



Drug and Substance Misuse Policy

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1. Development process

1.1. The policy has been developed in consultation with student and staff voice, parents, Governors and partner agencies.

2. Dissemination

2.1. The policy can be referred to as a hard copy in the file of school policies held by the school's Business Manager. An electronic version can be found in the section entitled "Policies" on the school website www.northchadderton.co.uk

3. Context of the Policy

3.1. This policy should be read in conjunction with the school's mission statement and with its policies on behaviour, confidentiality, health and safety, healthy schools, managing medicines, school visits and safeguarding.

4. Local and national references

4.1 This policy has been drawn up in accordance with the DfE and ACPO Drug Advice for Schools, which was updated in March 2012 and in conjunction with the Drug Strategy 2010 and its review in 2012, which ensures that school staff have the information, advice and power to:

- Provide accurate information on drugs and alcohol through education and targeted information, including via the FRANK service; a drugs advice service, which is confidential
- Tackle problem behaviour in schools with wider powers of search and confiscation
- Work with voluntary organisations, health partners, the police and others to prevent drug or alcohol misuse

The policy is also written in line with "Keeping Children safe in Education" (2016) and the Children and Family Act (2014) and takes account of the guidance for schools on Screening, searching and confiscation: advice for Headteachers, staff and Governing Bodies.

5. Purpose of the policy

5.1 The purpose of the policy is to:

- Clarify the legal requirements and responsibilities of the school, to ensure compliance with criminal law, under which it is an offence for any young person to possess, use, supply or sell controlled drugs in school.
- Promote and safeguard the health, wellbeing and safety of students and others who use the school

- Clarify the school's approach to drugs for all staff, students, parents and carers, governors, external agencies and the wider community
- Provide guidance on the drug education programme, so that students develop skills they might need to avoid the misuse of substances.
- Enable staff to manage drugs found on the school premises with confidence and consistency and in the best interests of those involved
- Provide a basis for evaluating the effectiveness of the school drug education programme and the management of incidents involving illegal and unauthorized drugs
- Reinforce the role of the school in contributing to local and national strategies
- Clarify where students who are using substances or who have concerns about the misuse of substances can obtain support
- Set out the arrangements for collaboration and communication with local agencies offering targeted and specialized support for young people in need and their families

5.2 The contents of this policy indicate that the possession, use or supply of illegal and other unauthorised drugs is unacceptable within the school boundaries. The school boundaries extend beyond the school premises and perimeter to include:

- Students' journeys between home and school when wearing the school's uniform
- Educational visits, residential courses, work experience and extra-curricular activities for students
- Students of the school who are educated in part within other institutions or other provision

The policy applies to all staff, students, parents/carers, governors and partner agencies working with the school, as well as any visitors to the school.

6. Definitions and terminology

6.1 The definition of a drug given by the United National Office on Drugs and Crime is:

'A substance people take to change the way they feel, think or behave'.

6.2 The term 'drugs' and 'drug education', unless otherwise stated, is used throughout this policy 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 substances (NPS)
- all over-the-counter and prescription medicines

7. The school's stance towards drugs, health and the needs of students

7.1 The school operates a ZERO-TOLERANCE POLICY TO DRUGS. Illegal and other unauthorised drugs are not acceptable on the school premises, nor are they acceptable in situations

outlined within section 5.2 of this policy. All students are made aware of the zero-tolerance policy through Assemblies and through the programme of Spiritual, Moral, Social and Cultural development (SMSC).

7.2 The possession, use or supply of any drug is regarded as a breach of school rules and the appropriate disciplinary procedure will be initiated, with the exception of:

- The use of medicines by students with parental notification and knowledge by the school's support and well-being co-ordinators;
- The appropriate use of medicines by staff;
- The smoking of tobacco by staff on journeys between school and home;
- Consumption of alcohol by staff and visitors during social occasions on the premises when there are no students on site.

As a Healthy School we operate a smoke free site at ALL times.

7.3 There are no circumstances in which it is appropriate/acceptable for staff or visitors to use tobacco, alcohol or illegal drugs in the presence of students. Any information about illegal drugs or the illicit sale of legal drugs outside the scope of this policy, as defined above, will be passed on to the police. This includes sale of tobacco, solvents and alcohol to under age people and any information about the use, possession or supply of illegal drugs.

7.4 It is an offence under Section 8 of the Misuse of Drugs Act 1971 for the management of establishments (this includes schools) to knowingly permit the supply or production of any illegal drugs on their premises. It is also an offence to allow premises to be used for the smoking of cannabis or opium, and the preparation of opium.

8. Staff with key responsibilities for drugs

8.1 The Director of Inclusion (Safeguarding) has overall responsibility for the implementation of this policy and for overseeing and coordinating drug issues. All members of the Senior Leadership Team and the Senior Progress Leaders have authority to search students, as outlined in the school's behaviour policy.

8.2 All members of staff will be made aware of this policy during the Induction Programme

8.3 All members of staff will have continuing professional development opportunities through the CPD Programme and opportunities will be provided for further training in accordance with the CPD Policy

9. Management of drugs at school

9.1 In a medical emergency involving drugs, the utmost priority will be placed on safety by summoning appropriate help, before addressing further issues. All staff are provided with a list of first aiders in school and this list is updated whenever changes occur.

9.2 Legal drugs

The Police will not normally need to be involved in incidents involving legal drugs. However the school will inform trading standards or the Police about the inappropriate sale or supply of tobacco, alcohol or volatile substances to students in the local area.

9.3 Controlled drugs

In taking temporary possession and disposing of suspected controlled drugs, the school will:

- Ensure a second adult witness is present throughout
- Seal the sample in a plastic bag
- Include details of the date and time of the seizure/find and witness present
- Store in the school safe so that access is only by senior members of staff
- Notify the Police without delay so that they can collect it and then store or dispose of in accordance with locally agreed protocols

9.4 The law does not require schools to divulge to the Police the name of the student from whom the drugs were taken but since it is advisable to do so, the Headteacher or his/her representative will disclose the name unless in so doing, it would place the student at risk of harm. The school will:

- Record full details of the incident, including the police reference number
- Inform parents/carers unless this is not in the best interests of the student
- Identify any safeguarding concerns
- Develop a support and disciplinary response

9.5 The school has the power to search and is not required to inform parents/carers before a search takes place or to seek their consent to search their child. "Headteachers 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. Prohibited items are:

Knives or weapons

Alcohol

Illegal drugs

Stolen items

Tobacco and cigarette papers

Fireworks

Pornographic images

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)".

(i)

- (i) *Searching, screening and confiscation. Advice for Headteachers, school staff and governing bodies Feb 2014.*

Although there is no legal requirement to do so, the school will normally inform parents/carers where alcohol, illegal drugs or potentially harmful substances are found. Any complaints about searching will be dealt with through the normal school complaints procedure.

9.6 The school's general power to discipline, (as set out in Section 91 of the Education and Inspections Act 2006) enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary measure, where reasonable to do so. When other substances are found, which are not believed to be controlled drugs, these can be confiscated where a teacher believes them to be harmful or detrimental to good order or discipline. This will include new psychoactive substances or legal highs. If school staff are unable to identify the legal status of a drug, it should be treated as a controlled drug.

9.7 Staff will attempt to maintain a calm and orderly atmosphere when dealing with any parent/carer under the influence of drugs on the school premises. The child's welfare will be the primary focus for the school. In extreme cases where the well-being of students or staff is threatened, the Police will be called to deal with the situation.

10. Police involvement

10.1 If any drug related incidents should occur, the safety and well-being of the child will always be the overriding concern. Each incident will be considered taking into account the circumstances of the individual and the parents, Police and other appropriate agencies will be informed according to the needs of the individual concerned. A range of options will be explored in responding to the needs of the student which will include:

- Referral to Early Help
- Referral to an external agency such as Oasis
- Referral to the school nurse.

Students and Parents should be clearly aware that the standard of proof to be applied, when establishing the facts in relation to an exclusion is **on the balance of probabilities**, as set out in the DfE document "Exclusion from maintained schools, Academies and pupil referral units in England"

10.2 There may be interest in drug related incidents by the media. Confidentiality of students will be a priority. The Head Teacher will respond to all media questions.

11. Sanctions

At North Chadderton School, we have applied the behaviour policy to drug-related incidents and the following responses are likely to occur.

| Situation | Support | Sanction |
|--|--|--|
| <p>Legal drugs Medicines</p> <ul style="list-style-type: none"> • Unauthorised possession or use • Repeated unauthorised possession or use | <p>Taken from them Refer to school nurse – Counselling, address underlying problems Monitored</p> | <p>Inform parents by 'phone Parents invited into school</p> |
| <p>Tobacco</p> <ul style="list-style-type: none"> • Possession • Repeated possession • Repeated use | <p>Take and destroy Take and destroy Referral to smoking cessation sessions</p> | <p>Parental contact. After school detention. Parental meeting. Restriction of social freedom at break and lunchtimes / isolation Meeting with SLT link. Use of Remove Room/offsite placement</p> |
| <p>Alcohol</p> <ul style="list-style-type: none"> • Possession • Supply • Repeated possession • Repeated use • Repeated supply | <p>Raise awareness Refer to school nurse for counselling Refer to outside agencies Address underlying problems Monitor</p> | <p>Exclusion – fixed term Possible permanent exclusion pending investigation</p> |
| <p>Illegal Drugs</p> <ul style="list-style-type: none"> • Possession • Use • Supply • Sale | <p>Take and destroy Refer for counselling/ external agencies</p> | <p>Inform parents and Police if appropriate Fixed Term Exclusion Permanent exclusion Permanent exclusion</p> |

The above sanctions are in line with the DfE guidance on exclusions which states that

A decision to exclude a pupil should be taken only:

a) in response to serious breaches of the school's behaviour policy; and

b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

There will however be exceptional circumstances where, in the head teacher's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- a) serious actual or threatened violence against another pupil or a member of staff
- b) sexual abuse or assault
- c) supplying an illegal drug**
- d) carrying an offensive weapon

11. Needs of students

Posters of local and national help lines are displayed around the school and are available from the school nurse. In addition the well-being and support co-ordinators have resources available for both students and carers on this topic.

12. Working with external agencies

12.1 The school will work collaboratively with the range of different services available in Oldham depending on need. Amongst these are:

Oldham Alcohol and Substance Intervention Service (OASIS@Connexions)

Offers confidential and non-judgemental advice and information and treatment for young people under 19, also offers support to young people whose life is affected by others substance misuse, as well as support and advice for parents and carers. Young people can drop into the Connexions centre and speak to someone from Oasis, call 0161 621 9600, or visit oasis.connexions-oldham.org.uk

Oldham Drugs and Alcohol Service (ODAS) Offers counselling sessions, structured group work, social and leisure activities for young people aged 18 or over. Also runs a 'Concerned Others' group Thursday evening from 6.00-8.00pm, ODAS can be contacted at The Gateway Horsedge Street, Oldham. OL1 3SX Tel: 0161 716 3666 / Fax: 0161 716 3667

Oldham Stop Smoking Service

Telephone: 0800 328 8534

Drinkline is the national alcohol helpline. If you're worried about your own or someone else's drinking, you can call this free helpline, in complete confidence. Call 0800 917 8282 (weekdays 9am – 8pm, weekends 11am – 4pm).

A full copy of the Drug and Alcohol Services in Oldham can be found online at : http://www.oldham.gov.uk/directory/86/drug_and_alcohol_treatment_services

Support can also be obtained from www.talktofrank.com

12.2 The school nurse will also provide support in offering smoking cessation sessions to individuals or groups and in signposting to other services, to support students.

13. Information sharing

13.1 The school cannot, and does not, promise total confidentiality. If a child requests that a piece of information exposed is kept confidential, then this will be honoured. However, the child will be made aware that this cannot be possible if:

- there is a child protection issue
- they are co-operating with a police investigation
- someone's life is in danger

14. The role of parents and carers

14.1 The school realises that parents/carers have a crucial role in preventing problem drug use. Therefore, this policy and all up-to-date information on drug education, are accessible via the school website – parents – safeguarding your child section. In any incident involving illegal and other unauthorised drugs, the school will involve the child's parents/carers and explain how the school intends to respond to the incident and to the student's needs. Where the school suspects that to do this might put the child's safety at risk or if there is any other cause for concern at home, then the school will exercise caution when considering involving parents. Parents/carers are encouraged to approach the school if they are concerned about any issue related to drugs and their child.

15. The role of Governors

15.1 As part of their general responsibilities for the strategic direction of the school, Governors have a key role to play in the development of the school's policy on drugs. The Governing Body will be informed by the Headteacher of any drug related issues affecting the school.

The Governor with specific responsibility relating to the provision of drugs education is Mrs B. Yarwood.

16. Liaison with other schools

16.1 The school has a collaborative approach to managing behaviour and actively supports the Behaviour and Attendance Partnership, where good practice is shared and schools support each other in sharing resources and strategies.

17. Drug education

17.1 Current national guidance states that the purpose of drug education should:

- Increase pupils' **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
 - the prevalence and acceptability of drug use among peers
 - the complex moral, social, emotional and political issues surrounding drugs

- develop pupils' personal and social **skills** to make informed decisions and keep themselves safe and healthy, including:
 - assessing, avoiding and managing risk
 - communicating effectively
 - resisting pressures
 - finding information, help and advice
 - devising problem-solving and coping strategies
 - developing self-awareness and self-esteem

- enable pupils to explore their own and other peoples' **attitudes** towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences

17.2 At North Chadderton School the whole-school approach to drug education supports this purpose and the implementation is set up to fulfil these aims. A coherent and continuous drug education programme operates as part of the whole-school approach to Spiritual, Moral, Social and Cultural development (SMSC), with some input in each year of the school.

The delivery occurs in: class teaching, national curriculum subjects, Spiritual, Moral, Social and Cultural development (SMSC) lessons, tutorial lessons, assemblies and presentations by visitors.

The following principles are applied in every session/module of drug education:

- Ground rules are negotiated for the discussion of this sensitive issue
- An assessment of where students are in terms of e.g. Knowledge, language, skills, interest and anxieties is the first activity.
- We will develop a range of teaching methods to use which will encourage the active and interactive participation of all students.
- Information that is provided is comprehensive, accurate, up-to-date and unbiased.
- Students are given an opportunity to reflect on their learning through self-assessment and peer group assessment. Teacher assessments including observing, listening, reviewing written work and students' contributions to drama, role play and discussions will also be used to assess what knowledge and understanding students have gained; what skills they have developed and put into practice; how their feelings and attitudes have been influenced by the programme.

Evaluation, based on the aims and learning outcomes of the programme, is carried out with the students and staff at appropriate points and at the end of each year.

See Appendix 3 for details of the programme of study for SMSC.

DRUG RELATED INCIDENTS IN SCHOOLS – SUMMARY

This form has been adapted from the Right Responses document Standing Conference on Drug Abuse 1999.

| | Information only | Found property | Simple Possession | Possession Plus | Other Offences |
|---|---|--|------------------------------------|--|---|
| Key Features | Pupils at risk | Property not linked to a particular person | Facts agreed: certain criteria met | Facts in dispute: certain criteria not met | School community put at risk: class A drug; pupils at risk |
| Inform police? | Yes | Yes | Yes | Yes | Yes |
| Will the police need to attend? | Maybe | No | No | Yes | Yes |
| Can the school deal with matters after contacting police? | Maybe | Yes | Yes | Maybe | No |
| Why would police need to be involved? | Investigate information on source of supplies | Disposal of substance | Assist in decision making | Assist school with its enquiry/start joint enquiry | Assist school with its enquiry/start joint enquiry |

Appendix 3.

Drug Education in the National Curriculum

| Key Stage 3 – Drug Education in the National Curriculum | | |
|---|---|---|
| <p>PSHE: Non-statutory Programme of study: Personal Wellbeing (QCA 2007)</p> | <p>Science: Statutory Programme of study: (QCA 2013)</p> | <p>Questions to help pupils to explore Drug education within the national curriculum</p> |
| <p>The range and content that teachers should draw on when teaching the key concepts and processes include:</p> <ul style="list-style-type: none"> • how high-risk behaviours affect the health and wellbeing of individuals, families and communities (d) • basic facts and laws, (including school rules,) about alcohol and tobacco, illegal substances and the personal and social consequences of misuse for themselves and others (e) • how making choices for being healthy contribute to personal wellbeing, and the importance between work, leisure and exercise (f) • ways of recognising and reducing risk, minimising harm and getting help in | <p>Range and content should include:</p> <p>Structure and function of living organisms - Health</p> <ul style="list-style-type: none"> • The effects of recreational drugs (including substance misuse) on behaviour, health and life processes. | <ul style="list-style-type: none"> • What are reliable sources of information on drugs, alcohol, tobacco and other substances? • Who can I go to for further advice and support? • What can I expect from them and where and when are these services available? • What are the basic facts and laws, including school rules, about alcohol, tobacco, illegal substances? • What are the risks of misusing substances, including prescribed and over-the-counter medicines? • What happens if I break the law relating to drugs, alcohol and tobacco and other substances? • What affects our self-esteem – and how does self-esteem affect our emotional health and relationships with others? • How does alcohol and drugs affect sexual behaviour? • How can I make healthy and safe choices about |

| | | |
|--|--|---|
| <p>emergency and risky situations (g)</p> | | <p>my life?</p> <ul style="list-style-type: none"> • How can I say no if my friends want me to do something that threatens my safety or wellbeing, or I know is against the law? • Who can I go to for help? |
| <p>Key Stage 4 – Drug Education in the National Curriculum</p> | | |
| <p>PSHE: Non-statutory Programme of study: Personal Wellbeing (QCA 2007)</p> | <p>Science: Statutory Programme of study: (QCA 2012)</p> | <p>Questions to help pupils to explore drug education within the national curriculum</p> |
| <p>The range and content that teachers should draw on when teaching the key concepts and processes include:</p> <ul style="list-style-type: none"> • the effect of diverse and conflicting values on individuals, families and communities and ways of responding to them (a) • how the media portrays young people, body image and health issues (b) • the benefits and risks of health and lifestyle choices, including choices relating to sexual activity and substance use and misuse, and the short and long-term | <p>Pupils should be taught:</p> <p>B1 1.2 – How our bodies defend themselves against infectious disease.</p> <ul style="list-style-type: none"> • Some medicines, including painkillers, help to relieve the symptoms of infectious disease, but do not kill the pathogens. • Antibiotics, including penicillin, are medicines that help to cure bacterial disease by killing infectious bacteria inside the body. Antibiotics cannot be used to kill viral pathogens, which live and reproduce inside cells. It is important that specific bacteria should be treated by specific antibiotics. The use of antibiotics has greatly reduced deaths from infectious bacterial | <ul style="list-style-type: none"> • How do friends, relationships, culture, faith and family influence beliefs and attitudes to drug, alcohol and tobacco use? • How can conflict arise in relationships with my peers, family and others and how can I deal with it? • How can I resist pressure to do things I don't want to do - from peers and others? • How do alcohol and drugs affect decision-making, including sexual decision-making, and what strategies can reduce the risks? • How can I contribute to challenging bullying and all types of discrimination? • How does the media present drugs and alcohol misuse, and tobacco and how is reality distorted? • What is the full range of services, help and information available to me including local health services, counselling, pharmacists, GPs, drop-in services for young people, telephone help-lines and |

| | | |
|---|--|------------------------|
| <p>consequences for the health and mental and emotional wellbeing of individuals, families and communities (d)</p> <ul style="list-style-type: none"> • where and how to obtain health information, how to recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help and how to use basic and emergency first aid (e) • the diversity of ethnic and cultural groups, the power of prejudice, bullying, discrimination and racism, and the need to take the initiative in challenging this and other offensive behaviours and in giving support to victims of abuse. (j) | <p>diseases. Overuse and inappropriate use of antibiotics has increased the rate of development of antibiotic resistant strains of bacteria.</p> <p>B1.3 The use and abuse of drugs</p> <ul style="list-style-type: none"> • evaluate the effect of statins in cardiovascular disease • evaluate different types of drugs and why some people use illegal drugs for recreation • evaluate claims made about the effect of prescribed and non-prescribed drugs on health • consider the possible progression from recreational drugs to hard drugs • evaluate the use of drugs to enhance performance in sport and to consider the ethical implications of their use. | <p>internet sites?</p> |
|---|--|------------------------|