

Treeton C of E SCHOOL Drugs POLICY COVERING DRUG EDUCATION AND DRUG RELATED INCIDENTS

Reviewed: September 2024

Date of next review: September 2025

Signed: L.Hale PSHE Coordinator

Signed: E.Minhas Head of School with responsibility for drugs

The policy will be reviewed annually at the end of the school year by the PSHE Co-ordinator where minor updates will take place e.g. curriculum changes as a result of pupil needs analysis and reviews; help and advice contact detail changes. Major reviews will take place biannually unless circumstances dictate otherwise e.g. new DfE guidance is brought out so the policy will need updating in the light of it, to reflect good practice.

This policy has been developed by the whole school community.

- The pupils were involved via needs assessments and evaluation of the drug education programme and also via the school and class councils where drug incidents and consequences were consulted upon.
- Parents/carers have access to the policy via the school website
- Staff (teaching and non-teaching) and governors were consulted during CDP day on both curriculum content and drug related incidents. This raised the awareness of the content of the policy as a whole but especially procedures and peoples roles and responsibilities during a drug related incident
- External agencies were consulted who support the drug education programme (school nurse). They were asked to comment on the draft policy.

Next Review date: September 2025

In the school newsletter parents/carers, pupils and staff will be made aware of the availability of the drug policy. Personal copies if required, will be available from reception, the policy will be available on the school website. New staff will be made aware of the policy and its contents, as appropriate, by their line manager.

This policy links to other policies within school. They include:

- The PSHE policy
(drug education is taught within PSHE lessons)
- Child Protection and Confidentiality Policy
(drug related disclosures during lessons or drug incidents)
- Behaviour Policy
- Drug related incidents policy (this may be within the behaviour policy rather than be stand alone)
- The medicines in school policy
(storage and accessing medicines protocol)
- Risk Assessment Guidance
(drug incidents and care of medicines on school trips)
- Health and Safety Policy
(purchase/storage of solvents, hazardous chemicals and medicines)
- Pastoral Support Policy
(at risk pupils, targeted prevention/support and drug incidents)
- Smoke-free Policy

Local and national guidance

Guidance was received from Rotherham L.A. via the Healthy Schools Team . The following local and national documents were consulted:

- Drugs: Guidance for Schools; DfES February 2004 and DfE and APCO Guidance 2012
- Drugs: Guidance for Further Education Institutions; Drug Scope/Alcohol Concern.
- Alcohol: Support and Guidance for Schools; Drug Scope/Alcohol Concern. 2002
- Opportunities for Drug and Alcohol Education in the Schools Curriculum; Drug Scope/Alcohol Concern. 2002
- Drug, alcohol and tobacco education, curriculum guidance for schools
at key stages 1-4; QCA, March 2003
- Rotherham Healthy Schools Scheme of Work PSHE and Citizenship, Primary phase

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.
- 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

State where and to whom the policy applies

This policy applies to the whole school community – all staff, pupils, parents 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, pupil's journeys to and from school sessions, and activities which take place organised via the school such as school visits/trips/residentials. When students are educated part time on another site, they need to be made aware of whether this policy still applies to their actions there.

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, alcohol, tobacco and legal and illegal drugs.

The possession, misuse or supply of these drugs within the school boundaries is unacceptable. 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 **Medicines in Schools Policy** for further guidance.

If alcohol is authorised at school (e.g. parent/carer/community events/ Eucharist) the arrangement for storage or use will be discussed with the head teacher.

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 with key responsibility for drugs:

The Head teacher will have responsibility for drug related incidents and all members of staff will refer incidents to them. In the head teachers absence the deputy head should be informed.

The line manager of the PSHE Coordinator will oversee the planning and coordination of drug education.

The PSHE Coordinator, R Stothard will have overall responsibility for the coordination of the drug education programme in school but individual class teachers will liaise closely with them 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.

Drug education

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.

Drug education is taught through PSHE lessons and the Rotherham Healthy Schools scheme of work reflects the non-statutory frameworks for PSHE and citizenship at KS1&2 and the statutory requirements within the National Curriculum Science Order.

This is the basis of what will be covered in each key stage:

Foundation stage:	National Curriculum supports children in developing an understanding of what keeps them healthy and safe
KS1	Pupils learn about being safe with medicines and household substances and the basic skills for making healthy choices and following safety rules
KS2	Pupils learn about the effects and risks of alcohol, tobacco, volatile substances and the basic skills to manage risky situations. They learn how to make informed choices about their health, how to resist pressure to do wrong and to take more responsibility for their actions.

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

In order to ensure that the work remains credible and relevant to the pupils' their existing knowledge, beliefs, experiences and understanding is established using needs analysis. This helps to develop aims and learning objectives and provide a baseline against which the programme can be evaluated.

PSHE is taught as a discrete subject. The scheme of work has been coordinated by the PSHE coordinator to ensure that the themes run coherently throughout each year and that the drug education is built upon year after year in a spiral curriculum, to develop knowledge attitudes skills and understanding appropriately for the age group.

The teachers will meet with the PSHE coordinator annually to review, evaluate and adapt the programmes.

Appropriate external agencies will be used who can add value (expertise we cannot ourselves offer) but these visitors will be carefully planned and integrated into the drug education programme; the teaching of drug education will be the responsibility of the teacher. The South Yorkshire '*Working in Partnership*' document will be used to plan and evaluate the contribution of visitors.

If a pupil is absent for substantial parts of the drug education programme, this will be addressed appropriately on their return to school. 'At risk' pupils may receive additional targeted drug education sessions when working within small group settings (Know the Score- Rotherham's Young Peoples Drug and alcohol service will liaise with staff to come in to school to work with at risk young people 01709 836047)

See the school PSHE scheme of work (Jigsaw) for further details of the drug education content.

Methodology and resources

Teachers will build on what the pupils already know; teaching will be structured so pupils know what is to be learnt and how. A variety of teaching methods and strategies will be used in the teaching of drug education to cater for the range of attainment levels and learning styles of our pupils and their diverse needs; active participation will be encouraged. Due to the sensitive nature of the subject of drugs, ground rules will be developed with each class to foster mutual respect and a safe environment where pupils feel safe to discuss their views; pupils will be reminded of the schools confidentiality policy if personal disclosure should take place and where they can access help and advice confidentially.

- **List resources that will be used in each year and where they will be stored for staff to access**
- **List external agencies used, eg.**
 - Crucial Crew visit Y6
 - Community liaison police officers input on drugs and the law

Staff support and training

All new staff will be made aware of the Drug policy and its contents by their line manager. All school staff will have general drug awareness knowledge (an information leaflet given as a minimum e.g. 'Know the Score – drugs' or 'A parents Guide to drugs' available to order from the 'Frank' national drug website) and an understanding of this policy and their part in it.

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. Opportunity will be given to enable staff to access CPD opportunities in drug education, this could include team teaching; observation; coaching/mentoring; teaching networks. CPD learning will be disseminated with other colleagues, in staff meetings as appropriate, in order to maximise the learning opportunity for all staff.

Assessment, monitoring, evaluation and reviewing

The compulsory science national curriculum drugs element will be formally assessed and recorded as part of the science work.

For the other drug education work, regular assessments will be planned to take place throughout the drug education scheme of work – initial needs assessment; assessment throughout the work and final assessment at the end of the work.

Assessment will identify knowledge and understanding gained and its relevance to the pupils; skills which have been developed and put in to practice and how feelings and attitudes have been influenced during the programme. This will be done by pupils using formative assessment where the pupils review and reflect upon their progress and understanding how they can improve their learning. Pupils can also assess their learning in a summative way measuring what they know, understand or can do.

Methods will include:

- Pupil assessment- pupils reflecting on what they have learnt setting their own targets and monitoring their own progress using check lists, diaries, displays, portfolios, before and after comparisons (e.g. draw and write technique comparison)
- Peer-group assessment- pupils reflecting on what they have learnt, providing feedback to each other and reflecting on their roles in the group, using oral feedback, graffiti sheets, video/audio tapes
- Teacher assessment- observing, listening, reviewing written work and pupils' contribution to drama, role play, discussions and through end of unit tests/tasks

The teaching of drug education will be monitored by:

- looking at teachers short, medium and long term planning
- Lesson observation and feedback by the PSHE coordinator.
- Looking at samples of pupils work

- Teachers comments on the scheme of work/lesson plans and feedback about what has been covered
- Pupil feedback on what has been covered

Evaluation will take place to find out how effective the teaching activities and materials have been in achieving the aims of the programme and meeting the needs of the pupils. The views of teachers, pupils, any non teaching assistants, parents and participating external agencies will be sought. Feedback from monitoring and assessment of pupils' learning and the achievement of the aims and learning outcomes will all contribute to the evaluation process.

Evaluation activities will include:

- AFL
- Specific feedback from pupils/teachers on specific aspects of the programme e.g. external speaker; Theatre in Education
- Comparison with the baseline of the pupils knowledge, understanding and skills at the start of the programme

Management of drug and alcohol related incidents at school

The following guidance was used in relation to the management of drugs in school:

- Information from DfE/ACPO **2012 Guidance relating to drug and alcohol incidents in schools**;
- conduct of searches is set out in the legislation (550ZB of the Education Act 1996 (inserted by 242 of the ASCLA 2009)
- Drugs: Guidance for schools DfES 2004.

Tackling Drug Issues

This school follows the DfE/ACPO guidance 2012 that the most effective strategies for tackling drugs will include:

- making sure the response is supported by the whole school community;
- drug education is part of a well-planned programme of PSHE education;
- pupils understand the school rules and are made aware of the local and national helplines; FRANK national drugs helpline 0800 776600 and website; Rotherham's Know the Score young people's drug and alcohol project 01709 836047.
- staff have access to high quality training and support. (advice and support via Rotherham Healthy Schools Team 01709 740226)

We will take the following action regarding the substances below:

- **Prescribed medicines /Non-prescribed medicines**
Out of date/unused medicines should be collected by parents/carers to be disposed of.
- **Volatile substances** - School will 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** – Parents/carers can be informed and given the opportunity to come and collect the tobacco products, unless this would jeopardise the safety of the pupil
- **Paraphernalia:** Needles or syringes found on school premises will be placed in a sturdy, secure container (e.g. tin with lid) using sturdy gloves (dirty needles should not be disposed of in domestic waste. Pupils will be taught to tell a member of staff a.s.a.p. and not to touch. If paraphernalia is found on school site regularly the member of staff with responsibility for drugs in school will inform the PYPPO who may liaise with the youth service or 'Know the Score' Rotherham Young Peoples Drug and Alcohol Project (01709 836047) so that they can try to organise some outreach workers to visit the site out of school hours to make contact with the users.
- **Illegal drugs:** The law permits staff to take temporary possession of a substance suspected of being an illegal drug for the purpose of preventing an offence from being committed or continued in relation to that drug. As soon as possible the member of staff with responsibility for drugs in school will be notified of any drug related incident so that they can lead the decision making process.

Searches

This school will follow the DfE/ACPO 2012 guidance which makes clear that schools should not consider the legal status of a substance as a hindrance to confiscation, and says where the legality isn't clear the substance should be treated as a controlled drug.

While it isn't obligatory for schools to record searches we will make a record of the details of searches. It is also not obligatory to inform parents either before or after a search has taken place but this school will do so unless by doing so it puts the pupil at risk.

The Police

Treeton C of E staff met with our School Police Liaison Officer Julie Jackson- Julie.Jackson@southyorks.pnn.police.uk
Tel: 01709 832192 and have agreed that the police will need to be involved under the following circumstances:

Schools are advised to agree with the police a protocol for working together. This should include how they will deal with any drugs found on the school premises. The guidance on how schools should deal with suspected controlled drugs is similar to the 2004 guidance.

During drug related incidents we will:

- ensure that a second adult witness is present throughout;
- seal the sample in a plastic bag and include details of the date and time of the seizure/find and witness present;
- store it in a secure location, such as a safe or other lockable container with access limited to senior members of staff;
- notify the police if appropriate, who will collect it and then store or dispose of it in line with locally agreed protocols. The law does not require a school to divulge to the police the name of the pupil from whom the drugs were taken but it is advisable to do so;
- record full details of the incident, (including the police incident reference number if reported to the police);
- inform parents/carers, unless this is not in the best interests of the pupil;
- identify any safeguarding concerns and develop a support and disciplinary response.

In Drugs Guidance for Schools 2004 it is advised that: If a drug related incident occurs on a school trip attempts will be made to consult with the member of staff who has responsibility for drugs in school. (Parental letters giving permission for pupils to go on trips could include a clause that if the pupil breaches the rules and is returned home the parents/carers should meet the cost of these arrangements)

Discipline

Pupil exclusion should not be the automatic response to a drug incident and permanent exclusion will only be used in serious cases. 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: The DfE/ACPO 2012 guidance suggests that schools will want to make needs assessment of pupils with the view to identifying those who will most benefit from drug education, those who may also require targeted interventions, and any that may need more specialist services.
- Referral to specialist services Know the Score, Rotherham Young People's drug and alcohol project (01709 836047) can run education programmes for targeted young people and also individual support/help/advice for young people who are ready to seek this for their own substance related issues.
- 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)

The needs of pupils including referral and external support

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, youth worker, Know the Score Young People's drug and alcohol project (01709 836047) and small group work/ individual work with at risk pupils, connexions, smoking cessation service.

Notice boards will continue to be available for pupils, staff (teaching and non-teaching) and parents identifying where support and advice on drug issues can be found locally and nationally (see Rotherham Healthy Schools website for helpline posters for all these groups). Also we will put some appropriate information in newsletters.

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

If sensitive information needs to be passed on we will try to secure the pupils' permission or at least inform the pupil, if at all possible, before the information has to be shared with others and try to explain why it has to be shared.

The member of staff responsible for child protection is D Ball. If staff are in any doubt regarding whether an issue needs to be passed on they will speak with the child protection officer.

Involvement of parents/carers

As research has shown that parents/carers have a crucial role in preventing problem drug use, we will involve parents in drug education by providing homework for pupils; this will give opportunity for an opening for the discussion of drugs to take place in the home; drugs will not then be a 'taboo' subject. Drug education resources will be available for parents to look at and we will plan to raise their drug awareness in order to increase parents' knowledge about drugs. We will also provide information in newsletters and parents information board about access to information about drugs and local and national sources of help e.g. the posters for parents provided on the Rotherham Healthy Schools Website and/or the leaflet 'A parents Guide to Drugs and Alcohol' (order from FRANK website) will be made available to all parents

Parents/carers under the influence of drugs on school premises

The member of staff of the senior leadership team who is responsible for drugs in school and a member 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 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.

The role of the governors

Governors will play a key role in the development of the drug policy as part of their general responsibilities for the strategic direction of the school.

Sniffer Dogs

The guidance makes clear that ACPO's advice is not to use sniffer dogs in schools where there is no evidence of the presence of drugs on the premises.

Appendix 1

Clarification regarding powers to search from The Drug Education Forum 28 Sept 2010

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

There isn't any formal additional guidance from the government, but this is what the government are saying on the [Frank website](#):

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. This power allows school staff to search for substances they reasonably believe are illegal but which may, after testing, be found to be legal.

As many 'legal highs' can look very similar to illegal drugs, such as cocaine and speed, if the police find a 'legal high' in your possession they are entitled to confiscate it for testing and to detain you for questioning, or even arrest you.

There is a clause [the clause](#) in the Act of Parliament which introduced these powers. Also a video [this video](#) from Teachers TV which was filmed before the government came to power, but which tackles the issue of searching pupils.

Answers to some specific questions:

1. What constitutes an appropriate search?

The conduct of searches is set out in the legislation (550ZB of the Education Act 1996 (inserted by 242 of the ASCLA 2009) - you may find the [explanatory notes](#) helpful (see page 127).

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 member 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 550ZA.

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