



# ALSTON MOOR FEDERATION

## Drugs & Drugs Education Policy

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### **Aim**

As a Federation, we recognise the importance of educating for life in all its fullness. As part of our commitment to the nurture of wisdom, hope, community and dignity, 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 school
- To reinforce and safeguard the health and safety of students and the whole school community
- To clarify the school's 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 school
- 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 school 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 PSHE at EYFS, Key Stage 1, Key Stage 2, Key Stages 3 and 4 and the statutory Citizenship Programme of Study at EYFS, Key Stages 1, 2, 3 and 4.

This policy applies to all school staff, students, parents/carers, governors and other partner agencies working with the school. 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 school's stance towards drugs, health and the needs of students The possession, use or supply of illegal and other unauthorised drugs in the federation 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 the federation will be consistent with the values and ethos of the school 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.

## **Procedures**

### **Headteacher**

- Agree a definition of what constitutes a drug incident along with the normal responses and procedures for managing drug incidents.
- Oversee the management of drug incidents that could lead to exclusion.
- Define procedures for legitimate use and safe storage of drugs on school site (alcohol, use of hazardous materials).
- Make explicit the procedures for searching students, and their personal property.
- Clarify the procedures for taking temporary possession of, holding and disposing of suspected illegal drugs & drug paraphernalia.
- Provide confidentiality guidelines for staff.
- Make it clear that legal as well as illegal drugs are not to be used on or near the school site and on visits.
- Ensure that there is capacity within the staff teams to develop respond appropriately to drug-related incidents and to deliver the drugs programmes within the PSHE curriculum.
- Ensure that there are links to other policies (SRE, CP, PSHE and Citizenship, Equal Opps and Racial Equality, Health and Safety).
- Ensure that office staff administer medicines appropriately.
- Use the assembly programme to make students aware of drugs and the issues surrounding their use.

### **Informing and Involving Students**

- Deputy head (primary)/PSHE leader to take responsibility for the drugs education programme across our three school, overseeing its planning, co-ordination and delivery in consultation with primary school class teachers and SKS Science, PE & PSHE staff.
- All staff to provide a safe learning environment in which the discussion and sharing of views in an adult way is encouraged and supported.
- SLT to ensure that parents have access through the website to both this policy and the drugs education curriculum being delivered across our three schools.
- SLT to ensure that parents are informed of and involved in the resolution of drugs issues involving their children.

- SLT to ensure that parents are fully informed of areas of the potential areas of support beyond school.

## **Responding to Incidents and Situations**

All staff to immediately refer drugs related concerns to a senior member of staff. Responses to drug related incidents. The school 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. 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 Head teacher, or member of staff authorised by them, will make the call. If necessary, an urgent meeting will take place on the same day as the incident, or as soon as possible (between the Head teacher and appropriate member of SLT) 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. Responses to / sanctions against students who commit drug offences will be decided following dialogue between the Head teacher, appropriate member(s) of staff and other appropriate colleagues.

Possible responses include:

- targeted intervention
- referral
- counselling
- behaviour support plans
- inter-agency programmes
- fixed-term exclusion
- pastoral support programmes
- a managed move
- 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

## **Early Intervention**

The school has 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 School**

- The federation is a non-smoking school for all staff, students and visitors.

### **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

### **Supporting and Developing Staff**

- All staff to consider their training and development needs and take steps to have them met.
- SLT to ensure that relevant safeguarding and drugs training is undertaken by all staff who require it.
- Deputy Heads to ensure that there is progression from the primary to the secondary school curriculum in this area.
- SLT to ensure that staff can access support / advice from police and outside agencies as appropriate.

### **Monitoring Arrangements**

This policy will be reviewed every 2 years by the Governing Board.

<b>Version Control</b>	
Owned by:	PSHE leader / deputy head (primary)
Approved by:	Full Governing Body
Last reviewed on:	June 2022
Next review due by:	July 2024