



Drugs Misuse Policy

Introduction

This policy will be reviewed by the Head Teacher, the Senior Leadership Team, the PSHCE Leader and other pastoral staff. Reviews will consider and reflect changes to legislation, statutory and other guidance, pupil need and analysis and review of the impact of the policy.

This policy links to other policies and guidance within Trust (and Trust Schools) including:

- The First Aid Policy
- Behaviour Policy
- Health and Safety Policy (Purchase/storage of solvents, hazardous chemicals and medicines)
- Safeguarding Children Policy
- Risk Assessment Guidance (Drug incidents and care of medicines on school trips)

Local and National Guidance

Guidance was received from Rotherham Local Authority via the Healthy Schools Team and from the following national documents:

- Drugs: Guidance for Schools; DfE September 2012
- DfE and ACPO drug advice for schools: Advice for local authorities, Head Teachers, school staff and governing bodies September 2012
- National and Local (Rotherham) Healthy Schools
- DfE Searching, screening and confiscation: Advice for Head Teachers, school staff and governing bodies, February 2014)

Purpose of the Policy

The school plays a crucial role in educating pupils about drugs, to help reduce harm from drugs and help pupils make informed and healthy decisions about drugs. This policy aims to bring about a whole school approach to drug issues. It will help staff to manage incidents with confidence, consistency and in the best interest of all those involved.

The purpose of this policy is therefore to:

- Clarify the legal requirements and responsibilities of the school.
- Reinforce and safeguard the health and safety of pupils and others who use the school.
- Clarify the school's approach to drugs for all staff, pupils, governors, parents / carers, external agencies 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 the values and ethos of the school.
- Provide a basis for evaluating the effectiveness of the school drug education programme and the management of incidents involving illegal and other unauthorised drugs.
- Reinforce the role of the school in contributing to local and national strategies.

This policy applies to the whole school community, all staff, pupils, parents / carers and external agencies working with the school. (Agreement may be made with some external agencies to allow them to work under their own confidentiality policy if deemed appropriate e.g. confidential drop-ins). The school boundaries include the actual school site and activities which take place or are organised via the school such as school visits/trips/residential.

Definitions and Terminology:

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"

The terms drugs and drug education within this document refer to all drugs including medicines (over the counter and prescription), volatile substances, ketamine, khat, alkyl nitrites, alcohol, tobacco, illegal drugs legal highs.

The possession, misuse or supply of these drugs within the school boundaries is unacceptable. However, in any incident involving drugs priority will be placed on safety, meeting any medical emergencies with first aid and summoning appropriate help before addressing further issues. The major concern for the school in managing drugs is the health and safety of the school community and meeting the pastoral needs of pupils.

Some pupils may require medicines that have been prescribed for their medical condition during the day; refer to the **First Aid Policy** for further guidance.

Any solvents or hazardous chemicals legitimately used by school staff or pupils will be stored securely by appropriate staff responsible for their use and managed to prevent inappropriate access or use. Further detail is available in the **Health and Safety Policy**.

Staff Responsibilities

The Head Teacher will have responsibility for drug related incidents and all members of staff will refer incidents to her. In the Head Teacher's absence, the Assistant Head should be informed.

The Head Teacher retains overall responsibility for the Drug Misuse Policy. However, the PSHCE Leader will have overall responsibility for the coordination of the drug education programme in school with individual class teachers liaising closely to ensure that the programme is up to date and meets the needs of the pupils and that careful monitoring and evaluation of the quality of teaching takes place.

All members of staff are responsible for reporting any issues relating to drug use by pupils or staff in line with our safeguarding policy.

Drug Education

Drug education is a main component of drug prevention. Drug prevention aims to minimise the number of young people engaging in drug use; delay the 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, relating this to their own and others' actions.

Sitwell Junior School has a programme of drug education which is taught through PSHE lessons.

In Y3, the children will complete a series of lessons around the theme 'The World of Drugs'. Objectives include:

- To heighten awareness of what goes into our bodies intentionally and unavoidably.
- To understand that part of being a good citizen is about being grown up and responsible for what you do.
- To understand the difference between the short and long term consequences of taking a risk.
- To develop skills for weighing up the choices involved in and the reasons for and against taking risks.
- To develop ways to resist unhelpful pressure to take risks with their health.
- To understand some reasons why people take risks.
- To understand that pressure comes in different forms.
- To know that talking with people we trust can be helpful in dealing with risks and choices.

In Y4, the children will complete a series of lessons around the theme 'The World of Drugs'. Objectives include:

- To increase awareness of the different types of drugs, their effects and dangers.
- To revise health and safety skills and awareness of handling medicines.
- To increase knowledge of the effects and dangers of smoking.
- To explore feelings around smoking and smokers.
- To reinforce awareness of peer pressure.
- To help children say no to cigarettes.

In Y5, the children will complete a series of lessons around the theme 'The World of Drugs'. Objectives include:

- To extend awareness of alcohol and other drugs.
- To help children acquire skills and ideas to enable them to resist early experimentation.
- To understand the impact of alcohol on physical and mental health and lifestyles.
- To offer a more realistic view of what addiction can mean.
- To look at risk assessment linked to personality.
- To learn about different reasons why people do or do not drink alcohol.
- To reflect on the impact of one's behaviour on others.
- To look at risk assessment to personality.

In Y6, the children will complete a series of lessons around the theme 'The World of Drugs'. Objectives include:

- To understand that the term 'drug' covers a range of legal and illegal substances.
- To increase awareness about solvents/volatile substances and other things.
- To understand about the laws on drugs, alcohol and tobacco and about reasons for having such laws.
- To develop skills and awareness for dealing with drug related situations.
- To develop and practice strategies for resisting peer pressure.

Links are also made within PSHE lessons to other common aspects of PSHE, for example resisting pressure in relationships education; personal safety; emotional health and wellbeing.

At Sitwell Junior School, PSHCE is taught for 30 minutes a week, as a discrete subject by teachers. The programme of study has been developed to ensure that the themes run coherently throughout each year and that the drug education is built upon year after year to develop knowledge, attitudes, skills and understanding appropriately for the age group.

The teachers in each year group will meet with each other to discuss the programme and review how the work has gone to inform what has worked well and suggest possible changes for improvement for next year.

Staff Support and Training

All new staff will be made aware of the Drug policy and its contents. This policy also helps to address staff need with regards to their training and personal development to ensure good standards of delivery and up to date content of drug education. In order that drug education is taught effectively, teachers need to have the appropriate confidence and knowledge and are able to employ appropriate teaching methods.

Management of Drugs at School

- Prescribed medicines / Non-prescribed medicines: Out of date/unused medicines should be collected by parents / carers to be disposed of.
- Volatile substances: Schools should arrange for their safe disposal given their dangerous nature.
- Alcohol: Parents/carers can be informed and given the opportunity to come and collect the alcohol, unless this would jeopardise the safety of the pupil.
- Tobacco/E-cigarettes: Parents/carers can be informed and given the opportunity to come and collect the tobacco or e-cigarette, unless this would jeopardise the safety of the pupil.

Staff should encourage the pupil to hand over any drugs in front of another adult witness rather than personally search pupils, e.g. their pockets; bag; clothing. In all cases pupils will be given the opportunity to relinquish any possible drugs in their possession before a search is initiated. Permission should always be sought from the pupil to search their property e.g. locker, desk etc. although the search can proceed even if permission is not given. After any search parents should be informed that it has taken place even if drugs are not found.

Permission for staff to search a pupil is granted at the discretion of the Head Teacher. Head Teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item such as:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes/tobacco
- Fireworks
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or, to cause personal injury to or damage to the property of any person (including the pupil).

Head Teachers and authorised staff can also search for any item banned by the school rules which has been identified as an item which may be searched for.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Where at all possible, searches will be carried out by staff of the same gender as the pupil being searched. However, legislation¹ states that if it is reasonably believed that there is a risk that serious harm will be caused to a person if a search is not conducted immediately (and where it is not reasonably practicable to summon a member of staff of the pupil's gender) that the search will proceed.

Searches will have consideration to Article 8 of the European Convention on Human Rights where pupils have the right to expect a reasonable level of personal privacy. If a search is carried out, it will be done in a way that causes minimal embarrassment and discomfort to the pupil.

Care will be taken to investigate drug incidents fully using open ended questions in order to establish the nature of incidents and to use a range of responses as appropriate. A second adult witness will be present - member of staff with responsibility for drugs should have been involved a.s.a.p. in the process. Possible incidents could include:

- Paraphernalia on school site
- Inappropriate knowledge of drugs
- Possession
- Supply
- Under the influence
- Disclosure
- Information

To determine the seriousness of the incident the following could be investigated:

- One-off or long term?
- Legal or illegal drug?
- Quantity?
- Motivation?
- Careful or reckless?
- Home circumstances?
- Does the pupil know and understand policy and rules?
- Coerced or ring-leader?

In response to the incident the school will try to balance the needs of the individual with those of the wider school community, and aim to provide pupils with the opportunity to learn from their mistakes and develop as individuals. As drug problems rarely occur in isolation our response will try to take a holistic approach rather than focus solely on drugs. Possible responses could be:

- Early intervention and targeted prevention
- Referral
- Counselling
- Behaviour support plans
- Inter-agency programmes
- Fixed period exclusion
- Pastoral support programmes

- A managed move
- Permanent exclusion

Responses should be justifiable in terms of:

- Seriousness of incident
- Needs of pupil and community
- Consistency with published school rules, codes and expectations
- Consistency with disciplinary action for breaches of other school rules (such as theft/violence/bullying)

Parents / Carers (thought to be under the influence of drugs or alcohol on school premises)

The member of staff who is responsible for drugs in school should be called a.s.a.p. Staff will try to maintain a calm atmosphere. The focus will be on the welfare of the pupil not the moderation of the parent/carers behaviour. If members of staff are concerned about releasing the child into the care of a parent/carer under the influence school might choose to discuss with parent/carer if alternative arrangements can be made (e.g. another parent/carer to accompany the child home). If this happens repeatedly the school may look at invoking child protection procedures; if the parent/carer becomes abusive / violent the school may wish to involve the police.

Police Involvement

Staff with responsibility for drugs will be expected to work with the police liaison officer or the Rotherham Control Room of South Yorkshire Police via 101. In the event of a serious incident requiring immediate assistance call 999.

The needs of Pupils including Referral and External Support

When teaching drug education the school will be sensitive towards; those members of the school community, who need regular medication in order to remain healthy; pupils who may have siblings, parents/carers or family members who use drugs.

We will endeavour to enable pupils to access support ensuring vulnerable pupils are identified and receive appropriate support through the curriculum, the pastoral system, or referral to other services, e.g. school nurse, learning mentor or early help worker.

Confidentiality

Teachers cannot and should not promise total confidentiality. Boundaries of the schools confidentiality policy will be made clear to pupils before the pupil has the chance to perhaps disclose information that they would rather not be passed on. If a pupil requests that a member of staff does not disclose some sensitive information the request should be honoured unless it is unavoidable in relation to:

- Child protection (pupils' safety is under threat or a life is in danger)
- Co-operating with a police investigation
- Referral to external services

Involvement of Parents/Carers

As research has shown that parents/carers have a crucial role in preventing problem drug use, we will involve parents/carers in discussion with their child.

The Role of the Governors

Governors will review the policy and reports relating to the policy via the Governor Safeguarding Panel.

Appendix 1 of the model Drug Policy

Clarification regarding new powers to search

From September 2010 schools had their powers to search pupils extended to include (amongst other things) drugs, alcohol and so called legal highs.

Under government guidance Searching, screening and confiscation: Advice for head teachers, school staff and governing bodies (2014) and in keeping with the Education Act 1996 (s.5504) Education Act 2011 (Part 2) and Department for Education guidance 'Behaviour and Discipline in schools', January 2016, school staff can search a pupil for any item if the pupil agrees (although the ability to consent may be influenced by the child's age or other factors). Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item such as:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes/tobacco
- Fireworks
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or, to cause personal injury to or damage to the property of any person (including the pupil).

Head teachers and authorised staff can also search for any item banned by the school rules which has been identified as an item which may be searched for.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Searches will have consideration to Article 8 of the European Convention on Human Rights where pupils have the right to expect a reasonable level of personal privacy. However, Searching, screening and confiscation (2014) advice notes that

The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.

The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise the searching powers in a lawful way.

Under current guidance, teachers can confiscate, and dispose of, any 'legal highs' that they find on school property, in line with the school's policy. From 1 September 2010, school staff also have the power to search any students suspected of carrying banned drugs.

Answers to some Specific Questions:

1. What constitutes an appropriate search?

The conduct of searches is set out in the legislation (55028 of the Education Act 1996 (inserted by 242 of the ASCLA 2009).

2. When is it better for a search to be conducted by the police?

This is down to the professional judgement of the teacher, taking account of issues such as personal safety, etc.

3. What rights do young people have to refuse a search?

They can refuse a request to be searched but then the authorised members of school staff has the power to search without the pupil's consent for specific items (knives/weapons; alcohol; illegal drugs and stolen items). If the item the teacher is interested in is not on the list of prohibited items then the teacher cannot search without consent for that item if the pupil has said no.

4. What rights do parents have to be informed of the search?

There is nothing in the law to say that parents should be told when their child has been searched.

5. Can it be carried out without their consent or knowledge?

The school does not require the consent of a parent to carry out a search nor do they need to let the parents know in advance that they intend to search their child using the powers in 55024.

6. Do young people have the right to request that their parents be informed and be present when the search is conducted?

No as there's nothing in the 'powers to search pupils' provisions that covers.

7. Should schools record the number of searches they carry out?

Schools aren't under a legal obligation to record searches though the current screening guidance says it's a good idea to do so.

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| Policy Approved by | Governor Safeguarding Panel |
| Chair of Panel | |
| Signature of Chair of Panel | |
| Date | |
| Review Date | |