

CRAWSHAW SCHOOL

DRUGS EDUCATION POLICY

A POLICY STATEMENT

DRUGS EDUCATION POLICY.

INTRODUCTION

DfES/0092/2004 gives a context for drug education:

- Drug education should enable 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 should take account of pupils' views, so that it is both appropriate to their age and ability, and relevant to their particular circumstances.
- Drug education in the classroom should be supported by a whole school approach that includes the school's values and ethos, staff training and the involvement of pupils, staff, parents/carers, governors and the wider community.
- Drug education should cover all drugs and, when appropriate, should focus on drugs of particular significance such as alcohol, tobacco, cannabis, volatile substances and class A drugs.

Leeds Education Authority – Health Education Guidelines:

“Drug Education is clearly important. However, the skills young people need in this area are recognised as forming the basis of other health related behaviors. Because of this, drug education needs to be delivered in the context of a well planned Health Education/Personal and Social Education Programme.”

The Education Reform Act 1988 states that the curriculum in all maintained schools should promote:

“the spiritual, moral, cultural, mental and physical development of the pupils at the school and society”, and should prepare them for “opportunities, responsibilities and experiences of adult life.”

Drugs education is a major component of this statement.

‘DRUGS’ refers to all drugs, legal and illegal, including medicines, volatile substances, alcohol and tobacco.

POLICY

This policy is intended to state the school’s approach to drug education and any issues related to the use of drugs and substances as they affect members of the school community, their safety, well-being and legal and statutory responsibilities.

This policy was drawn up in line with national and local recommendations and in consultation with:-

**Jan Brown - Teacher Adviser for Drug Education, Education Leeds.
Dec 2003**

**Petra Salisbury - Drugs and Schools Group, Education Leeds.
Dec 2003**

PSHE teaching staff at Crawshaw School.

Designated teacher for drug education:- Sharan Rai*

Designated teacher for drug issues:- Nick Tones

* This member of staff has specific responsibilities for drug education delivered through a Personal, Social and Health Education programme at Key stages 3 and 4.

Designated governor:- To be decided.

Date of policy:- March 2010

Review date:- Annually – March 2011

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This policy will be introduced to all new staff to the school as part of their induction programme. This will be organised by Claire Studd, CPD coordinator

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This policy is to be presented to the following for approval:-

Headteacher - Joanna Ruse

Chair of Governors - Andrew Byrom

Date approved - 8th March 2010

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Definition of school.

In managing drug-related incidents, the term 'school' refers to

- the buildings and grounds within the school perimeter at times when pupils are authorized to be on the premises
- any location visited by pupils as part of an organized school visit, in and outside school hours
- on the way to and from school

School sessions start at 8.30 a.m. and finish at 2.55 p.m. with a lunch break from 1.05 to 1.55 p.m. Students are not expected on site until ten minutes before the morning bell for registration at 8.30 a.m. and, unless they have been kept back or volunteer to stay back for a club, are expected to leave the premises at the end of the school day at 2.55 p.m. Those that stay after the final bell will be supervised.

Students out of school on visits or residentials are classed as part of the school. School is responsible for their safety at all times.

Medicines. No member of staff may give any medication, including painkillers, to a student. (This is LCC directive.)

Prescribed medicines – Students on prescribed medication must hand the medicines to Student Services. At the time they need the medication they must go to Student Services where a first aider will give them the medicine. Students are not allowed to keep the medicine in their bag. Whilst in school the medicine must always be locked away. A record is kept of the name of the student, the type of medication they are on and the time it is given to the student. This rule does not apply to inhalers nor epipens although we would recommend that a spare was left with Student Services if at all possible.

Proprietary medicines – No medicines are kept on the school premises. Parents who want their child to take a particular medicine must write into school and send the medicine to school to be kept locked away by Student Services. The same rules as with prescribed medication then apply.

Alcohol.

- Students are not permitted to carry alcohol of any kind on the school premises
- Students are not permitted to consume, or be under the influence of, alcohol on the school premises
- Staff are not allowed to consume, or be under the influence of, alcohol in the presence of students on the school premises or whilst engaged in activities off-site or out of hours at which they are legally responsible for the welfare of students, for example on school visits/ residential.
- Staff who disregard these instructions may find themselves facing disciplinary action.
- Alcohol may be consumed by staff at special functions on the premises outside of school hours.

Given the prevalence and the increased vulnerability of young people to the impact of alcohol misuse and changes in drinking behaviour, educating students about the effects of alcohol and how to reduce alcohol-related harm is an important priority for all schools. The DfEE expects all schools to reflect this within their drug education programmes and Crawshaw pays particular attention to this at KS3 and KS4.

Smoking and tobacco.

In line with government legislation (beginning 01.07.07) smoking is banned in all of the school buildings and in any part of the school grounds for staff, students and visitors. Students are not permitted to carry cigarettes or tobacco in school at any time. Schools have an important role to play in raising students' awareness of the health risks associated with smoking. Crawshaw PSHE programmes at KS3 and KS4 reflect the importance of this education.

Illegal drugs and volatile substances.

Illegal drugs are banned as carrying them or partaking of them is a law breaking act. Therefore staff and students are not expected to have them on or about their person. If found the school will take appropriate action.

Volatile substances are not allowed on the school premises other than substances used in Science labs. and lessons under the strict guidance of a member of staff or used by caretaking and cleaning staff. Such substances should be locked away when not in use.

NOTE:-

If a student is found to be intoxicated it is important that staff are aware of the possible effects on heart rhythm. It is essential that a calm atmosphere is maintained in order to avoid shock and/or heart failure.

See appendix – ‘Alcohol and Volatile Substances’ and ‘ Use of Drugs in School’.

First Aid.

First aid is provided by Allison Abbott, Theresa Falkingham and Jacqui Harrison. All three are trained.

Drug Incident book –an example of good practice - see appendix - ‘Drug incident book’.

Handling drugs and paraphernalia – see appendix – ‘Handling Drugs and Paraphernalia’ and ‘The Safe Handling, Collection and Disposal of Drugs, Drug Paraphernalia, Hypodermic Needles and Syringes.’

Parents/Carers/visitors to the school premises affected by use of drugs – see appendix - ‘Parents/Carers/ Visitors on School Premises Affected by Use of Drugs.’

School property and searches.

See appendix ‘Pupil Suspected of Personal Possession or Dealing in School’

Confidentiality

Teachers cannot and should not promise confidentiality. The boundaries of confidentiality should be made clear to students. If a student discloses information which is sensitive, not generally known, and which the student asks not to be passed on, the request should be honoured unless this is unavoidable in order for teachers to fulfil their professional responsibilities in relation to:-

- Child protection
- Co-operating with police investigation
- Referral to external agencies

Every effort should be made to secure the student’s agreement to the way in which the school intends to use any sensitive information. It should only be in exceptional circumstances that sensitive information is passed on against a student’s wishes.

Dealing with the media.

Any incident must be reported immediately to the Head teacher. The Head teacher will inform the Chair of Governors if appropriate. The LEA press officer should be involved and their advice sought. The decision will then be taken as to whether or not the school wish to talk to the press.

Students and staff should not talk to the media.

Role of the police.

At the time of writing this policy the school was awaiting advice from the police. Schools have no legal obligation to report an incident involving drugs to the police. Nevertheless, not informing the police may prove to be counter-productive for the school and the wider community. The police will be contacted and asked to dispose suspected illegal drugs.

Support.

The following local agencies provide support for individuals with problematic or potentially problematic drug use. This information will be available for all members of the school community – both students and staff with problematic drug use are entitled to support.

	Agency	Telephone
Alcohol	Alcohol and drugs services Leeds addiction unit.	2470111 2951300
Smoking	Leeds Smoking services	0800 1694219
Drug use	Base 10 (ages 13-21) West Leeds community drug service Leeds addiction unit Children in crisis (D: side) (4-11) Multiple choice (17+)	2433552 2552227 2951300 2225507 2456616
Support for parents and carers:-	GASPED Helpline	01924 787501 08451460002

Key National Organisations.

Drugscope	www.drugscope.org.uk	Information updates
Frank	www.talktofrank.com	0800776600 Information – support.
Adfam	www.adfam.org.uk	0207928 8898 Information – support.
	www.drugs.gov.uk	Information.

STATEMENT OF AIMS AND INTENT.

AIMS.

- * To enable students to make healthy, informed decisions by increasing knowledge, challenging attitudes and developing skills.
- * To provide accurate information about substances.
- * To provide understanding about the implications and possible consequences of drug use and misuse.
- * To seek to minimize the risks that users and potential users face.
- * To enable young people to identify sources of appropriate personal support.

INTENT

- It is part of the duty of Crawshaw School to look after the welfare of every student. The school will do this through its Social, Moral and Cultural programmes, through the day-to-day dealings with its students and through the taught and “hidden” curriculum.
- The school is committed to the health and safety of all its members and will take whatever action is necessary to safeguard their wellbeing.
- The school is committed to pastoral support for the welfare of its students and to developing a positive ethos.
- Crawshaw intends to take a pro-active approach by informing students about the dangers and consequences of drugs – their use and misuse. It will do this through the general Health Education programme within the overall Personal and Social Education programme.
- The school will co-operate with outside agencies – Safer Schools Partnership, Social Services, LEA and Health and Drug agencies in its commitment to Drug Education.
- Crawshaw will inform parents of the drugs education programmes in school and of the policy.
- The school is committed to informing all who work at Crawshaw about the drugs education policy and programmes.

PURPOSE OF THE DRUG POLICY.

- Clarify the legal requirements and responsibilities of the school.
- Reinforce and safeguard the health and safety of students and others who use the school.
- Clarify the schools approach to drugs for all staff. Students, 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 the school premises, and incidents that occur, with confidence and consistency, and in the best interest of all 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.

WHAT IS DRUG EDUCATION?

- The term “drug” used in this policy refers to all legal or illegal substances that humans take to alter their state of wellbeing, whether it be physical or mental.

What it is and what it is not.

The drug education curriculum content at Crawshaw is intended to: -

- offer a credible and consistent message
- avoid one-off responses to incidents
- avoid shock-horror or sensational approaches
- provide accurate information on physiological and psychological effects of drugs
- provide accurate information on legal implications of drug use
- examine appropriate and inappropriate ways of using drugs including risk of injecting drugs and of HIV disease
- debate alternatives to drug use and sources of help and support for drug related problems
- consider why people begin to use drugs and why they may also stop using drugs
- include historical and cultural background information about drugs
- recognize the beneficial effects of drugs and medicines in society
- make distinction between different drugs and how they may legally or illegally be sold
- include a relative study of other mood-changing substances including alcohol and tobacco.

WHAT IS DRUG EDUCATION – Continued

Drug education is **NOT** just concerned with imparting knowledge. Drugs education must include the development of skills and the exploration of values and attitudes. To encourage this **ALL** staff must be aware of the policy of the school and be involved in some way with the delivery.

Drug education **IS** knowledge about: - **Solvents, Alcohol, Tobacco, Drugs, Medicines – legal and illegal.**

It is also concerned with the development of **SKILLS**:-
Coping with peer pressure
Communication
Decision making
Assertiveness.

It also explores **VALUES** and **ATTITUDES**.

This will inevitably bring in the whole notion of **teaching and learning styles**:-

Discussion work
Working in pairs
Group work
Role play.

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CRAWSHAW SCHOOL

Crawshaw School has, historically, always taught drugs education because it has seen the importance in doing so long before the National Curriculum registered the need. Crawshaw has appreciated that in the micro-society that we know as Pudsey a problem does exist and that there is a need to address this problem by being as proactive, in terms of education, as possible. There will be times when we need to be reactive but it is hoped that this policy will go some way to helping us formulate our strategies so that we do not give knee-jerk reactions to incidents and deal with them in isolation to the policy.

The school continues to realise its responsibilities towards drug education but sees it as part of the wider remit of health education that is part of the school's overall personal and social education course. This document is for discussion amongst the staff, students, parents/carers and governors.

A SPIRAL EDUCATION

Drugs education has to be a 'spiral' education. It must begin in the primary schools and develop through Key Stages 3 and 4 with further development at Post 16. This requires close liaison with our feeder schools. The drugs education programme at Crawshaw can be obtained from the PSHE coordinator.

Past provision:- Drugs education could be found in some Science teaching and as part of the PSHE programme – mainly in year 10. It may have been discussed in other subjects when the topic was raised.

Present:- Drugs education is delivered through PSHE lessons at key stage 3 and 4, a programme of study is also being developed at Post 16. The material that is covered is all in line with the New Programme of Study. Learning is assessed to ensure that students are working towards the End of Key Stage statements. Outside agencies and specialists are invited into school to deliver sessions and train staff to increase their confidence in dealing with these matters.

The location of drug education in our curriculum may be found on occasions as:-

- ***a key theme in Personal and Social Education***
- ***part of Health Education (including Sex Education)***
- ***developed through reading and discussion in English***
- ***in Drama where personal skills are built upon and developed***
- ***reinforced by historical and geographical information***
- ***in Religious Education where moral implications are discussed***
- ***in Physical Education where drugs in sport are considered***
- ***in any other area where the subject is raised.***

DRUGS EDUCATION – PERSONAL AND SOCIAL EDUCATION AND HEALTH EDUCATION

Where does drugs education fit into the overall PSHE programme at Crawshaw School?

PSHE lessons are planned in recognition of local and national data. All the lessons are delivered to allow student progression towards the end of key stage statements. Drugs education is a specified topic in the personal wellbeing section of the NC new programme of study. The topics that are covered and the information that is discussed builds on work completed in previous years.

Year 9 Health Fair

At the end of year 9 all students in this year group attend a Health Fair. Experts from their respective fields in health education talk to the students on a variety of important issues. Drugs education is part of this fair.

Safer Schools Partnership

As part of the role of the SSP Officer in school, occasional drop-in sessions will be made available for students to access information and guidance on Drugs and Prohibited Substances.

Connexions Bus

Students have the opportunity to speak to outside specialists every week – the Connexions Bus comes onto campus every Tuesday. Drugs information is just one of the issues that is dealt with.

DRUGS EDUCATION PROVISION – CRAWSHAW, KS 3

<u>YEAR GROUP</u>	<u>Range and Content</u>	<u>Key Concepts</u>	<u>Key Processes</u>
KS 3 Years 7-9	3a facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others.	<p>1.2 Healthy Lifestyles: 1.2a Recognising that healthy lifestyles and the wellbeing of self and others, depend on information and making reasonable choices.</p> <p>1.3 Risk: 1.3a Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations. 1.3b Accepting pressure can be used positively or negatively to influence others in situations involving risk.</p>	<p>2.2 Decision Making and Managing Risk: 2.2a Use knowledge and understanding to make informed choices about safety, health and wellbeing. 2.2b Find information and support from a variety of sources. 2.2c Assess and manage the element of risk in personal choices and situations. 2.2d Use strategies for resisting unhelpful peer influence and pressure 2.2e Know when and how to get help</p>

DRUGS EDUCATION PROVISION – CRAWSHAW, KS 4

<u>YEAR GROUP</u>	<u>Range and Content</u>	<u>Key Concepts</u>	<u>Key Processes</u>
<p>KS 4 Years 10-11</p>	<p>3b How the media portrays young people, body image and health issues 3c The characteristics of emotional and mental health, and the causes, symptoms and treatments of some mental and emotional health disorders 3d The benefits and risks of health and lifestyle choices...substance use and misuse, and the short and long term consequences for the health and mental and emotional wellbeing of individuals, families and communities 3e Where and how to obtain health information...ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help</p>	<p>1.2 Healthy Lifestyles: 1.2a Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices. 1.2b Understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives, and that there is help and support available when they are threatened.</p> <p>1.3 Risk: 1.3a Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations. 1.3b Appreciating pressure can be used positively or negatively to influence others in situations involving risk.</p>	<p>2.2 Decision Making and Managing Risk: 2.2a Use knowledge and understanding to make informed choices about safety, health and wellbeing, evaluating personal choices and making changes if necessary 2.2b Find and evaluate information, advice and support from a variety of sources, minimise harm in risky situations and demonstrate how to help others to do so. 2.2d Use strategies for resisting unhelpful peer influence and pressure, assessing when to use them and when and how to get help.</p>

RECOMMENDATIONS FOR TEACHIING DRUGS EDUCATION.

1. Education about substance use and misuse is included in the statutory orders for Science – KS1,2,3 and 4 – “Life and the Living Process”.
2. Curriculum Guidance 5 – Health Education – recommends that a substance use and misuse curriculum will involve:-

‘The acquisition of knowledge, understanding and skills which enable pupils to consider the effects of substances such as tobacco, alcohol and other drugs on themselves and others to make informed and healthy decisions about the use of such substances.’

This should begin at KS1 and go through to KS4.

3. Young people need to be made aware of the real risks of drug use. The ‘shock-horror’ approach however has been shown to have a limited effect and does not equip pupils with the skills to make informed decisions and implement them. Nor does it provide the skills that they need to both recognise situations in which they are likely to be offered drugs and to resist the offer.
4. It is likely that drugs will first become available through friends. Young people need to be equipped to handle this.
5. It should be recognised that some students are attracted to the physical and legal risks that drugs pose. Defiance of authority may be the sole reason for their habit! Programmes that over-emphasise the anti-authority and health risks may be counter-productive. A careful balance has to be sought.
6. A guiding principle in drugs education should be that it must be delivered in such a way that it does not encourage experimentation.

Assessment, monitoring and evaluation.

OFSTED are keen to see that schools are doing all three. In order to do this all work is assessed by the student and the staff. The Subject Leader for PSHE carries out work scrutiny and learning walks to ensure consistencies. This is also used to inform planning for future years.

MANAGING DRUG RELATED INCIDENTS IN SCHOOL

Rather than have a behaviour management policy related to one problem that could arise in the school it would be advantageous if the school developed a general behaviour management policy that a drug related incident could fit into. The policy could say:-

“Managing incidents related to:- drugs, bullying, absconding, etc.”

Below is a checklist to help staff in their dealings with a possible drug related incident.

- How do we respond to rumour?
- Do we search pupils? What are the dangers?
- What do we do with substances discovered on the premises?
- Interviewing pupils – do we need a witness?
- Drug testing – need – time – cost? Is it necessary?
- Contacting the police/parents.
- Support for students – outside agencies.
- Disciplinary procedures/exclusion.
- Recording incidents – monitoring trends/patterns. Confidentiality.
- Dealing with the media – no one comments!

The following appendices are designed to help staff to know what to do if confronted with drugs related incidents but it must be stressed that seeking advice from experienced staff is better than a ‘go it alone approach’.

Visitors.

Year 9 forms all receive visits from the drugs education unit in Leeds. They have been visiting the school for many years and offer an invaluable service that supports the work of the school. It is advisable to give such visitors a policy and tell them about the work that goes on in each Key Stage.

Action Plan

Guidance for Staff/Governors

Discovery of drugs on the school premises can be alarming and guidelines need to be formulated by the Headteacher and Chair of Governors.

WHAT TO DO IF.....

Drugs are found on the school premises

The drug should be handled in accordance with the 'handling drugs and paraphernalia' information sheet – appendix. **NOTE:- Crawshaw will need to agree procedures for managing confiscations of unauthorised drugs. A witness is necessary.**

- **Pastoral considerations:**
The incident should immediately be reported to the Headteacher or a Deputy. An investigation should take place by a designated member of staff to find out who may be involved.
- **Should the issue be discussed with the class as a whole?**
It may be necessary for a form tutor/SDL to raise issues specifically with a whole class or a year group. During investigations individuals may be talked to informally or formally about the issue.
- **How should the situation be monitored for further signs of the problem?**
Staff should be informed and those on duty should be aware of areas of the school that will need careful monitoring.
- **What sanctions should be taken?**
The drugs should be retained in a locked cabinet or safe.

A student is found in possession of drug

The Misuse of Drugs Act makes it an offence for a person to knowingly permit certain offences to take place on their premises. There is therefore a responsibility on the Headteacher and Governors to fulfill their statutory obligations and inform the police.

Parents/Guardians/others

Parents/Guardians will be informed and social services/police may be contacted for advice and/or to receive a report of the incident.

NOTE:- This procedure works in conjunction with the advice found in the appendices.

Records of all incidents/action

Detailed records of drug-related incidents must be kept in confidence in a similar fashion to child abuse evidence. Depending on the drug, the student may be reported to the police/social services and/or drug abuse counsellor

If a student is discovered in possession of a suspected illegal substance the police will be involved and the substance kept in a secure cabinet until collected by police. Refer to appendices relating to the safe handling of drugs especially police evidence.

A Student is suspected of being under the influence of drugs

The school will respond to any student if there is the slightest suspicion that the student is under the influence of drugs (including alcohol). Staff should seek prompt medical advice by asking for the designated first aid workers or a member of the Leadership Team. **The Headteacher** must be informed so that a plan of action can be considered. The Headteacher (in consultation with relevant staff, SDL, form tutor, etc) will decide when and how parents/guardians are to be informed. This may involve referrals to Social Services and the Child Protection Unit.

Students' Safety

It must be ascertained **WHAT** has been taken, when and how much. This may be vital if a hospital referral is required.

Response to the student

Sanctions as outlined in the school's Behaviour for Learning policy will be applied with respect to the individual concerned regarding this incident.

Legal Considerations

If there is suspicion that the student has more of the substance in their possession, then steps must be taken to recover it to prevent a repeat of the incident. STAFF **DO NOT**, HOWEVER HAVE THE RIGHT TO SEARCH THE STUDENT. (They can ask if the student has anything further that they wish to hand over).

A student discloses that he/she is using drugs

The response to such a student will need to be extremely sensitive, with an appropriate balance being struck between the needs of the student and those of the school. More often a student will disclose to one individual who must make it clear that they may need to inform a SDL or senior member of staff. After consultation, the SDL or a member of Leadership Team may contact the parents or may decide to refer the student for professional counselling. Any student believed to be at risk should be referred to Social Services to ascertain whether there are any underlying causes of drug/alcohol abuse.

Disclosure in Lesson

It is essential that the teacher sets out clear limits of confidentiality and what may openly be discussed and what may not. It is also possible for the teacher to halt the lesson and warn students that, if they continue to disclose, the teacher will have to take action. This gives students a choice over whether to disclose.

A pupil discloses that Parents/Guardians/relatives or Friends are using/selling drugs

This may bring into focus child-care issues and the overall wellbeing of the student. It may warrant investigation by Social Services or the police. Following an investigation Social Services will decide on any action to be taken. The police would only become formally involved in the event of Child Protection procedures being invoked. If a student discloses that another student/person is using or selling drugs on school premises, then the school or police may investigate. Consideration must be given to the Right of Confidentiality of the person disclosing the information. On most occasions police advice will be sought. There is a mandatory duty upon the Head teacher to act if the selling of drugs takes place in the school.

Staff becoming aware of the availability of drugs in the school vicinity

If drugs are being sold on or near the school premises, this could be a matter for police investigation. The Headteacher (or nominated representative) should try to verify this by seeking police advice. The opportunity might be taken to raise the issues in lessons/assembly.

GOOD PRACTICE IN MANAGING DRUG INCIDENTS

- * **DON'T PANIC – BUY TIME, THINK CAREFULLY BEFORE YOU ACT.**
- * **BE AWARE – FACTS NOT MYTHS, RUMOUR OR STEREOTYPES.**
- * **ASSESS DRUG USE AND SITUATIONS OF YOUNG PEOPLE CAREFULLY.**
- * **KNOW THE LEGAL POSITION**
- * **LISTEN TO THE STUDENTS – GENERATE A DIALOGUE.**
- * **BE ATTENTIVE TO INDIVIDUAL NEEDS.**
- * **USE SENSIBLE SANCTIONS, CONSISTENTLY.**
- * **BALANCE SANCTIONS, SUPPORT/CARE AND EDUCATION.**
- * **CLEAR BUT FLEXIBLE PROCEDURES.**
- * **CARE OVER WHEN AND HOW PARENTS ARE INVOLVED.**
- * **CLARITY OVER CONFIDENTIALITY.**
- * **LET STUDENTS KNOW WHERE THE GOALPOSTS ARE.**
- * **DEVELOP A WORKING RELATIONSHIP WITH THE POLICE AND SUPPORT AGENCIES.**

- * **KEY, IDENTIFIED STAFF.**
- * **STAFF TRAINING AND SUPPORT.**
- * **WHOLE SCHOOL CONSULTATION/INVOLVEMENT.**
- * **MARKET THE REALISTIC AND CARING SCHOOL.**
- * **RECOGNISE/BUILD ON EXISTING STAFF SKILLS.**

POSSIBLE DRUG INCIDENTS IN SCHOOLS

- * **RUMOURS OF STUDENTS OR PARENTS USING DRUGS.**
- * **REPORTS OF STUDENTS OR PARENTS USING DRUGS.**
- * **USE OF DRUGS BY STUDENTS ON SCHOOL PREMISES.**
- * **STUDENTS BRINGING DRUGS INTO SCHOOL.**
- * **DRUG DEALING ON SCHOOL PREMISES.**
- * **DRUG DEALING IN THE SCHOOL VICINITY.**
- * **FINDING DRUGS ON SCHOOL PREMISES.**
- * **STUDENTS DISCLOSURE ABOUT THEIR OWN DRUG USE.**
- * **FINDING DRUG PARAPHERNALIA ON THE SCHOOL SITE.**

OUTCOMES

- All staff are aware of the policy and procedures for dealing with incidents.
- Governors, Parents and staff are given the opportunity to attend In-service training/workshops, courses to update their knowledge and raise their awareness of drug issues.
- Drug Education is delivered through the curriculum at KS3, KS4 and Post 16. It may be part of the PSHE syllabus or through National Curriculum subjects – Science, English, Drama, etc.
- Liaison is maintained with the police regarding their recommendations about drug incidents and their treatment.
- The policy will be evaluated/reviewed annually.

The Role of the Headteacher and Governing Body

The Headteacher takes overall responsibility for the policy and its implementation, for liaison with the Governing Body, parents and LEA. The Headteacher will ensure that all staff dealing with drug issues are adequately supported and trained.

In instances which involve substance misuse or supply on the premises, the Headteacher must be informed and parents will be contacted at the earliest opportunity by the Headteacher, or a person designated by him. If a young person admits to using/supplying substances off the premises, discretion will be involved. The Headteacher may be informed and would decide, in consultation, who else the information should be shared with i.e. parents, police, social services, etc.

A school cannot knowingly allow its premises to be used for the production or supply of any controlled drug, or in the preparation or smoking of a drug. Where it is suspected that such substances are continuing to be sold or consumed on the premises, details regarding those involved should be passed to the Police Liaison Officer.

The Governing Body will be involved in substance education and substance related incidents in the same manner as any other matter concerning the direction of the school.

The school will consider each substance incident individually and recognises that a variety of responses will be necessary to deal with incidents. The school will consider very carefully the implications of any action it may take. It seeks to balance the interests of the student involved, the other students and the local community (consider factors in Appendix A).

The Headteacher will take responsibility for liaison with the media. As the issue of substance use and misuse is an emotive one, and is likely to generate interest from local and/or national media, the school will take appropriate advice and guidance from the LEA Press Office and Legal Department to ensure that any reporting of incidents remains in the best interest of the students, their families and the school. The LEA should always be informed as soon as possible and the school should keep a record of all incidents and of any action taken. Parents/Guardians should be informed of the disciplinary process, action taken and right of appeals.

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DRUGS EDUCATION POLICY

A POLICY STATEMENT

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- Drug education should cover all drugs and, when appropriate, should focus on drugs of particular significance such as alcohol, tobacco, cannabis, volatile substances and class A drugs.

Leeds Education Authority – Health Education Guidelines:

“Drug Education is clearly important. However, the skills young people need in this area are recognised as forming the basis of other health related behaviors. Because of this, drug education needs to be delivered in the context of a well planned Health Education/Personal and Social Education Programme.”

The Education Reform Act 1988 states that the curriculum in all maintained schools should promote:

“the spiritual, moral, cultural, mental and physical development of the pupils at the school and society”, and should prepare them for “opportunities, responsibilities and experiences of adult life.”

Drugs education is a major component of this statement.

‘DRUGS’ refers to all drugs, legal and illegal, including medicines, volatile substances, alcohol and tobacco.

POLICY

This policy is intended to state the school’s approach to drug education and any issues related to the use of drugs and substances as they affect members of the school community, their safety, well-being and legal and statutory responsibilities.

This policy was drawn up in line with national and local recommendations and in consultation with:-

**Jan Brown - Teacher Adviser for Drug Education, Education Leeds.
Dec 2003**

**Petra Salisbury - Drugs and Schools Group, Education Leeds.
Dec 2003**

PSHE teaching staff at Crawshaw School.

Designated teacher for drug education:- Sharan Rai*

Designated teacher for drug issues:- Nick Tones

* This member of staff has specific responsibilities for drug education delivered through a Personal, Social and Health Education programme at Key stages 3 and 4.

Designated governor:- To be decided.

Date of policy:- March 2010

Review date:- Annually – March 2011

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This policy will be introduced to all new staff to the school as part of their induction programme. This will be organised by Claire Studd, CPD coordinator

.....

This policy is to be presented to the following for approval:-

Headteacher - Joanna Ruse

Chair of Governors - Andrew Byrom

Date approved - 8th March 2010

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Definition of school.

In managing drug-related incidents, the term 'school' refers to

- the buildings and grounds within the school perimeter at times when pupils are authorized to be on the premises
- any location visited by pupils as part of an organized school visit, in and outside school hours
- on the way to and from school

School sessions start at 8.30 a.m. and finish at 2.55 p.m. with a lunch break from 1.05 to 1.55 p.m. Students are not expected on site until ten minutes before the morning bell for registration at 8.30 a.m. and, unless they have been kept back or volunteer to stay back for a club, are expected to leave the premises at the end of the school day at 2.55 p.m. Those that stay after the final bell will be supervised.

Students out of school on visits or residentials are classed as part of the school. School is responsible for their safety at all times.

Medicines. No member of staff may give any medication, including painkillers, to a student. (This is LCC directive.)

Prescribed medicines – Students on prescribed medication must hand the medicines to Student Services. At the time they need the medication they must go to Student Services where a first aider will give them the medicine. Students are not allowed to keep the medicine in their bag. Whilst in school the medicine must always be locked away. A record is kept of the name of the student, the type of medication they are on and the time it is given to the student. This rule does not apply to inhalers nor epipens although we would recommend that a spare was left with Student Services if at all possible.

Proprietary medicines – No medicines are kept on the school premises. Parents who want their child to take a particular medicine must write into school and send the medicine to school to be kept locked away by Student Services. The same rules as with prescribed medication then apply.

Alcohol.

- Students are not permitted to carry alcohol of any kind on the school premises
- Students are not permitted to consume, or be under the influence of, alcohol on the school premises
- Staff are not allowed to consume, or be under the influence of, alcohol in the presence of students on the school premises or whilst engaged in activities off-site or out of hours at which they are legally responsible for the welfare of students, for example on school visits/ residential.
- Staff who disregard these instructions may find themselves facing disciplinary action.
- Alcohol may be consumed by staff at special functions on the premises outside of school hours.

Given the prevalence and the increased vulnerability of young people to the impact of alcohol misuse and changes in drinking behaviour, educating students about the effects of alcohol and how to reduce alcohol-related harm is an important priority for all schools. The DfEE expects all schools to reflect this within their drug education programmes and Crawshaw pays particular attention to this at KS3 and KS4.

Smoking and tobacco.

In line with government legislation (beginning 01.07.07) smoking is banned in all of the school buildings and in any part of the school grounds for staff, students and visitors. Students are not permitted to carry cigarettes or tobacco in school at any time. Schools have an important role to play in raising students' awareness of the health risks associated with smoking. Crawshaw PSHE programmes at KS3 and KS4 reflect the importance of this education.

Illegal drugs and volatile substances.

Illegal drugs are banned as carrying them or partaking of them is a law breaking act. Therefore staff and students are not expected to have them on or about their person. If found the school will take appropriate action.

Volatile substances are not allowed on the school premises other than substances used in Science labs. and lessons under the strict guidance of a member of staff or used by caretaking and cleaning staff. Such substances should be locked away when not in use.

NOTE:-

If a student is found to be intoxicated it is important that staff are aware of the possible effects on heart rhythm. It is essential that a calm atmosphere is maintained in order to avoid shock and/or heart failure.

See appendix – ‘Alcohol and Volatile Substances’ and ‘ Use of Drugs in School’.

First Aid.

First aid is provided by Allison Abbott, Theresa Falkingham and Jacqui Harrison. All three are trained.

Drug Incident book –an example of good practice - see appendix - ‘Drug incident book’.

Handling drugs and paraphernalia – see appendix – ‘Handling Drugs and Paraphernalia’ and ‘The Safe Handling, Collection and Disposal of Drugs, Drug Paraphernalia, Hypodermic Needles and Syringes.’

Parents/Carers/visitors to the school premises affected by use of drugs – see appendix - ‘Parents/Carers/ Visitors on School Premises Affected by Use of Drugs.’

School property and searches.

See appendix ‘Pupil Suspected of Personal Possession or Dealing in School’

Confidentiality

Teachers cannot and should not promise confidentiality. The boundaries of confidentiality should be made clear to students. If a student discloses information which is sensitive, not generally known, and which the student asks not to be passed on, the request should be honoured unless this is unavoidable in order for teachers to fulfil their professional responsibilities in relation to:-

- Child protection
- Co-operating with police investigation
- Referral to external agencies

Every effort should be made to secure the student’s agreement to the way in which the school intends to use any sensitive information.

It should only be in exceptional circumstances that sensitive information is passed on against a student’s wishes.

Dealing with the media.

Any incident must be reported immediately to the Head teacher. The Head teacher will inform the Chair of Governors if appropriate. The LEA press officer should be involved and their advice sought. The decision will then be taken as to whether or not the school wish to talk to the press.

Students and staff should not talk to the media.

Role of the police.

At the time of writing this policy the school was awaiting advice from the police. Schools have no legal obligation to report an incident involving drugs to the police. Nevertheless, not informing the police may prove to be counter-productive for the school and the wider community. The police will be contacted and asked to dispose suspected illegal drugs.

Support.

The following local agencies provide support for individuals with problematic or potentially problematic drug use. This information will be available for all members of the school community – both students and staff with problematic drug use are entitled to support.

	Agency	Telephone
Alcohol	Alcohol and drugs services Leeds addiction unit.	2470111 2951300
Smoking	Leeds Smoking services	0800 1694219
Drug use	Base 10 (ages 13-21) West Leeds community drug service Leeds addiction unit Children in crisis (D: side) (4-11) Multiple choice (17+)	2433552 2552227 2951300 2225507 2456616
Support for parents and carers:-	GASPED Helpline	01924 787501 08451460002

Key National Organisations.

Drugscope	www.drugscope.org.uk	Information updates
Frank	www.talktofrank.com	0800776600 Information – support.
Adfam	www.adfam.org.uk	0207928 8898 Information – support.
	www.drugs.gov.uk	Information.

STATEMENT OF AIMS AND INTENT.

AIMS.

- * To enable students to make healthy, informed decisions by increasing knowledge, challenging attitudes and developing skills.
- * To provide accurate information about substances.
- * To provide understanding about the implications and possible consequences of drug use and misuse.
- * To seek to minimize the risks that users and potential users face.
- * To enable young people to identify sources of appropriate personal support.

INTENT

- It is part of the duty of Crawshaw School to look after the welfare of every student. The school will do this through its Social, Moral and Cultural programmes, through the day-to-day dealings with its students and through the taught and “hidden” curriculum.
- The school is committed to the health and safety of all its members and will take whatever action is necessary to safeguard their wellbeing.
- The school is committed to pastoral support for the welfare of its students and to developing a positive ethos.
- Crawshaw intends to take a pro-active approach by informing students about the dangers and consequences of drugs – their use and misuse. It will do this through the general Health Education programme within the overall Personal and Social Education programme.
- The school will co-operate with outside agencies – Safer Schools Partnership, Social Services, LEA and Health and Drug agencies in its commitment to Drug Education.
- Crawshaw will inform parents of the drugs education programmes in school and of the policy.
- The school is committed to informing all who work at Crawshaw about the drugs education policy and programmes.

PURPOSE OF THE DRUG POLICY.

- Clarify the legal requirements and responsibilities of the school.
- Reinforce and safeguard the health and safety of students and others who use the school.
- Clarify the schools approach to drugs for all staff. Students, 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 the school premises, and incidents that occur, with confidence and consistency, and in the best interest of all 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.

WHAT IS DRUG EDUCATION?

- The term “drug” used in this policy refers to all legal or illegal substances that humans take to alter their state of wellbeing, whether it be physical or mental.

What it is and what it is not.

The drug education curriculum content at Crawshaw is intended to: -

- offer a credible and consistent message
- avoid one-off responses to incidents
- avoid shock-horror or sensational approaches
- provide accurate information on physiological and psychological effects of drugs
- provide accurate information on legal implications of drug use
- examine appropriate and inappropriate ways of using drugs including risk of injecting drugs and of HIV disease
- debate alternatives to drug use and sources of help and support for drug related problems
- consider why people begin to use drugs and why they may also stop using drugs
- include historical and cultural background information about drugs
- recognize the beneficial effects of drugs and medicines in society
- make distinction between different drugs and how they may legally or illegally be sold
- include a relative study of other mood-changing substances including alcohol and tobacco.

WHAT IS DRUG EDUCATION – Continued

Drug education is **NOT** just concerned with imparting knowledge. Drugs education must include the development of skills and the exploration of values and attitudes. To encourage this **ALL** staff must be aware of the policy of the school and be involved in some way with the delivery.

Drug education **IS** knowledge about: - **Solvents, Alcohol, Tobacco, Drugs, Medicines – legal and illegal.**

It is also concerned with the development of **SKILLS**:-
Coping with peer pressure
Communication
Decision making
Assertiveness.

It also explores **VALUES** and **ATTITUDES**.

This will inevitably bring in the whole notion of **teaching and learning styles**:-

Discussion work
Working in pairs
Group work
Role play.

.....

CRAWSHAW SCHOOL

Crawshaw School has, historically, always taught drugs education because it has seen the importance in doing so long before the National Curriculum registered the need. Crawshaw has appreciated that in the micro-society that we know as Pudsey a problem does exist and that there is a need to address this problem by being as proactive, in terms of education, as possible. There will be times when we need to be reactive but it is hoped that this policy will go some way to helping us formulate our strategies so that we do not give knee-jerk reactions to incidents and deal with them in isolation to the policy.

The school continues to realise its responsibilities towards drug education but sees it as part of the wider remit of health education that is part of the school's overall personal and social education course. This document is for discussion amongst the staff, students, parents/carers and governors.

A SPIRAL EDUCATION

Drugs education has to be a 'spiral' education. It must begin in the primary schools and develop through Key Stages 3 and 4 with further development at Post 16. This requires close liaison with our feeder schools. The drugs education programme at Crawshaw can be obtained from the PSHE coordinator.

Past provision:- Drugs education could be found in some Science teaching and as part of the PSHE programme – mainly in year 10. It may have been discussed in other subjects when the topic was raised.

Present:- Drugs education is delivered through PSHE lessons at key stage 3 and 4, a programme of study is also being developed at Post 16. The material that is covered is all in line with the New Programme of Study. Learning is assessed to ensure that students are working towards the End of Key Stage statements. Outside agencies and specialists are invited into school to deliver sessions and train staff to increase their confidence in dealing with these matters.

The location of drug education in our curriculum may be found on occasions as:-

- ***a key theme in Personal and Social Education***
- ***part of Health Education (including Sex Education)***
- ***developed through reading and discussion in English***
- ***in Drama where personal skills are built upon and developed***
- ***reinforced by historical and geographical information***
- ***in Religious Education where moral implications are discussed***
- ***in Physical Education where drugs in sport are considered***
- ***in any other area where the subject is raised.***

DRUGS EDUCATION – PERSONAL AND SOCIAL EDUCATION AND HEALTH EDUCATION

Where does drugs education fit into the overall PSHE programme at Crawshaw School?

PSHE lessons are planned in recognition of local and national data. All the lessons are delivered to allow student progression towards the end of key stage statements. Drugs education is a specified topic in the personal wellbeing section of the NC new programme of study. The topics that are covered and the information that is discussed builds on work completed in previous years.

Year 9 Health Fair

At the end of year 9 all students in this year group attend a Health Fair. Experts from their respective fields in health education talk to the students on a variety of important issues. Drugs education is part of this fair.

Safer Schools Partnership

As part of the role of the SSP Officer in school, occasional drop-in sessions will be made available for students to access information and guidance on Drugs and Prohibited Substances.

Connexions Bus

Students have the opportunity to speak to outside specialists every week – the Connexions Bus comes onto campus every Tuesday. Drugs information is just one of the issues that is dealt with.

DRUGS EDUCATION PROVISION – CRAWSHAW, KS 3

<u>YEAR GROUP</u>	<u>Range and Content</u>	<u>Key Concepts</u>	<u>Key Processes</u>
KS 3 Years 7-9	3a facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others.	<p>1.2 Healthy Lifestyles: 1.2a Recognising that healthy lifestyles and the wellbeing of self and others, depend on information and making reasonable choices.</p> <p>1.3 Risk: 1.3a Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations. 1.3b Accepting pressure can be used positively or negatively to influence others in situations involving risk.</p>	<p>2.2 Decision Making and Managing Risk: 2.2a Use knowledge and understanding to make informed choices about safety, health and wellbeing. 2.2b Find information and support from a variety of sources. 2.2c Assess and manage the element of risk in personal choices and situations. 2.2d Use strategies for resisting unhelpful peer influence and pressure 2.2e Know when and how to get help</p>

DRUGS EDUCATION PROVISION – CRAWSHAW, KS 4

<u>YEAR GROUP</u>	<u>Range and Content</u>	<u>Key Concepts</u>	<u>Key Processes</u>
<p>KS 4 Years 10-11</p>	<p>3b How the media portrays young people, body image and health issues 3c The characteristics of emotional and mental health, and the causes, symptoms and treatments of some mental and emotional health disorders 3d The benefits and risks of health and lifestyle choices...substance use and misuse, and the short and long term consequences for the health and mental and emotional wellbeing of individuals, families and communities 3e Where and how to obtain health information...ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help</p>	<p>1.2 Healthy Lifestyles: 1.2a Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices. 1.2b Understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives, and that there is help and support available when they are threatened.</p> <p>1.3 Risk: 1.3a Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations. 1.3b Appreciating pressure can be used positively or negatively to influence others in situations involving risk.</p>	<p>2.2 Decision Making and Managing Risk: 2.2a Use knowledge and understanding to make informed choices about safety, health and wellbeing, evaluating personal choices and making changes if necessary 2.2b Find and evaluate information, advice and support from a variety of sources, minimise harm in risky situations and demonstrate how to help others to do so. 2.2d Use strategies for resisting unhelpful peer influence and pressure, assessing when to use them and when and how to get help.</p>

RECOMMENDATIONS FOR TEACHIING DRUGS EDUCATION.

1. Education about substance use and misuse is included in the statutory orders for Science – KS1,2,3 and 4 – “Life and the Living Process”.
2. Curriculum Guidance 5 – Health Education – recommends that a substance use and misuse curriculum will involve:-

‘The acquisition of knowledge, understanding and skills which enable pupils to consider the effects of substances such as tobacco, alcohol and other drugs on themselves and others to make informed and healthy decisions about the use of such substances.’

This should begin at KS1 and go through to KS4.

3. Young people need to be made aware of the real risks of drug use. The ‘shock-horror’ approach however has been shown to have a limited effect and does not equip pupils with the skills to make informed decisions and implement them. Nor does it provide the skills that they need to both recognise situations in which they are likely to be offered drugs and to resist the offer.
4. It is likely that drugs will first become available through friends. Young people need to be equipped to handle this.
5. It should be recognised that some students are attracted to the physical and legal risks that drugs pose. Defiance of authority may be the sole reason for their habit! Programmes that over-emphasise the anti-authority and health risks may be counter-productive. A careful balance has to be sought.
6. A guiding principle in drugs education should be that it must be delivered in such a way that it does not encourage experimentation.

Assessment, monitoring and evaluation.

OFSTED are keen to see that schools are doing all three. In order to do this all work is assessed by the student and the staff. The Subject Leader for PSHE carries out work scrutiny and learning walks to ensure consistencies. This is also used to inform planning for future years.

MANAGING DRUG RELATED INCIDENTS IN SCHOOL

Rather than have a behaviour management policy related to one problem that could arise in the school it would be advantageous if the school developed a general behaviour management policy that a drug related incident could fit into. The policy could say:-

“Managing incidents related to:- drugs, bullying, absconding, etc.”

Below is a checklist to help staff in their dealings with a possible drug related incident.

- How do we respond to rumour?
- Do we search pupils? What are the dangers?
- What do we do with substances discovered on the premises?
- Interviewing pupils – do we need a witness?
- Drug testing – need – time – cost? Is it necessary?
- Contacting the police/parents.
- Support for students – outside agencies.
- Disciplinary procedures/exclusion.
- Recording incidents – monitoring trends/patterns. Confidentiality.
- Dealing with the media – no one comments!

The following appendices are designed to help staff to know what to do if confronted with drugs related incidents but it must be stressed that seeking advice from experienced staff is better than a ‘go it alone approach’.

Visitors.

Year 9 forms all receive visits from the drugs education unit in Leeds. They have been visiting the school for many years and offer an invaluable service that supports the work of the school. It is advisable to give such visitors a policy and tell them about the work that goes on in each Key Stage.

Action Plan

Guidance for Staff/Governors

Discovery of drugs on the school premises can be alarming and guidelines need to be formulated by the Headteacher and Chair of Governors.

WHAT TO DO IF.....

Drugs are found on the school premises

The drug should be handled in accordance with the 'handling drugs and paraphernalia' information sheet – appendix. **NOTE:- Crawshaw will need to agree procedures for managing confiscations of unauthorised drugs. A witness is necessary.**

- **Pastoral considerations:**
The incident should immediately be reported to the Headteacher or a Deputy. An investigation should take place by a designated member of staff to find out who may be involved.
- **Should the Issue be discussed with the class as a whole?**
It may be necessary for a form tutor/SDL to raise issues specifically with a whole class or a year group. During investigations individuals may be talked to informally or formally about the issue.
- **How should the situation be monitored for further signs of the problem?**
Staff should be informed and those on duty should be aware of areas of the school that will need careful monitoring.
- **What sanctions should be taken?**
The drugs should be retained in a locked cabinet or safe.

A student is found in possession of drug

The Misuse of Drugs Act makes it an offence for a person to knowingly permit certain offences to take place on their premises. There is therefore a responsibility on the Headteacher and Governors to fulfill their statutory obligations and inform the police.

Parents/Guardians/others

Parents/Guardians will be informed and social services/police may be contacted for advice and/or to receive a report of the incident.

NOTE:- This procedure works in conjunction with the advice found in the appendices.

Records of all incidents/action

Detailed records of drug-related incidents must be kept in confidence in a similar fashion to child abuse evidence. Depending on the drug, the student may be reported to the police/social services and/or drug abuse counsellor

If a student is discovered in possession of a suspected illegal substance the police will be involved and the substance kept in a secure cabinet until collected by police. Refer to appendices relating to the safe handling of drugs especially police evidence.

A Student is suspected of being under the influence of drugs

The school will respond to any student if there is the slightest suspicion that the student is under the influence of drugs (including alcohol). Staff should seek prompt medical advice by asking for the designated first aid workers or a member of the Leadership Team. **The Headteacher** must be informed so that a plan of action can be considered. The Headteacher (in consultation with relevant staff, SDL, form tutor, etc) will decide when and how parents/guardians are to be informed. This may involve referrals to Social Services and the Child Protection Unit.

Students' Safety

It must be ascertained **WHAT** has been taken, when and how much. This may be vital if a hospital referral is required.

Response to the student

Sanctions as outlined in the school's Behaviour for Learning policy will be applied with respect to the individual concerned regarding this incident.

Legal Considerations

If there is suspicion that the student has more of the substance in their possession, then steps must be taken to recover it to prevent a repeat of the incident. STAFF **DO NOT**, HOWEVER HAVE THE RIGHT TO SEARCH THE STUDENT. (They can ask if the student has anything further that they wish to hand over).

A student discloses that he/she is using drugs

The response to such a student will need to be extremely sensitive, with an appropriate balance being struck between the needs of the student and those of the school. More often a student will disclose to one individual who must make it clear that they may need to inform a SDL or senior member of staff. After consultation, the SDL or a member of Leadership Team may contact the parents or may decide to refer the student for professional counselling. Any student believed to be at risk should be referred to Social Services to ascertain whether there are any underlying causes of drug/alcohol abuse.

Disclosure in Lesson

It is essential that the teacher sets out clear limits of confidentiality and what may openly be discussed and what may not. It is also possible for the teacher to halt the lesson and warn students that, if they continue to disclose, the teacher will have to take action. This gives students a choice over whether to disclose.

A pupil discloses that Parents/Guardians/relatives or Friends are using/selling drugs

This may bring into focus child-care issues and the overall wellbeing of the student. It may warrant investigation by Social Services or the police. Following an investigation Social Services will decide on any action to be taken. The police would only become formally involved in the event of Child Protection procedures being invoked. If a student discloses that another student/person is using or selling drugs on school premises, then the school or police may investigate. Consideration must be given to the Right of Confidentiality of the person disclosing the information. On most occasions police advice will be sought. There is a mandatory duty upon the Head teacher to act if the selling of drugs takes place in the school.

Staff becoming aware of the availability of drugs in the school vicinity

If drugs are being sold on or near the school premises, this could be a matter for police investigation. The Headteacher (or nominated representative) should try to verify this by seeking police advice. The opportunity might be taken to raise the issues in lessons/assembly.

GOOD PRACTICE IN MANAGING DRUG INCIDENTS

- * **DON'T PANIC – BUY TIME, THINK CAREFULLY BEFORE YOU ACT.**
- * **BE AWARE – FACTS NOT MYTHS, RUMOUR OR STEREOTYPES.**
- * **ASSESS DRUG USE AND SITUATIONS OF YOUNG PEOPLE CAREFULLY.**
- * **KNOW THE LEGAL POSITION**
- * **LISTEN TO THE STUDENTS – GENERATE A DIALOGUE.**
- * **BE ATTENTIVE TO INDIVIDUAL NEEDS.**
- * **USE SENSIBLE SANCTIONS, CONSISTENTLY.**
- * **BALANCE SANCTIONS, SUPPORT/CARE AND EDUCATION.**
- * **CLEAR BUT FLEXIBLE PROCEDURES.**
- * **CARE OVER WHEN AND HOW PARENTS ARE INVOLVED.**
- * **CLARITY OVER CONFIDENTIALITY.**
- * **LET STUDENTS KNOW WHERE THE GOALPOSTS ARE.**
- * **DEVELOP A WORKING RELATIONSHIP WITH THE POLICE AND SUPPORT AGENCIES.**

- * KEY, IDENTIFIED STAFF.
- * STAFF TRAINING AND SUPPORT.
- * WHOLE SCHOOL CONSULTATION/INVOLVEMENT.
- * MARKET THE REALISTIC AND CARING SCHOOL.
- * RECOGNISE/BUILD ON EXISTING STAFF SKILLS.

POSSIBLE DRUG INCIDENTS IN SCHOOLS

- * RUMOURS OF STUDENTS OR PARENTS USING DRUGS.
- * REPORTS OF STUDENTS OR PARENTS USING DRUGS.
- * USE OF DRUGS BY STUDENTS ON SCHOOL PREMISES.
- * STUDENTS BRINGING DRUGS INTO SCHOOL.
- * DRUG DEALING ON SCHOOL PREMISES.
- * DRUG DEALING IN THE SCHOOL VICINITY.
- * FINDING DRUGS ON SCHOOL PREMISES.
- * STUDENTS DISCLOSURE ABOUT THEIR OWN DRUG USE.
- * FINDING DRUG PARAPHERNALIA ON THE SCHOOL SITE.

OUTCOMES

- All staff are aware of the policy and procedures for dealing with incidents.
- Governors, Parents and staff are given the opportunity to attend In-service training/workshops, courses to update their knowledge and raise their awareness of drug issues.
- Drug Education is delivered through the curriculum at KS3, KS4 and Post 16. It may be part of the PSHE syllabus or through National Curriculum subjects – Science, English, Drama, etc.
- Liaison is maintained with the police regarding their recommendations about drug incidents and their treatment.
- The policy will be evaluated/reviewed annually.

The Role of the Headteacher and Governing Body

The Headteacher takes overall responsibility for the policy and its implementation, for liaison with the Governing Body, parents and LEA. The Headteacher will ensure that all staff dealing with drug issues are adequately supported and trained.

In instances which involve substance misuse or supply on the premises, the Headteacher must be informed and parents will be contacted at the earliest opportunity by the Headteacher, or a person designated by him. If a young person admits to using/supplying substances off the premises, discretion will be involved. The Headteacher may be informed and would decide, in consultation, who else the information should be shared with i.e. parents, police, social services, etc.

A school cannot knowingly allow its premises to be used for the production or supply of any controlled drug, or in the preparation or smoking of a drug. Where it is suspected that such substances are continuing to be sold or consumed on the premises, details regarding those involved should be passed to the Police Liaison Officer.

The Governing Body will be involved in substance education and substance related incidents in the same manner as any other matter concerning the direction of the school.

The school will consider each substance incident individually and recognises that a variety of responses will be necessary to deal with incidents. The school will consider very carefully the implications of any action it may take. It seeks to balance the interests of the student involved, the other students and the local community (consider factors in Appendix A).

The Headteacher will take responsibility for liaison with the media. As the issue of substance use and misuse is an emotive one, and is likely to generate interest from local and/or national media, the school will take appropriate advice and guidance from the LEA Press Office and Legal Department to ensure that any reporting of incidents remains in the best interest of the students, their families and the school. The LEA should always be informed as soon as possible and the school should keep a record of all incidents and of any action taken. Parents/Guardians should be informed of the disciplinary process, action taken and right of appeals.

CRAWSHAW SCHOOL

DRUGS EDUCATION POLICY

A POLICY STATEMENT

DRUGS EDUCATION POLICY.

INTRODUCTION

DfES/0092/2004 gives a context for drug education:

- Drug education should enable 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 should take account of pupils' views, so that it is both appropriate to their age and ability, and relevant to their particular circumstances.
- Drug education in the classroom should be supported by a whole school approach that includes the school's values and ethos, staff training and the involvement of pupils, staff, parents/carers, governors and the wider community.
- Drug education should cover all drugs and, when appropriate, should focus on drugs of particular significance such as alcohol, tobacco, cannabis, volatile substances and class A drugs.

Leeds Education Authority – Health Education Guidelines:

“Drug Education is clearly important. However, the skills young people need in this area are recognised as forming the basis of other health related behaviors. Because of this, drug education needs to be delivered in the context of a well planned Health Education/Personal and Social Education Programme.”

The Education Reform Act 1988 states that the curriculum in all maintained schools should promote:

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This policy is intended to state the school’s approach to drug education and any issues related to the use of drugs and substances as they affect members of the school community, their safety, well-being and legal and statutory responsibilities.

This policy was drawn up in line with national and local recommendations and in consultation with:-

**Jan Brown - Teacher Adviser for Drug Education, Education Leeds.
Dec 2003**

**Petra Salisbury - Drugs and Schools Group, Education Leeds.
Dec 2003**

PSHE teaching staff at Crawshaw School.

Designated teacher for drug education:- Sharan Rai*

Designated teacher for drug issues:- Nick Tones

* This member of staff has specific responsibilities for drug education delivered through a Personal, Social and Health Education programme at Key stages 3 and 4.

Designated governor:- To be decided.

Date of policy:- March 2010

Review date:- Annually – March 2011

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This policy will be introduced to all new staff to the school as part of their induction programme. This will be organised by Claire Studd, CPD coordinator

.....

This policy is to be presented to the following for approval:-

Headteacher - Joanna Ruse

Chair of Governors - Andrew Byrom

Date approved - 8th March 2010

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Definition of school.

In managing drug-related incidents, the term 'school' refers to

- the buildings and grounds within the school perimeter at times when pupils are authorized to be on the premises
- any location visited by pupils as part of an organized school visit, in and outside school hours
- on the way to and from school

School sessions start at 8.30 a.m. and finish at 2.55 p.m. with a lunch break from 1.05 to 1.55 p.m. Students are not expected on site until ten minutes before the morning bell for registration at 8.30 a.m. and, unless they have been kept back or volunteer to stay back for a club, are expected to leave the premises at the end of the school day at 2.55 p.m. Those that stay after the final bell will be supervised.

Students out of school on visits or residentials are classed as part of the school. School is responsible for their safety at all times.

Medicines. No member of staff may give any medication, including painkillers, to a student. (This is LCC directive.)

Prescribed medicines – Students on prescribed medication must hand the medicines to Student Services. At the time they need the medication they must go to Student Services where a first aider will give them the medicine. Students are not allowed to keep the medicine in their bag. Whilst in school the medicine must always be locked away. A record is kept of the name of the student, the type of medication they are on and the time it is given to the student. This rule does not apply to inhalers nor epipens although we would recommend that a spare was left with Student Services if at all possible.

Proprietary medicines – No medicines are kept on the school premises. Parents who want their child to take a particular medicine must write into school and send the medicine to school to be kept locked away by Student Services. The same rules as with prescribed medication then apply.

Alcohol.

- Students are not permitted to carry alcohol of any kind on the school premises
- Students are not permitted to consume, or be under the influence of, alcohol on the school premises
- Staff are not allowed to consume, or be under the influence of, alcohol in the presence of students on the school premises or whilst engaged in activities off-site or out of hours at which they are legally responsible for the welfare of students, for example on school visits/ residential.
- Staff who disregard these instructions may find themselves facing disciplinary action.
- Alcohol may be consumed by staff at special functions on the premises outside of school hours.

Given the prevalence and the increased vulnerability of young people to the impact of alcohol misuse and changes in drinking behaviour, educating students about the effects of alcohol and how to reduce alcohol-related harm is an important priority for all schools. The DfEE expects all schools to reflect this within their drug education programmes and Crawshaw pays particular attention to this at KS3 and KS4.

Smoking and tobacco.

In line with government legislation (beginning 01.07.07) smoking is banned in all of the school buildings and in any part of the school grounds for staff, students and visitors. Students are not permitted to carry cigarettes or tobacco in school at any time. Schools have an important role to play in raising students' awareness of the health risks associated with smoking. Crawshaw PSHE programmes at KS3 and KS4 reflect the importance of this education.

Illegal drugs and volatile substances.

Illegal drugs are banned as carrying them or partaking of them is a law breaking act. Therefore staff and students are not expected to have them on or about their person. If found the school will take appropriate action.

Volatile substances are not allowed on the school premises other than substances used in Science labs. and lessons under the strict guidance of a member of staff or used by caretaking and cleaning staff. Such substances should be locked away when not in use.

NOTE:-

If a student is found to be intoxicated it is important that staff are aware of the possible effects on heart rhythm. It is essential that a calm atmosphere is maintained in order to avoid shock and/or heart failure.

See appendix – ‘Alcohol and Volatile Substances’ and ‘ Use of Drugs in School’.

First Aid.

First aid is provided by Allison Abbott, Theresa Falkingham and Jacqui Harrison. All three are trained.

Drug Incident book –an example of good practice - see appendix - ‘Drug incident book’.

Handling drugs and paraphernalia – see appendix – ‘Handling Drugs and Paraphernalia’ and ‘The Safe Handling, Collection and Disposal of Drugs, Drug Paraphernalia, Hypodermic Needles and Syringes.’

Parents/Carers/visitors to the school premises affected by use of drugs – see appendix - ‘Parents/Carers/ Visitors on School Premises Affected by Use of Drugs.’

School property and searches.

See appendix ‘Pupil Suspected of Personal Possession or Dealing in School’

Confidentiality

Teachers cannot and should not promise confidentiality. The boundaries of confidentiality should be made clear to students. If a student discloses information which is sensitive, not generally known, and which the student asks not to be passed on, the request should be honoured unless this is unavoidable in order for teachers to fulfil their professional responsibilities in relation to:-

- Child protection
- Co-operating with police investigation
- Referral to external agencies

Every effort should be made to secure the student’s agreement to the way in which the school intends to use any sensitive information.

It should only be in exceptional circumstances that sensitive information is passed on against a student’s wishes.

Dealing with the media.

Any incident must be reported immediately to the Head teacher. The Head teacher will inform the Chair of Governors if appropriate. The LEA press officer should be involved and their advice sought. The decision will then be taken as to whether or not the school wish to talk to the press.

Students and staff should not talk to the media.

Role of the police.

At the time of writing this policy the school was awaiting advice from the police. Schools have no legal obligation to report an incident involving drugs to the police. Nevertheless, not informing the police may prove to be counter-productive for the school and the wider community. The police will be contacted and asked to dispose suspected illegal drugs.

Support.

The following local agencies provide support for individuals with problematic or potentially problematic drug use. This information will be available for all members of the school community – both students and staff with problematic drug use are entitled to support.

	Agency	Telephone
Alcohol	Alcohol and drugs services Leeds addiction unit.	2470111 2951300
Smoking	Leeds Smoking services	0800 1694219
Drug use	Base 10 (ages 13-21) West Leeds community drug service Leeds addiction unit Children in crisis (D: side) (4-11) Multiple choice (17+)	2433552 2552227 2951300 2225507 2456616
Support for parents and carers:-	GASPED Helpline	01924 787501 08451460002

Key National Organisations.

Drugscope	www.drugscope.org.uk	Information updates
Frank	www.talktofrank.com	0800776600 Information – support.
Adfam	www.adfam.org.uk	0207928 8898 Information – support.
	www.drugs.gov.uk	Information.

STATEMENT OF AIMS AND INTENT.

AIMS.

- * To enable students to make healthy, informed decisions by increasing knowledge, challenging attitudes and developing skills.
- * To provide accurate information about substances.
- * To provide understanding about the implications and possible consequences of drug use and misuse.
- * To seek to minimize the risks that users and potential users face.
- * To enable young people to identify sources of appropriate personal support.

INTENT

- It is part of the duty of Crawshaw School to look after the welfare of every student. The school will do this through its Social, Moral and Cultural programmes, through the day-to-day dealings with its students and through the taught and “hidden” curriculum.
- The school is committed to the health and safety of all its members and will take whatever action is necessary to safeguard their wellbeing.
- The school is committed to pastoral support for the welfare of its students and to developing a positive ethos.
- Crawshaw intends to take a pro-active approach by informing students about the dangers and consequences of drugs – their use and misuse. It will do this through the general Health Education programme within the overall Personal and Social Education programme.
- The school will co-operate with outside agencies – Safer Schools Partnership, Social Services, LEA and Health and Drug agencies in its commitment to Drug Education.
- Crawshaw will inform parents of the drugs education programmes in school and of the policy.
- The school is committed to informing all who work at Crawshaw about the drugs education policy and programmes.

PURPOSE OF THE DRUG POLICY.

- Clarify the legal requirements and responsibilities of the school.
- Reinforce and safeguard the health and safety of students and others who use the school.
- Clarify the schools approach to drugs for all staff. Students, 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 the school premises, and incidents that occur, with confidence and consistency, and in the best interest of all 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.

WHAT IS DRUG EDUCATION?

- The term “drug” used in this policy refers to all legal or illegal substances that humans take to alter their state of wellbeing, whether it be physical or mental.

What it is and what it is not.

The drug education curriculum content at Crawshaw is intended to: -

- offer a credible and consistent message
- avoid one-off responses to incidents
- avoid shock-horror or sensational approaches
- provide accurate information on physiological and psychological effects of drugs
- provide accurate information on legal implications of drug use
- examine appropriate and inappropriate ways of using drugs including risk of injecting drugs and of HIV disease
- debate alternatives to drug use and sources of help and support for drug related problems
- consider why people begin to use drugs and why they may also stop using drugs
- include historical and cultural background information about drugs
- recognize the beneficial effects of drugs and medicines in society
- make distinction between different drugs and how they may legally or illegally be sold
- include a relative study of other mood-changing substances including alcohol and tobacco.

WHAT IS DRUG EDUCATION – Continued

Drug education is **NOT** just concerned with imparting knowledge. Drugs education must include the development of skills and the exploration of values and attitudes. To encourage this **ALL** staff must be aware of the policy of the school and be involved in some way with the delivery.

Drug education **IS** knowledge about: - **Solvents, Alcohol, Tobacco, Drugs, Medicines – legal and illegal.**

It is also concerned with the development of **SKILLS**:-
Coping with peer pressure
Communication
Decision making
Assertiveness.

It also explores **VALUES** and **ATTITUDES**.

This will inevitably bring in the whole notion of **teaching and learning styles**:-

Discussion work
Working in pairs
Group work
Role play.

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CRAWSHAW SCHOOL

Crawshaw School has, historically, always taught drugs education because it has seen the importance in doing so long before the National Curriculum registered the need. Crawshaw has appreciated that in the micro-society that we know as Pudsey a problem does exist and that there is a need to address this problem by being as proactive, in terms of education, as possible. There will be times when we need to be reactive but it is hoped that this policy will go some way to helping us formulate our strategies so that we do not give knee-jerk reactions to incidents and deal with them in isolation to the policy.

The school continues to realise its responsibilities towards drug education but sees it as part of the wider remit of health education that is part of the school's overall personal and social education course. This document is for discussion amongst the staff, students, parents/carers and governors.

A SPIRAL EDUCATION

Drugs education has to be a 'spiral' education. It must begin in the primary schools and develop through Key Stages 3 and 4 with further development at Post 16. This requires close liaison with our feeder schools. The drugs education programme at Crawshaw can be obtained from the PSHE coordinator.

Past provision:- Drugs education could be found in some Science teaching and as part of the PSHE programme – mainly in year 10. It may have been discussed in other subjects when the topic was raised.

Present:- Drugs education is delivered through PSHE lessons at key stage 3 and 4, a programme of study is also being developed at Post 16. The material that is covered is all in line with the New Programme of Study. Learning is assessed to ensure that students are working towards the End of Key Stage statements. Outside agencies and specialists are invited into school to deliver sessions and train staff to increase their confidence in dealing with these matters.

The location of drug education in our curriculum may be found on occasions as:-

- ***a key theme in Personal and Social Education***
- ***part of Health Education (including Sex Education)***
- ***developed through reading and discussion in English***
- ***in Drama where personal skills are built upon and developed***
- ***reinforced by historical and geographical information***
- ***in Religious Education where moral implications are discussed***
- ***in Physical Education where drugs in sport are considered***
- ***in any other area where the subject is raised.***

DRUGS EDUCATION – PERSONAL AND SOCIAL EDUCATION AND HEALTH EDUCATION

Where does drugs education fit into the overall PSHE programme at Crawshaw School?

PSHE lessons are planned in recognition of local and national data. All the lessons are delivered to allow student progression towards the end of key stage statements. Drugs education is a specified topic in the personal wellbeing section of the NC new programme of study. The topics that are covered and the information that is discussed builds on work completed in previous years.

Year 9 Health Fair

At the end of year 9 all students in this year group attend a Health Fair. Experts from their respective fields in health education talk to the students on a variety of important issues. Drugs education is part of this fair.

Safer Schools Partnership

As part of the role of the SSP Officer in school, occasional drop-in sessions will be made available for students to access information and guidance on Drugs and Prohibited Substances.

Connexions Bus

Students have the opportunity to speak to outside specialists every week – the Connexions Bus comes onto campus every Tuesday. Drugs information is just one of the issues that is dealt with.

DRUGS EDUCATION PROVISION – CRAWSHAW, KS 3

<u>YEAR GROUP</u>	<u>Range and Content</u>	<u>Key Concepts</u>	<u>Key Processes</u>
KS 3 Years 7-9	3a facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others.	<p>1.2 Healthy Lifestyles: 1.2a Recognising that healthy lifestyles and the wellbeing of self and others, depend on information and making reasonable choices.</p> <p>1.3 Risk: 1.3a Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations. 1.3b Accepting pressure can be used positively or negatively to influence others in situations involving risk.</p>	<p>2.2 Decision Making and Managing Risk: 2.2a Use knowledge and understanding to make informed choices about safety, health and wellbeing. 2.2b Find information and support from a variety of sources. 2.2c Assess and manage the element of risk in personal choices and situations. 2.2d Use strategies for resisting unhelpful peer influence and pressure 2.2e Know when and how to get help</p>

DRUGS EDUCATION PROVISION – CRAWSHAW, KS 4

<u>YEAR GROUP</u>	<u>Range and Content</u>	<u>Key Concepts</u>	<u>Key Processes</u>
<p>KS 4 Years 10-11</p>	<p>3b How the media portrays young people, body image and health issues 3c The characteristics of emotional and mental health, and the causes, symptoms and treatments of some mental and emotional health disorders 3d The benefits and risks of health and lifestyle choices...substance use and misuse, and the short and long term consequences for the health and mental and emotional wellbeing of individuals, families and communities 3e Where and how to obtain health information...ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help</p>	<p>1.2 Healthy Lifestyles: 1.2a Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices. 1.2b Understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives, and that there is help and support available when they are threatened.</p> <p>1.3 Risk: 1.3a Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations. 1.3b Appreciating pressure can be used positively or negatively to influence others in situations involving risk.</p>	<p>2.2 Decision Making and Managing Risk: 2.2a Use knowledge and understanding to make informed choices about safety, health and wellbeing, evaluating personal choices and making changes if necessary 2.2b Find and evaluate information, advice and support from a variety of sources, minimise harm in risky situations and demonstrate how to help others to do so. 2.2d Use strategies for resisting unhelpful peer influence and pressure, assessing when to use them and when and how to get help.</p>

RECOMMENDATIONS FOR TEACHIING DRUGS EDUCATION.

1. Education about substance use and misuse is included in the statutory orders for Science – KS1,2,3 and 4 – “Life and the Living Process”.
2. Curriculum Guidance 5 – Health Education – recommends that a substance use and misuse curriculum will involve:-

‘The acquisition of knowledge, understanding and skills which enable pupils to consider the effects of substances such as tobacco, alcohol and other drugs on themselves and others to make informed and healthy decisions about the use of such substances.’

This should begin at KS1 and go through to KS4.

3. Young people need to be made aware of the real risks of drug use. The ‘shock-horror’ approach however has been shown to have a limited effect and does not equip pupils with the skills to make informed decisions and implement them. Nor does it provide the skills that they need to both recognise situations in which they are likely to be offered drugs and to resist the offer.
4. It is likely that drugs will first become available through friends. Young people need to be equipped to handle this.
5. It should be recognised that some students are attracted to the physical and legal risks that drugs pose. Defiance of authority may be the sole reason for their habit! Programmes that over-emphasise the anti-authority and health risks may be counter-productive. A careful balance has to be sought.
6. A guiding principle in drugs education should be that it must be delivered in such a way that it does not encourage experimentation.

Assessment, monitoring and evaluation.

OFSTED are keen to see that schools are doing all three. In order to do this all work is assessed by the student and the staff. The Subject Leader for PSHE carries out work scrutiny and learning walks to ensure consistencies. This is also used to inform planning for future years.

MANAGING DRUG RELATED INCIDENTS IN SCHOOL

Rather than have a behaviour management policy related to one problem that could arise in the school it would be advantageous if the school developed a general behaviour management policy that a drug related incident could fit into. The policy could say:-

“Managing incidents related to:- drugs, bullying, absconding, etc.”

Below is a checklist to help staff in their dealings with a possible drug related incident.

- How do we respond to rumour?
- Do we search pupils? What are the dangers?
- What do we do with substances discovered on the premises?
- Interviewing pupils – do we need a witness?
- Drug testing – need – time – cost? Is it necessary?
- Contacting the police/parents.
- Support for students – outside agencies.
- Disciplinary procedures/exclusion.
- Recording incidents – monitoring trends/patterns. Confidentiality.
- Dealing with the media – no one comments!

The following appendices are designed to help staff to know what to do if confronted with drugs related incidents but it must be stressed that seeking advice from experienced staff is better than a ‘go it alone approach’.

Visitors.

Year 9 forms all receive visits from the drugs education unit in Leeds. They have been visiting the school for many years and offer an invaluable service that supports the work of the school. It is advisable to give such visitors a policy and tell them about the work that goes on in each Key Stage.

Action Plan

Guidance for Staff/Governors

Discovery of drugs on the school premises can be alarming and guidelines need to be formulated by the Headteacher and Chair of Governors.

WHAT TO DO IF.....

Drugs are found on the school premises

The drug should be handled in accordance with the 'handling drugs and paraphernalia' information sheet – appendix. **NOTE:- Crawshaw will need to agree procedures for managing confiscations of unauthorised drugs. A witness is necessary.**

- **Pastoral considerations:**
The incident should immediately be reported to the Headteacher or a Deputy. An investigation should take place by a designated member of staff to find out who may be involved.
- **Should the Issue be discussed with the class as a whole?**
It may be necessary for a form tutor/SDL to raise issues specifically with a whole class or a year group. During investigations individuals may be talked to informally or formally about the issue.
- **How should the situation be monitored for further signs of the problem?**
Staff should be informed and those on duty should be aware of areas of the school that will need careful monitoring.
- **What sanctions should be taken?**
The drugs should be retained in a locked cabinet or safe.

A student is found in possession of drug

The Misuse of Drugs Act makes it an offence for a person to knowingly permit certain offences to take place on their premises. There is therefore a responsibility on the Headteacher and Governors to fulfill their statutory obligations and inform the police.

Parents/Guardians/others

Parents/Guardians will be informed and social services/police may be contacted for advice and/or to receive a report of the incident.

NOTE:- This procedure works in conjunction with the advice found in the appendices.

Records of all incidents/action

Detailed records of drug-related incidents must be kept in confidence in a similar fashion to child abuse evidence. Depending on the drug, the student may be reported to the police/social services and/or drug abuse counsellor

If a student is discovered in possession of a suspected illegal substance the police will be involved and the substance kept in a secure cabinet until collected by police. Refer to appendices relating to the safe handling of drugs especially police evidence.

A Student is suspected of being under the influence of drugs

The school will respond to any student if there is the slightest suspicion that the student is under the influence of drugs (including alcohol). Staff should seek prompt medical advice by asking for the designated first aid workers or a member of the Leadership Team. **The Headteacher** must be informed so that a plan of action can be considered. The Headteacher (in consultation with relevant staff, SDL, form tutor, etc) will decide when and how parents/guardians are to be informed. This may involve referrals to Social Services and the Child Protection Unit.

Students' Safety

It must be ascertained **WHAT** has been taken, when and how much. This may be vital if a hospital referral is required.

Response to the student

Sanctions as outlined in the school's Behaviour for Learning policy will be applied with respect to the individual concerned regarding this incident.

Legal Considerations

If there is suspicion that the student has more of the substance in their possession, then steps must be taken to recover it to prevent a repeat of the incident. STAFF **DO NOT**, HOWEVER HAVE THE RIGHT TO SEARCH THE STUDENT. (They can ask if the student has anything further that they wish to hand over).

A student discloses that he/she is using drugs

The response to such a student will need to be extremely sensitive, with an appropriate balance being struck between the needs of the student and those of the school. More often a student will disclose to one individual who must make it clear that they may need to inform a SDL or senior member of staff. After consultation, the SDL or a member of Leadership Team may contact the parents or may decide to refer the student for professional counselling. Any student believed to be at risk should be referred to Social Services to ascertain whether there are any underlying causes of drug/alcohol abuse.

Disclosure in Lesson

It is essential that the teacher sets out clear limits of confidentiality and what may openly be discussed and what may not. It is also possible for the teacher to halt the lesson and warn students that, if they continue to disclose, the teacher will have to take action. This gives students a choice over whether to disclose.

A pupil discloses that Parents/Guardians/relatives or Friends are using/selling drugs

This may bring into focus child-care issues and the overall wellbeing of the student. It may warrant investigation by Social Services or the police. Following an investigation Social Services will decide on any action to be taken. The police would only become formally involved in the event of Child Protection procedures being invoked. If a student discloses that another student/person is using or selling drugs on school premises, then the school or police may investigate. Consideration must be given to the Right of Confidentiality of the person disclosing the information. On most occasions police advice will be sought. There is a mandatory duty upon the Head teacher to act if the selling of drugs takes place in the school.

Staff becoming aware of the availability of drugs in the school vicinity

If drugs are being sold on or near the school premises, this could be a matter for police investigation. The Headteacher (or nominated representative) should try to verify this by seeking police advice. The opportunity might be taken to raise the issues in lessons/assembly.

GOOD PRACTICE IN MANAGING DRUG INCIDENTS

- * **DON'T PANIC – BUY TIME, THINK CAREFULLY BEFORE YOU ACT.**
- * **BE AWARE – FACTS NOT MYTHS, RUMOUR OR STEREOTYPES.**
- * **ASSESS DRUG USE AND SITUATIONS OF YOUNG PEOPLE CAREFULLY.**
- * **KNOW THE LEGAL POSITION**
- * **LISTEN TO THE STUDENTS – GENERATE A DIALOGUE.**
- * **BE ATTENTIVE TO INDIVIDUAL NEEDS.**
- * **USE SENSIBLE SANCTIONS, CONSISTENTLY.**
- * **BALANCE SANCTIONS, SUPPORT/CARE AND EDUCATION.**
- * **CLEAR BUT FLEXIBLE PROCEDURES.**
- * **CARE OVER WHEN AND HOW PARENTS ARE INVOLVED.**
- * **CLARITY OVER CONFIDENTIALITY.**
- * **LET STUDENTS KNOW WHERE THE GOALPOSTS ARE.**
- * **DEVELOP A WORKING RELATIONSHIP WITH THE POLICE AND SUPPORT AGENCIES.**

- * **KEY, IDENTIFIED STAFF.**
- * **STAFF TRAINING AND SUPPORT.**
- * **WHOLE SCHOOL CONSULTATION/INVOLVEMENT.**
- * **MARKET THE REALISTIC AND CARING SCHOOL.**
- * **RECOGNISE/BUILD ON EXISTING STAFF SKILLS.**

POSSIBLE DRUG INCIDENTS IN SCHOOLS

- * **RUMOURS OF STUDENTS OR PARENTS USING DRUGS.**
- * **REPORTS OF STUDENTS OR PARENTS USING DRUGS.**
- * **USE OF DRUGS BY STUDENTS ON SCHOOL PREMISES.**
- * **STUDENTS BRINGING DRUGS INTO SCHOOL.**
- * **DRUG DEALING ON SCHOOL PREMISES.**
- * **DRUG DEALING IN THE SCHOOL VICINITY.**
- * **FINDING DRUGS ON SCHOOL PREMISES.**
- * **STUDENTS DISCLOSURE ABOUT THEIR OWN DRUG USE.**
- * **FINDING DRUG PARAPHERNALIA ON THE SCHOOL SITE.**

OUTCOMES

- All staff are aware of the policy and procedures for dealing with incidents.
- Governors, Parents and staff are given the opportunity to attend In-service training/workshops, courses to update their knowledge and raise their awareness of drug issues.
- Drug Education is delivered through the curriculum at KS3, KS4 and Post 16. It may be part of the PSHE syllabus or through National Curriculum subjects – Science, English, Drama, etc.
- Liaison is maintained with the police regarding their recommendations about drug incidents and their treatment.
- The policy will be evaluated/reviewed annually.

The Role of the Headteacher and Governing Body

The Headteacher takes overall responsibility for the policy and its implementation, for liaison with the Governing Body, parents and LEA. The Headteacher will ensure that all staff dealing with drug issues are adequately supported and trained.

In instances which involve substance misuse or supply on the premises, the Headteacher must be informed and parents will be contacted at the earliest opportunity by the Headteacher, or a person designated by him. If a young person admits to using/supplying substances off the premises, discretion will be involved. The Headteacher may be informed and would decide, in consultation, who else the information should be shared with i.e. parents, police, social services, etc.

A school cannot knowingly allow its premises to be used for the production or supply of any controlled drug, or in the preparation or smoking of a drug. Where it is suspected that such substances are continuing to be sold or consumed on the premises, details regarding those involved should be passed to the Police Liaison Officer.

The Governing Body will be involved in substance education and substance related incidents in the same manner as any other matter concerning the direction of the school.

The school will consider each substance incident individually and recognises that a variety of responses will be necessary to deal with incidents. The school will consider very carefully the implications of any action it may take. It seeks to balance the interests of the student involved, the other students and the local community (consider factors in Appendix A).

The Headteacher will take responsibility for liaison with the media. As the issue of substance use and misuse is an emotive one, and is likely to generate interest from local and/or national media, the school will take appropriate advice and guidance from the LEA Press Office and Legal Department to ensure that any reporting of incidents remains in the best interest of the students, their families and the school. The LEA should always be informed as soon as possible and the school should keep a record of all incidents and of any action taken. Parents/Guardians should be informed of the disciplinary process, action taken and right of appeals.

CRAWSHAW SCHOOL

DRUGS EDUCATION POLICY

A POLICY STATEMENT

DRUGS EDUCATION POLICY.

INTRODUCTION

DfES/0092/2004 gives a context for drug education:

- Drug education should enable 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 should take account of pupils' views, so that it is both appropriate to their age and ability, and relevant to their particular circumstances.
- Drug education in the classroom should be supported by a whole school approach that includes the school's values and ethos, staff training and the involvement of pupils, staff, parents/carers, governors and the wider community.
- Drug education should cover all drugs and, when appropriate, should focus on drugs of particular significance such as alcohol, tobacco, cannabis, volatile substances and class A drugs.

Leeds Education Authority – Health Education Guidelines:

“Drug Education is clearly important. However, the skills young people need in this area are recognised as forming the basis of other health related behaviors. Because of this, drug education needs to be delivered in the context of a well planned Health Education/Personal and Social Education Programme.”

The Education Reform Act 1988 states that the curriculum in all maintained schools should promote:

“the spiritual, moral, cultural, mental and physical development of the pupils at the school and society”, and should prepare them for “opportunities, responsibilities and experiences of adult life.”

Drugs education is a major component of this statement.

‘DRUGS’ refers to all drugs, legal and illegal, including medicines, volatile substances, alcohol and tobacco.

POLICY

This policy is intended to state the school’s approach to drug education and any issues related to the use of drugs and substances as they affect members of the school community, their safety, well-being and legal and statutory responsibilities.

This policy was drawn up in line with national and local recommendations and in consultation with:-

**Jan Brown - Teacher Adviser for Drug Education, Education Leeds.
Dec 2003**

**Petra Salisbury - Drugs and Schools Group, Education Leeds.
Dec 2003**

PSHE teaching staff at Crawshaw School.

Designated teacher for drug education:- Sharan Rai*

Designated teacher for drug issues:- Nick Tones

* This member of staff has specific responsibilities for drug education delivered through a Personal, Social and Health Education programme at Key stages 3 and 4.

Designated governor:- To be decided.

Date of policy:- March 2010

Review date:- Annually – March 2011

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This policy will be introduced to all new staff to the school as part of their induction programme. This will be organised by Claire Studd, CPD coordinator

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This policy is to be presented to the following for approval:-

Headteacher - Joanna Ruse

Chair of Governors - Andrew Byrom

Date approved - 8th March 2010

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Definition of school.

In managing drug-related incidents, the term 'school' refers to

- the buildings and grounds within the school perimeter at times when pupils are authorized to be on the premises
- any location visited by pupils as part of an organized school visit, in and outside school hours
- on the way to and from school

School sessions start at 8.30 a.m. and finish at 2.55 p.m. with a lunch break from 1.05 to 1.55 p.m. Students are not expected on site until ten minutes before the morning bell for registration at 8.30 a.m. and, unless they have been kept back or volunteer to stay back for a club, are expected to leave the premises at the end of the school day at 2.55 p.m. Those that stay after the final bell will be supervised.

Students out of school on visits or residential are classed as part of the school. School is responsible for their safety at all times.

Medicines. No member of staff may give any medication, including painkillers, to a student. (This is LCC directive.)

Prescribed medicines – Students on prescribed medication must hand the medicines to Student Services. At the time they need the medication they must go to Student Services where a first aider will give them the medicine. Students are not allowed to keep the medicine in their bag. Whilst in school the medicine must always be locked away. A record is kept of the name of the student, the type of medication they are on and the time it is given to the student. This rule does not apply to inhalers nor epipens although we would recommend that a spare was left with Student Services if at all possible.

Proprietary medicines – No medicines are kept on the school premises. Parents who want their child to take a particular medicine must write into school and send the medicine to school to be kept locked away by Student Services. The same rules as with prescribed medication then apply.

Alcohol.

- Students are not permitted to carry alcohol of any kind on the school premises
- Students are not permitted to consume, or be under the influence of, alcohol on the school premises
- Staff are not allowed to consume, or be under the influence of, alcohol in the presence of students on the school premises or whilst engaged in activities off-site or out of hours at which they are legally responsible for the welfare of students, for example on school visits/ residential.
- Staff who disregard these instructions may find themselves facing disciplinary action.
- Alcohol may be consumed by staff at special functions on the premises outside of school hours.

Given the prevalence and the increased vulnerability of young people to the impact of alcohol misuse and changes in drinking behaviour, educating students about the effects of alcohol and how to reduce alcohol-related harm is an important priority for all schools. The DfEE expects all schools to reflect this within their drug education programmes and Crawshaw pays particular attention to this at KS3 and KS4.

Smoking and tobacco.

In line with government legislation (beginning 01.07.07) smoking is banned in all of the school buildings and in any part of the school grounds for staff, students and visitors. Students are not permitted to carry cigarettes or tobacco in school at any time. Schools have an important role to play in raising students' awareness of the health risks associated with smoking. Crawshaw PSHE programmes at KS3 and KS4 reflect the importance of this education.

Illegal drugs and volatile substances.

Illegal drugs are banned as carrying them or partaking of them is a law breaking act. Therefore staff and students are not expected to have them on or about their person. If found the school will take appropriate action.

Volatile substances are not allowed on the school premises other than substances used in Science labs. and lessons under the strict guidance of a member of staff or used by caretaking and cleaning staff. Such substances should be locked away when not in use.

NOTE:-

If a student is found to be intoxicated it is important that staff are aware of the possible effects on heart rhythm. It is essential that a calm atmosphere is maintained in order to avoid shock and/or heart failure.

See appendix – ‘Alcohol and Volatile Substances’ and ‘ Use of Drugs in School’.

First Aid.

First aid is provided by Allison Abbott, Theresa Falkingham and Jacqui Harrison. All three are trained.

Drug Incident book –an example of good practice - see appendix - ‘Drug incident book’.

Handling drugs and paraphernalia – see appendix – ‘Handling Drugs and Paraphernalia’ and ‘The Safe Handling, Collection and Disposal of Drugs, Drug Paraphernalia, Hypodermic Needles and Syringes.’

Parents/Carers/visitors to the school premises affected by use of drugs – see appendix - ‘Parents/Carers/ Visitors on School Premises Affected by Use of Drugs.’

School property and searches.

See appendix ‘Pupil Suspected of Personal Possession or Dealing in School’

Confidentiality

Teachers cannot and should not promise confidentiality. The boundaries of confidentiality should be made clear to students. If a student discloses information which is sensitive, not generally known, and which the student asks not to be passed on, the request should be honoured unless this is unavoidable in order for teachers to fulfil their professional responsibilities in relation to:-

- Child protection
- Co-operating with police investigation
- Referral to external agencies

Every effort should be made to secure the student’s agreement to the way in which the school intends to use any sensitive information.

It should only be in exceptional circumstances that sensitive information is passed on against a student’s wishes.

Dealing with the media.

Any incident must be reported immediately to the Head teacher. The Head teacher will inform the Chair of Governors if appropriate. The LEA press officer should be involved and their advice sought. The decision will then be taken as to whether or not the school wish to talk to the press.

Students and staff should not talk to the media.

Role of the police.

At the time of writing this policy the school was awaiting advice from the police. Schools have no legal obligation to report an incident involving drugs to the police. Nevertheless, not informing the police may prove to be counter-productive for the school and the wider community. The police will be contacted and asked to dispose suspected illegal drugs.

Support.

The following local agencies provide support for individuals with problematic or potentially problematic drug use. This information will be available for all members of the school community – both students and staff with problematic drug use are entitled to support.

	Agency	Telephone
Alcohol	Alcohol and drugs services Leeds addiction unit.	2470111 2951300
Smoking	Leeds Smoking services	0800 1694219
Drug use	Base 10 (ages 13-21) West Leeds community drug service Leeds addiction unit Children in crisis (D: side) (4-11) Multiple choice (17+)	2433552 2552227 2951300 2225507 2456616
Support for parents and carers:-	GASPED Helpline	01924 787501 08451460002

Key National Organisations.

Drugscope	www.drugscope.org.uk	Information updates
Frank	www.talktofrank.com	0800776600 Information – support.
Adfam	www.adfam.org.uk	0207928 8898 Information – support.
	www.drugs.gov.uk	Information.

STATEMENT OF AIMS AND INTENT.

AIMS.

- * To enable students to make healthy, informed decisions by increasing knowledge, challenging attitudes and developing skills.
- * To provide accurate information about substances.
- * To provide understanding about the implications and possible consequences of drug use and misuse.
- * To seek to minimize the risks that users and potential users face.
- * To enable young people to identify sources of appropriate personal support.

INTENT

- It is part of the duty of Crawshaw School to look after the welfare of every student. The school will do this through its Social, Moral and Cultural programmes, through the day-to-day dealings with its students and through the taught and “hidden” curriculum.
- The school is committed to the health and safety of all its members and will take whatever action is necessary to safeguard their wellbeing.
- The school is committed to pastoral support for the welfare of its students and to developing a positive ethos.
- Crawshaw intends to take a pro-active approach by informing students about the dangers and consequences of drugs – their use and misuse. It will do this through the general Health Education programme within the overall Personal and Social Education programme.
- The school will co-operate with outside agencies – Safer Schools Partnership, Social Services, LEA and Health and Drug agencies in its commitment to Drug Education.
- Crawshaw will inform parents of the drugs education programmes in school and of the policy.
- The school is committed to informing all who work at Crawshaw about the drugs education policy and programmes.

PURPOSE OF THE DRUG POLICY.

- Clarify the legal requirements and responsibilities of the school.
- Reinforce and safeguard the health and safety of students and others who use the school.
- Clarify the schools approach to drugs for all staff. Students, 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 the school premises, and incidents that occur, with confidence and consistency, and in the best interest of all 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.

WHAT IS DRUG EDUCATION?

- The term “drug” used in this policy refers to all legal or illegal substances that humans take to alter their state of wellbeing, whether it be physical or mental.

What it is and what it is not.

The drug education curriculum content at Crawshaw is intended to: -

- offer a credible and consistent message
- avoid one-off responses to incidents
- avoid shock-horror or sensational approaches
- provide accurate information on physiological and psychological effects of drugs
- provide accurate information on legal implications of drug use
- examine appropriate and inappropriate ways of using drugs including risk of injecting drugs and of HIV disease
- debate alternatives to drug use and sources of help and support for drug related problems
- consider why people begin to use drugs and why they may also stop using drugs
- include historical and cultural background information about drugs
- recognize the beneficial effects of drugs and medicines in society
- make distinction between different drugs and how they may legally or illegally be sold
- include a relative study of other mood-changing substances including alcohol and tobacco.

WHAT IS DRUG EDUCATION – Continued

Drug education is **NOT** just concerned with imparting knowledge. Drugs education must include the development of skills and the exploration of values and attitudes. To encourage this **ALL** staff must be aware of the policy of the school and be involved in some way with the delivery.

Drug education **IS** knowledge about: - **Solvents, Alcohol, Tobacco, Drugs, Medicines – legal and illegal.**

It is also concerned with the development of **SKILLS**:-
Coping with peer pressure
Communication
Decision making
Assertiveness.

It also explores **VALUES** and **ATTITUDES**.

This will inevitably bring in the whole notion of **teaching and learning styles**:-

Discussion work
Working in pairs
Group work
Role play.

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CRAWSHAW SCHOOL

Crawshaw School has, historically, always taught drugs education because it has seen the importance in doing so long before the National Curriculum registered the need. Crawshaw has appreciated that in the micro-society that we know as Pudsey a problem does exist and that there is a need to address this problem by being as proactive, in terms of education, as possible. There will be times when we need to be reactive but it is hoped that this policy will go some way to helping us formulate our strategies so that we do not give knee-jerk reactions to incidents and deal with them in isolation to the policy.

The school continues to realise its responsibilities towards drug education but sees it as part of the wider remit of health education that is part of the school's overall personal and social education course. This document is for discussion amongst the staff, students, parents/carers and governors.

A SPIRAL EDUCATION

Drugs education has to be a 'spiral' education. It must begin in the primary schools and develop through Key Stages 3 and 4 with further development at Post 16. This requires close liaison with our feeder schools. The drugs education programme at Crawshaw can be obtained from the PSHE coordinator.

Past provision:- Drugs education could be found in some Science teaching and as part of the PSHE programme – mainly in year 10. It may have been discussed in other subjects when the topic was raised.

Present:- Drugs education is delivered through PSHE lessons at key stage 3 and 4, a programme of study is also being developed at Post 16. The material that is covered is all in line with the New Programme of Study. Learning is assessed to ensure that students are working towards the End of Key Stage statements. Outside agencies and specialists are invited into school to deliver sessions and train staff to increase their confidence in dealing with these matters.

The location of drug education in our curriculum may be found on occasions as:-

- ***a key theme in Personal and Social Education***
- ***part of Health Education (including Sex Education)***
- ***developed through reading and discussion in English***
- ***in Drama where personal skills are built upon and developed***
- ***reinforced by historical and geographical information***
- ***in Religious Education where moral implications are discussed***
- ***in Physical Education where drugs in sport are considered***
- ***in any other area where the subject is raised.***

DRUGS EDUCATION – PERSONAL AND SOCIAL EDUCATION AND HEALTH EDUCATION

Where does drugs education fit into the overall PSHE programme at Crawshaw School?

PSHE lessons are planned in recognition of local and national data. All the lessons are delivered to allow student progression towards the end of key stage statements. Drugs education is a specified topic in the personal wellbeing section of the NC new programme of study. The topics that are covered and the information that is discussed builds on work completed in previous years.

Year 9 Health Fair

At the end of year 9 all students in this year group attend a Health Fair. Experts from their respective fields in health education talk to the students on a variety of important issues. Drugs education is part of this fair.

Safer Schools Partnership

As part of the role of the SSP Officer in school, occasional drop-in sessions will be made available for students to access information and guidance on Drugs and Prohibited Substances.

Connexions Bus

Students have the opportunity to speak to outside specialists every week – the Connexions Bus comes onto campus every Tuesday. Drugs information is just one of the issues that is dealt with.

DRUGS EDUCATION PROVISION – CRAWSHAW, KS 3

<u>YEAR GROUP</u>	<u>Range and Content</u>	<u>Key Concepts</u>	<u>Key Processes</u>
KS 3 Years 7-9	3a facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others.	<p>1.2 Healthy Lifestyles: 1.2a Recognising that healthy lifestyles and the wellbeing of self and others, depend on information and making reasonable choices.</p> <p>1.3 Risk: 1.3a Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations. 1.3b Accepting pressure can be used positively or negatively to influence others in situations involving risk.</p>	<p>2.2 Decision Making and Managing Risk: 2.2a Use knowledge and understanding to make informed choices about safety, health and wellbeing. 2.2b Find information and support from a variety of sources. 2.2c Assess and manage the element of risk in personal choices and situations. 2.2d Use strategies for resisting unhelpful peer influence and pressure 2.2e Know when and how to get help</p>

DRUGS EDUCATION PROVISION – CRAWSHAW, KS 4

<u>YEAR GROUP</u>	<u>Range and Content</u>	<u>Key Concepts</u>	<u>Key Processes</u>
<p>KS 4 Years 10-11</p>	<p>3b How the media portrays young people, body image and health issues 3c The characteristics of emotional and mental health, and the causes, symptoms and treatments of some mental and emotional health disorders 3d The benefits and risks of health and lifestyle choices...substance use and misuse, and the short and long term consequences for the health and mental and emotional wellbeing of individuals, families and communities 3e Where and how to obtain health information...ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help</p>	<p>1.2 Healthy Lifestyles: 1.2a Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices. 1.2b Understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives, and that there is help and support available when they are threatened.</p> <p>1.3 Risk: 1.3a Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations. 1.3b Appreciating pressure can be used positively or negatively to influence others in situations involving risk.</p>	<p>2.2 Decision Making and Managing Risk: 2.2a Use knowledge and understanding to make informed choices about safety, health and wellbeing, evaluating personal choices and making changes if necessary 2.2b Find and evaluate information, advice and support from a variety of sources, minimise harm in risky situations and demonstrate how to help others to do so. 2.2d Use strategies for resisting unhelpful peer influence and pressure, assessing when to use them and when and how to get help.</p>

RECOMMENDATIONS FOR TEACHIING DRUGS EDUCATION.

1. Education about substance use and misuse is included in the statutory orders for Science – KS1,2,3 and 4 – “Life and the Living Process”.
2. Curriculum Guidance 5 – Health Education – recommends that a substance use and misuse curriculum will involve:-

‘The acquisition of knowledge, understanding and skills which enable pupils to consider the effects of substances such as tobacco, alcohol and other drugs on themselves and others to make informed and healthy decisions about the use of such substances.’

This should begin at KS1 and go through to KS4.

3. Young people need to be made aware of the real risks of drug use. The ‘shock-horror’ approach however has been shown to have a limited effect and does not equip pupils with the skills to make informed decisions and implement them. Nor does it provide the skills that they need to both recognise situations in which they are likely to be offered drugs and to resist the offer.
4. It is likely that drugs will first become available through friends. Young people need to be equipped to handle this.
5. It should be recognised that some students are attracted to the physical and legal risks that drugs pose. Defiance of authority may be the sole reason for their habit! Programmes that over-emphasise the anti-authority and health risks may be counter-productive. A careful balance has to be sought.
6. A guiding principle in drugs education should be that it must be delivered in such a way that it does not encourage experimentation.

Assessment, monitoring and evaluation.

OFSTED are keen to see that schools are doing all three. In order to do this all work is assessed by the student and the staff. The Subject Leader for PSHE carries out work scrutiny and learning walks to ensure consistencies. This is also used to inform planning for future years.

MANAGING DRUG RELATED INCIDENTS IN SCHOOL

Rather than have a behaviour management policy related to one problem that could arise in the school it would be advantageous if the school developed a general behaviour management policy that a drug related incident could fit into. The policy could say:-

“Managing incidents related to:- drugs, bullying, absconding, etc.”

Below is a checklist to help staff in their dealings with a possible drug related incident.

- How do we respond to rumour?
- Do we search pupils? What are the dangers?
- What do we do with substances discovered on the premises?
- Interviewing pupils – do we need a witness?
- Drug testing – need – time – cost? Is it necessary?
- Contacting the police/parents.
- Support for students – outside agencies.
- Disciplinary procedures/exclusion.
- Recording incidents – monitoring trends/patterns. Confidentiality.
- Dealing with the media – no one comments!

The following appendices are designed to help staff to know what to do if confronted with drugs related incidents but it must be stressed that seeking advice from experienced staff is better than a ‘go it alone approach’.

Visitors.

Year 9 forms all receive visits from the drugs education unit in Leeds. They have been visiting the school for many years and offer an invaluable service that supports the work of the school. It is advisable to give such visitors a policy and tell them about the work that goes on in each Key Stage.

Action Plan

Guidance for Staff/Governors

Discovery of drugs on the school premises can be alarming and guidelines need to be formulated by the Headteacher and Chair of Governors.

WHAT TO DO IF.....

Drugs are found on the school premises

The drug should be handled in accordance with the 'handling drugs and paraphernalia' information sheet – appendix. **NOTE:- Crawshaw will need to agree procedures for managing confiscations of unauthorised drugs. A witness is necessary.**

- **Pastoral considerations:**
The incident should immediately be reported to the Headteacher or a Deputy. An investigation should take place by a designated member of staff to find out who may be involved.
- **Should the issue be discussed with the class as a whole?**
It may be necessary for a form tutor/SDL to raise issues specifically with a whole class or a year group. During investigations individuals may be talked to informally or formally about the issue.
- **How should the situation be monitored for further signs of the problem?**
Staff should be informed and those on duty should be aware of areas of the school that will need careful monitoring.
- **What sanctions should be taken?**
The drugs should be retained in a locked cabinet or safe.

A student is found in possession of drug

The Misuse of Drugs Act makes it an offence for a person to knowingly permit certain offences to take place on their premises. There is therefore a responsibility on the Headteacher and Governors to fulfill their statutory obligations and inform the police.

Parents/Guardians/others

Parents/Guardians will be informed and social services/police may be contacted for advice and/or to receive a report of the incident.

NOTE:- This procedure works in conjunction with the advice found in the appendices.

Records of all incidents/action

Detailed records of drug-related incidents must be kept in confidence in a similar fashion to child abuse evidence. Depending on the drug, the student may be reported to the police/social services and/or drug abuse counsellor

If a student is discovered in possession of a suspected illegal substance the police will be involved and the substance kept in a secure cabinet until collected by police. Refer to appendices relating to the safe handling of drugs especially police evidence.

A Student is suspected of being under the influence of drugs

The school will respond to any student if there is the slightest suspicion that the student is under the influence of drugs (including alcohol). Staff should seek prompt medical advice by asking for the designated first aid workers or a member of the Leadership Team. **The Headteacher** must be informed so that a plan of action can be considered. The Headteacher (in consultation with relevant staff, SDL, form tutor, etc) will decide when and how parents/guardians are to be informed. This may involve referrals to Social Services and the Child Protection Unit.

Students' Safety

It must be ascertained **WHAT** has been taken, when and how much. This may be vital if a hospital referral is required.

Response to the student

Sanctions as outlined in the school's Behaviour for Learning policy will be applied with respect to the individual concerned regarding this incident.

Legal Considerations

If there is suspicion that the student has more of the substance in their possession, then steps must be taken to recover it to prevent a repeat of the incident. STAFF **DO NOT**, HOWEVER HAVE THE RIGHT TO SEARCH THE STUDENT. (They can ask if the student has anything further that they wish to hand over).

A student discloses that he/she is using drugs

The response to such a student will need to be extremely sensitive, with an appropriate balance being struck between the needs of the student and those of the school. More often a student will disclose to one individual who must make it clear that they may need to inform a SDL or senior member of staff. After consultation, the SDL or a member of Leadership Team may contact the parents or may decide to refer the student for professional counselling. Any student believed to be at risk should be referred to Social Services to ascertain whether there are any underlying causes of drug/alcohol abuse.

Disclosure in Lesson

It is essential that the teacher sets out clear limits of confidentiality and what may openly be discussed and what may not. It is also possible for the teacher to halt the lesson and warn students that, if they continue to disclose, the teacher will have to take action. This gives students a choice over whether to disclose.

A pupil discloses that Parents/Guardians/relatives or Friends are using/selling drugs

This may bring into focus child-care issues and the overall wellbeing of the student. It may warrant investigation by Social Services or the police. Following an investigation Social Services will decide on any action to be taken. The police would only become formally involved in the event of Child Protection procedures being invoked. If a student discloses that another student/person is using or selling drugs on school premises, then the school or police may investigate. Consideration must be given to the Right of Confidentiality of the person disclosing the information. On most occasions police advice will be sought. There is a mandatory duty upon the Head teacher to act if the selling of drugs takes place in the school.

Staff becoming aware of the availability of drugs in the school vicinity

If drugs are being sold on or near the school premises, this could be a matter for police investigation. The Headteacher (or nominated representative) should try to verify this by seeking police advice. The opportunity might be taken to raise the issues in lessons/assembly.

GOOD PRACTICE IN MANAGING DRUG INCIDENTS

- * **DON'T PANIC – BUY TIME, THINK CAREFULLY BEFORE YOU ACT.**
- * **BE AWARE – FACTS NOT MYTHS, RUMOUR OR STEREOTYPES.**
- * **ASSESS DRUG USE AND SITUATIONS OF YOUNG PEOPLE CAREFULLY.**
- * **KNOW THE LEGAL POSITION**
- * **LISTEN TO THE STUDENTS – GENERATE A DIALOGUE.**
- * **BE ATTENTIVE TO INDIVIDUAL NEEDS.**
- * **USE SENSIBLE SANCTIONS, CONSISTENTLY.**
- * **BALANCE SANCTIONS, SUPPORT/CARE AND EDUCATION.**
- * **CLEAR BUT FLEXIBLE PROCEDURES.**
- * **CARE OVER WHEN AND HOW PARENTS ARE INVOLVED.**
- * **CLARITY OVER CONFIDENTIALITY.**
- * **LET STUDENTS KNOW WHERE THE GOALPOSTS ARE.**
- * **DEVELOP A WORKING RELATIONSHIP WITH THE POLICE AND SUPPORT AGENCIES.**

- * KEY, IDENTIFIED STAFF.
- * STAFF TRAINING AND SUPPORT.
- * WHOLE SCHOOL CONSULTATION/INVOLVEMENT.
- * MARKET THE REALISTIC AND CARING SCHOOL.
- * RECOGNISE/BUILD ON EXISTING STAFF SKILLS.

POSSIBLE DRUG INCIDENTS IN SCHOOLS

- * RUMOURS OF STUDENTS OR PARENTS USING DRUGS.
- * REPORTS OF STUDENTS OR PARENTS USING DRUGS.
- * USE OF DRUGS BY STUDENTS ON SCHOOL PREMISES.
- * STUDENTS BRINGING DRUGS INTO SCHOOL.
- * DRUG DEALING ON SCHOOL PREMISES.
- * DRUG DEALING IN THE SCHOOL VICINITY.
- * FINDING DRUGS ON SCHOOL PREMISES.
- * STUDENTS DISCLOSURE ABOUT THEIR OWN DRUG USE.
- * FINDING DRUG PARAPHERNALIA ON THE SCHOOL SITE.

OUTCOMES

- All staff are aware of the policy and procedures for dealing with incidents.
- Governors, Parents and staff are given the opportunity to attend In-service training/workshops, courses to update their knowledge and raise their awareness of drug issues.
- Drug Education is delivered through the curriculum at KS3, KS4 and Post 16. It may be part of the PSHE syllabus or through National Curriculum subjects – Science, English, Drama, etc.
- Liaison is maintained with the police regarding their recommendations about drug incidents and their treatment.
- The policy will be evaluated/reviewed annually.

The Role of the Headteacher and Governing Body

The Headteacher takes overall responsibility for the policy and its implementation, for liaison with the Governing Body, parents and LEA. The Headteacher will ensure that all staff dealing with drug issues are adequately supported and trained.

In instances which involve substance misuse or supply on the premises, the Headteacher must be informed and parents will be contacted at the earliest opportunity by the Headteacher, or a person designated by him. If a young person admits to using/supplying substances off the premises, discretion will be involved. The Headteacher may be informed and would decide, in consultation, who else the information should be shared with i.e. parents, police, social services, etc.

A school cannot knowingly allow its premises to be used for the production or supply of any controlled drug, or in the preparation or smoking of a drug. Where it is suspected that such substances are continuing to be sold or consumed on the premises, details regarding those involved should be passed to the Police Liaison Officer.

The Governing Body will be involved in substance education and substance related incidents in the same manner as any other matter concerning the direction of the school.

The school will consider each substance incident individually and recognises that a variety of responses will be necessary to deal with incidents. The school will consider very carefully the implications of any action it may take. It seeks to balance the interests of the student involved, the other students and the local community (consider factors in Appendix A).

The Headteacher will take responsibility for liaison with the media. As the issue of substance use and misuse is an emotive one, and is likely to generate interest from local and/or national media, the school will take appropriate advice and guidance from the LEA Press Office and Legal Department to ensure that any reporting of incidents remains in the best interest of the students, their families and the school. The LEA should always be informed as soon as possible and the school should keep a record of all incidents and of any action taken. Parents/Guardians should be informed of the disciplinary process, action taken and right of appeals.