifications
- If possible, identify the substance which has been used and collect any evidence e.g. tablets, bottles, syringes etc.
- Notify the Headteacher as soon as possible
- Ensure an ambulance is called if appropriate
- Contact parent/carer when destination of ambulance is known
- Write a report of the incident for the student's file
- Fill in an accident report form
- Inform the Designated Safeguarding Lead for Child Protection
- The student's friends should be interviewed and written statements taken, in line with the school's Behaviour Policy
- Care and sensitivity must be used to emphasise how important this information is for the health and safety of the friend.

In the event of a student needing to go to hospital they will normally be accompanied by the Attendance and Welfare Officer, or the medical officer for first aid.

Where a person is intoxicated but conscious:

- Establish the frame of mind and physical condition without raising anxieties or causing confrontation
- Sit the student in a quiet room, send for a member of the Senior Team and get the student to the medical room as soon as possible
- Ensure another member of staff is present to support
- Ensure good ventilation
- Help calm the student if they are distressed
- Be aware of deterioration
- First aid should be administered by a qualified member of staff
- If a student is involved contact parents/ carers

Legal Considerations

The school has "in loco parentis" responsibilities to individual students and the whole school community. The school should consider if a student is at risk of significant harm and if there are any Child Protection issues. The advice of Children's Social Care should be sought where appropriate, usually through the Designated Safeguarding Lead. The school must always act within the law, and this position must not be compromised.

The school will always co-operate with the police investigating drug-related incidents. When the police ask for names and addresses of parents and/or students, this would normally be dealt with by the Headteacher or the Deputy Headteachers. Lewisham's advice is as follows and applies to all incidents where the police ask for such information, whether drug-related or not:

- Contact the parent/carer and inform them of the incident
- Inform the parent/carer that the police wish to contact them and have asked for their address and phone number
- Explain that the school is obliged to co-operate with the police
- Inform the parent/carer that you are giving them the opportunity to contact the police themselves and give the name and number of the investigating officer
- Be clear that if they do not do so, that the school will be obliged to give the information to the police

If every reasonable effort to contact the parent/carer has been made, but without success, the address and telephone number should be given to the police.

This protocol will apply in any instance where the police wish to talk to a member of the school, not solely for those incidents which are drug-related. The school will make an independent decision on its response to any incident and, taking account of the circumstances, decide if a disciplinary and/or counselling approach is required. In addition, staff should refer to the Lewisham LSCB and LADO Guidelines, the Croner Head's Legal Guide, and guidelines from professional associations.

Possession - when a student is discovered to be using or holding a substance which is not permitted on the school premises, or an illegal substance. If it is not clear or known what the substance is, the following procedure should still be followed until the nature of the substance can be ascertained.

Action

- The student should be approached and either escorted to a YLC's or Deputy's Headteacher's office, or a Deputy Headteacher should be sent for
- If possible, the substance(s) should be confiscated and stored securely, put into a plastic bag with details of the time and date when found, and if known, who was in possession
- If possible, check with the Attendance and Welfare Officer or YLC whether the student is legally entitled to be in possession of the drug/substance
- Those involved should be interviewed and if there is any doubt about the authenticity of the drug/substance obtained the police or other agencies (e.g.: Drugs Helpline) might need to be contacted for advice

The school will take account of the circumstances and decide if a disciplinary and/or counselling approach is required. In doing so, the school will act in line with the Behaviour Policy and will consider if the incident is an isolated one or if there is a continuing problem. An appropriate course of action will then be decided upon. The school will decide when and how parents/ carers are to be informed, taking into account whether there are student/family welfare or child protection issues and if an EWO, social worker or other professional needs to be consulted.

Staff now have the **right to search** a student, if they have reasonable grounds for suspicion. As with the power to search for weapons, the school would prefer to have the student's consent. If consent to a search is denied, the deputy involved should consider advising the student that unless permission for a search is given the police will be involved. Although it is likely the student will subsequently give consent for the search, police involvement must be considered a possibility.

The Misuse of Drugs Act 1971 allows an individual to take possession of an illegal substance to prevent someone else committing an offence. They must hand the substance to the police or destroy it. The Education and Inspections Act 2006 gives the right to search for weapons, and the right to confiscate items, including illegal drugs.

Disclosure of Information - when a student discloses to a member of staff that he/she has been using drugs, the following procedures should be observed:

Action

- Listen to what the student has to say
- Never promise confidentiality to a student
- Bear in mind the likely desire of the student for total confidentiality and react positively to this expression of trust, but be clear that you are unlikely to be able to keep this matter confidential because of your professional role
- Remind the student of the limits of confidentiality and explain this clearly
- Consider legal and child protection issues
- Where a student discloses that parents, carers, relatives, friends are misusing/selling drugs, alcohol, solvents, the member of staff should discuss this with the Designated Safeguarding Lead in the first instance, and consider how the student should be supported

Where a parent discloses that a student may be using drugs or is in possession of drugs, the member of staff should discuss this with the Designated Safeguarding Lead in the first instance. Advice should be sought from professional associations if any member of staff feels themselves to be at risk through disclosure.

Legal Considerations

There is no legal obligation to inform the police. The school will decide when and how to inform parents/carers, and on an appropriate response, taking account of the circumstances. A decision will then be made about whether a disciplinary and/or counselling approach is required. The school will consider whether there are student/family welfare or child protection issues and if Children's Social Care or other external agencies need to be consulted.

Conclusion

For any drug-related incident, the utmost priority should be placed on safety, meeting medical emergencies with first aid and summoning appropriate help. Outlined above is a range of responses to drug-related incidents, with reference to how this topic can be managed through the curriculum. Responses will balance the needs of the individual against the needs of the whole school community, and incidents will be carefully investigated.

The key issue is that the school must take a stance on promoting the health and wellbeing of everyone in the school community, and it is the responsibility of all staff to do so.