Anti-Drugs Policy

Reviewed June 2016
Next Review June 2018

Linked Policies:
Confidentiality
Behaviour Management
Anti-Bullying
Child Protection and Safeguarding
Searching, Screening and Confiscation
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, medicines, volatile substances, new psychoactive substances and other unauthorised substances.

- 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)

- This school values and promotes drug education and the health and well-being of the school community
- The policy supports the school vision of a healthy school where students are able to lead healthy drug free lives
- This school supports the view that ‘illegal and other unauthorised drugs are not acceptable within the boundaries identified within the policy’.

Dissemination

This policy should be widely publicised to all in the school community:

- through the school website
- through school newsletters/communications/social media
- assemblies and the school council
- by emphasising links to the school’s Confidentiality Policy, Anti-Bullying Policy, Child Protection and Safeguarding Policy and procedures and Searching Screening and Confiscation policy.

The policy will be written in such a way as to be accessible to pupils, teachers, parents/carers and the wider community.

Key reference documents could be:

- Drugs: Guidance for Schools DFES 2004
- DfE and ACPO drug advice for schools - 2012
- Drug, alcohol and tobacco education -curriculum guidance for schools at key stages 1-4 (QCA 2003)
**PURPOSE**

The purpose of the school Anti-Drugs policy is to:

- Clarify the legal requirements and responsibilities of the school
- Reinforce and safeguard the health and safety of pupils and the school community
- 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**

Who? - Staff, pupils, parents/carers, visitors to the school and partner agencies working in the school

Where? - On school site, school visits and school transport

**DRUG EDUCATION**

- The aim of drug education is to ensure that all students are aware of the impact that drugs may have on themselves and the wider community
- Drug education is delivered through Personal, Social, Health and Economic (PSHE) Education 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).
- Drug education is delivered by staff during PSHE or timetabled lessons, including Science and PE. Visiting contributors may also choose to speak to students via assemblies
- All staff will be fully aware of the School’s Anti-Drugs Policy and it’s impact on individual students via consultation with SEN, Family Support Team and Designated Safeguarding Leaders.

**Specific Issues**

**Advice, Information and Referral (individually and in the classroom)**

Honest and unbiased information should be given according to the agreed 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 should be 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 school’s 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/Carer Awareness

Schools will gain more support from parents/carers around drug education if parents/carers 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 should aim to involve all pupils in active learning e.g. debates, quizzes, role play, discussion worksheets, visiting speakers, theatre groups, TV programmes, problem pages
- Principal resources are available from the PSHE Co-ordinator and Family Support Team
- External contributors who support drug education must be HCC approved (see appendix One)

Staff Support and Training

Induction and ongoing CPD is available for all staff and relevant governors. This may include 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 may take a variety of forms such as:
- Training courses including Inset from Catch 22 for pastoral staff
- Shadowing or co-teaching with other members of staff
- Visiting other schools
- Team teaching
- Study time

The Headteacher and governors will continue to work together in reviewing the school policy and drug education programme. In the event of any drug related incident affecting the school, governors will be kept informed and the advice of the Local Authority sought.

Any responses made will take into account the particular circumstances presented and careful consideration will be given to the implications of any action taken, seeking to balance the interests of the student or students involved, their families, the school as a whole and the local community.

Assessment, Monitoring, Evaluation and Reviewing

Drug education will be monitored and assessed through the teaching of PSHE.
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 school’s 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 to drug related incidents will be equally varied from the punitive to the pastoral and in accordance with the school’s Behaviour Management Policy where appropriate
- Students who require the use of prescription drugs must make the Family Support Team/First Aider aware of their needs and any drugs should be stored in the Family Support Office. No other drugs or drug paraphernalia should be brought into school by students at any time.
- Students suspected of being in possession of drugs or drug paraphernalia may be searched (refer to the school’s Searching, Screening and Confiscation Policy). This must be done in the presence of a senior member of staff and at least one other adult. Female students must only be searched by female members of staff. (Appendix 3)
- Students involved in drug related incidents may be referred to the Family Support Team for access to support.
- If a student or parent/carer on the school site is suspected of being under the influence of drugs or alcohol, then a senior member of staff must be contacted immediately. The student will be dealt with according to the school’s Behaviour Management Policy. (Appendix 3)
- If the police are required, then they should only be informed after consultation with Headteacher or Deputy Headteacher. Police Liaison officer contact details. (Appendix 3)
- Incidents involving drugs must be recorded using school Incident Reports and Witness Statements where appropriate (appendix 11 Drugs: Guidance for Schools)

Authorised Drugs
- Prescription drugs required by students must be stored within the locked cabinet in the Family Support Office and issued by First Aiders.
- The school is a no-smoking site.
- Staff consumption of alcohol on the school site is only permitted at scheduled school functions approved by the Headteacher.

Confidentiality
Any information concerning drug use may be shared internally and externally with due consideration to pupils rights and needs.

Child Protection and Safeguarding
Concerns over drug use and Child Protection should be followed up as outlined by the Child Protection and Safeguarding Policy and this policy.

Involvement of Parents/Carers
Parents/carers of incidents involving illegal or unauthorised drugs will be informed by Senior Leadership Team/Senior Guidance Leader/Head of House/Designated Safeguarding Leader/Family Support Team as appropriate.
Liaison with External Agencies and Other Schools
The Designated Safeguarding Leader/Family Support Team are in touch with the police and external agencies about the local drug situation, the content of drug education, the management of incidents, liaison with other schools and referrals to local agencies offering specialist support such as Catch 22.

NOTES
1. Key documents which have informed this policy outline
   - School Anti-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)
2. Additional useful websites
   - [www.teachernet.gov.uk/pshe](http://www.teachernet.gov.uk/pshe)
   - [www.qca.org.uk](http://www.qca.org.uk)
APPENDIX 1

EXTERNAL CONTRIBUTORS TO DRUG EDUCATION IN SCHOOLS BRIEFING PAPER

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

'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 contributor’s role:
'Used appropriately external visitors have a valuable role to 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 liaise with HCC 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.

<table>
<thead>
<tr>
<th>List of contributors:</th>
<th>Write down Contact numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• School nurses</td>
<td>Toni Horwood 01256 376390</td>
</tr>
<tr>
<td>• Youth workers</td>
<td>07540 238216</td>
</tr>
<tr>
<td>Other agencies</td>
<td>Write down Contact numbers</td>
</tr>
<tr>
<td>• Community pharmacists</td>
<td>Assura Pharmacy 01256 383420</td>
</tr>
<tr>
<td>• Specialist drug or alcohol services</td>
<td>0845 459 9405</td>
</tr>
<tr>
<td>• Catch 22</td>
<td>YPI 01256 423878</td>
</tr>
<tr>
<td>• Health promotion specialists</td>
<td>08450454545</td>
</tr>
<tr>
<td>• Young people services</td>
<td>Crag Rats 08444 774 100</td>
</tr>
<tr>
<td>• The police</td>
<td>01256 332288</td>
</tr>
<tr>
<td>• Theatre-in-education groups</td>
<td></td>
</tr>
<tr>
<td>• Primary Care Trust Representatives</td>
<td></td>
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</tbody>
</table>
**VETTING EXTERNAL CONTRIBUTORS AND CHILD PROTECTION:**

<table>
<thead>
<tr>
<th>Schools should ensure that:</th>
<th>Checked YES (Tick)</th>
<th>Checked NO (Tick)</th>
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</thead>
<tbody>
<tr>
<td>• Non CRB checked visitors should work alongside the teachers and NOT be left alone with groups or individuals or pupils</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>• Visitors if unsupervised or working regularly in the school have had a Criminal Records Check (CRB) check</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>• All visitors need to be clear about the school policies on</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>✓ Confidentiality and disclosure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ The child protection procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ The schools values and approach to drug education and managing substance related incidents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Any other relevant policies</td>
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</table>

The visitors input and involvement are integrated into the schools programme, **not just a one off event**

<table>
<thead>
<tr>
<th>Schools should ensure that:</th>
<th>Checked YES (Tick)</th>
<th>Checked NO (Tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Visitors should be clear about their roles and responsibilities and boundaries when working</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>✓ Within the curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ On a one to one basis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Supporting teachers in following up disclosures</td>
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<td></td>
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<tr>
<td>✓ Supporting teachers and the school community</td>
<td></td>
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</tbody>
</table>

**Schools should ensure that:**

| • Visits reflect                                                                           | ✓                  |
| ✓ The overall aims of the schools drug, alcohol and tobacco education programme              |                    |
| ✓ Is pupil centred                                                                          |                    |
| ✓ The messages are consistent with the overall 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 of their remit and expertise | ✓                  |

| • Involving ex-users:                                                                       | ✓                  |

When considering using ex-users schools need to:

✓ Be very careful (user may be known in the community)

✓ 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 (a user)

**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.
RESOURCE LIST

DfE and ACPO drug advice for schools, Association of Chief Police Officers (2012)

Department for Education and Skills The DfES Drugs Guidance for Schools Document External contributors to drug education (page 38-40)


The use of visitors to support drug, alcohol and tobacco education (page 24-25)

Tacade and London drug Policy Forum (1997) Making the most of visitors - using outside agencies in school drug education
Association of Chief Police Officers (ACPO) Drugs Sub-Committee with Roehampton Institute (1999) executive Briefing: Drug Education in schools: Identifying the added value of the police service within a model of best practice

Websites:
Details of local agencies can be found on the Home Office National drugs Strategy website at www.drugs.gov.uk
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 3

Guidance for schools: Drugs – Involving the Police
The misuse of drugs in Basingstoke and Hampshire 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 requires 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 Headteachers with this specific advice and guidance on what to expect if the decision is taken to contact the police.

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 Anti-Drugs 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).

Cannabis has been re-classified as a Class B drug. As such it remains an illegal substance. Small quantities of this substance coming into the possession of staff may be disposed of independently but with a second member of staff present and the incident being recorded.

The following are the most common Class A & B drugs and substances suspected of being any of these should be retained for disposal by the police: heroin; ecstasy; LSD; cocaine; crack cocaine and amphetamines.

When suspected illegal substances are handed over to the police, there is no obligation to identify the person from whom they were taken. However, the police will expect to be given any information that may assist in identifying those dealing in drugs.
Schools should be aware that once a police officer (as opposed to a member of school staff) finds illegal drugs on a pupil, the school's discretion as to what action to take no longer exists.

**Urgent Action Required**
Where a school has recovered drugs from a pupil, or suspects that a particular pupil is in possession of an illegal substance the police may be asked to attend. Where the pupil is suspected of having possession but has refused to hand it over to a member of the teaching staff, only a police officer has powers available to search under the Misuse of Drugs Act 1971. The police officer attending will seek to obtain the reasonable grounds required for searching from information given by school staff.

**Non-urgent Action Required**
Schools may have cause to suspect that illegal drugs are in wider circulation in or around the school. If the decision is taken to involve the police in seeking a resolution, initial contact must be with the Local Policing Unit (LPU) Inspector.

Joint discussions about the perceived problem need to take place before a decision is made as to whether/what type of police action is required. From a police perspective, any operation will only be based upon recent and credible intelligence.

Headteachers are not empowered to authorise the police to conduct general searches of pupils or their personal property. Under normal circumstances the police will not use passive\(^1\) or proactive\(^2\) dogs to search pupils and their property unless there has been sufficient evidence to obtain a search warrant under the Misuse of Drugs Act from a magistrate. (See DfES guidance para 4.10.2 and appendix 10). There are serious implications for schools when "sniffer" dogs are used. These are outlined in appendix 10 of the DfES guidance and need to be considered carefully.

Because of limited resources, demonstrations of drugs searches by police dogs are not available on request but are sometimes arranged as part of a wider response to suspected drug use. Where such a demonstration is arranged it will not be used surreptitiously as a detection exercise and participating volunteers will be sought from staff and not pupils.

**If Police are invited to become involved in dealing with suspected illegal drug possession, the school should have procedures in place of how to deal with the aftermath of such operations. Involvement of the police should be covered in the schools drug policy or as a separate set of procedures (see DfES guidance, appendix 10 to ensure that all eventualities have been covered).**

**These guidelines must be read in conjunction with the Drugs: Guidance for schools document, which outlines police involvement (section 4.6).**

\(^1\) Dogs will be led by Police Employee and will indicate possible presence of an illegal substance by sitting.
\(^2\) Dogs will search property and retrieve any potential substances.
In line with UNICEF’s Rights Respecting Schools Award, the above policy demonstrates that the following articles are embedded in The Vyne School’s practices:

Article 1  Everyone under 18 has all the rights of the convention
Article 2  Applies without discrimination
Article 3  All organisations concerned with children work towards what is best for each child
Article 14 Right to think and believe what they want, practice their religion – as long as they are not stopping the rights of others
Article 15 Right to meet with others as long as it does not stop others enjoying their rights
Article 28 Right to an education
Article 29 Education to develop respect for others
Article 30 Right to own culture, religion, language
Article 31 Right to leisure
Article 37 If the law is broken children have the right to not to be treated cruelly
Article 39 The right to help if neglected, abused or hurt

GOVERNORS’ ANTI-DRUGS POLICY
PASTORAL COMMITTEE

Date reviewed  June 2016
Date of Next review  June 2018

Approved __________________________  Date __________________________
Headteacher (Mark Kingswood)

Approved __________________________  Date __________________________
Committee Chair (Debbie Blackmore)