



Part of **GIPPESWYK COMMUNITY EDUCATIONAL TRUST**

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This Policy has been adopted and approved by Gippswyk Community Educational Trust and has been adapted for use by Copleston High School.

<b>DRUG EDUCATION AND DRUG INCIDENT POLICY</b>	
Approved by GCET/Adapted by Copleston High School	1.9.2017
Reviewed/Amended	May 2023
Ratified by Copleston LGB	26.6.23
Date of next Review	Summer Term 2024
Responsible Officer	DSL – Mr Henry Palmer
Policy Number	ACR4

### **Definition of a Parent**

- All biological parents, whether they are married or not.
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

This policy is aimed at all staff, students, parents/carers, governors and agencies working with the school. The policy links with the existing Sex and Relationship Education, Health Safety and Welfare and Behaviour policies. In accordance with recent changes to guidance we also have a separate Sex and Relationship policy from September 2020.

Copleston High School recognises that drug misuse in our society is a major threat to individuals, families and the wider community. Young people are influenced by their peers, their parents, youth culture and the media and the school alone cannot solve the problem of drug misuse in society. An effective programme of drug education within school will, however,

help to ensure that young people are aware of the risks of drug taking and have the skills and knowledge to resist. Thus, we recognise our responsibility to treat drug misuse as an educational issue and to work, as appropriate, in partnership with the police, health services, Well Being Consultant and parents to inform and protect the students of the school.

Whilst it is important to maintain a clear distinction between legal and illegal drugs, our policy is to place drugs education firmly in the context of an overall health education programme. Our aim is to enable students to make informed decisions highlighting the functions and potential dangers that all forms of drug use have in individual lives and society as a whole; inclusive of smoking and alcohol.

Members of staff are expected to present themselves as exemplary role models for students whilst within or near the school boundaries, on residential or school visits or when representing the school at events.

Smoking is prohibited on Copleston school site. This includes the use of tobacco, e-cigarettes, vaporizers and other associated inhaling devices.

Many of our students receive regular medical attention or need access to medication on a continuing basis. The school has two full time first aiders and other staff who are first aid trained and access to school nurse. No drugs or medicine of any kind should be kept in the classroom. Any medication brought into school by individual children must be sent immediately to sick bay, where it will be administered as necessary. The school will administer paracetamol to students during the course of the school day providing consent has been given by a parent /carer and this consent has been logged on the school system.

The school subscribes to the guidance for schools as laid down by the DfES document: DfES/0092/2004

### **Definition**

A drug is any substance that affects the way in which the body functions, physically, emotionally or mentally. It includes legal substances such as alcohol and tobacco, solvents, volatile substances, over the counter and prescribed drugs and illegal drugs such as cannabis, ecstasy, heroin, crack/cocaine, LSD, GHB, Ketamine and alkyl nitrates (poppers).

### **General Aims**

- (a) Within the DAE programme at Copleston High School a number of key issues must be addressed through its delivery. These are as follows:-
  - (a) Alcohol

- (b) Tobacco (c) Solvents
- (d) Illegal Substances
- (e) Drugs and the Law
- (f) Drugs and the Media
- (g) Drugs and Health and Safety

The above issues will mainly be delivered through discrete lessons within the PSHE programme but they will also be delivered across the curriculum in specific subject areas. We will also call on experts to deliver sessions to groups of students. As DAE is a statutory responsibility it is essential that opportunities for the provision of all the key issues are provided to the pupils at Copleston High School, this will predominately be through classroom lessons in year 7, 8 and 9.

(b) DAE should aim to help pupils develop a number of skills, attitudes and values, knowledge and understanding which will prepare them well for adult life. Examples of skills that should be promoted through DAE are:-

1. Identifying risks to health
2. Communicating with peers, parents and professionals
3. Decision-making and assertiveness in situations relating to drug misuse
4. Giving and securing help if needed (for example, placing someone in the 'recovery position')
5. Managing conflict and aggressive behaviour
6. Communicating drug advice to other young people
7. Using local agencies to support any misuse. For example, turning point.

**Examples of Values and Attitudes that DAE should promote are:-**

1. Attitudes and beliefs about drugs and drug users among different groups in society
2. Impact of the media and advertising on young people's thinking
3. Attitudes towards drugs and laws relating to drugs
4. Recognition of oneself as a role model and acceptance of responsibility for one's actions
5. Taking responsibility for one's own, and other people's, safety

### **Examples of knowledge and understanding that DAE should provide are:-**

1. School rules relating to medicines, alcohol, tobacco, solvents and illegal drugs and responses to drug-related incidents
2. Information about legal drugs (including presented and over-the-counter medicines) and illegal drugs, their effects, appearance and associated health risks
3. Scientific terminology including the following words: use, misuse, abuse, addiction, tolerance, dependence, overdose, withdrawal and adulteration
4. Different categories of drugs – including stimulants, depressants, analgesics and hallucinogens
5. Personal, social, financial, biological and psychological effects of drug misuse
6. Patterns of drug misuse locally and nationally and the impact on the community and wider society
7. Dangers associated with particular drugs, mixing of drugs and specific environments and moods
8. The law relating to drugs
9. The services provided by local and national advice and support agencies.

### **DRUGS EDUCATION IN THE CURRICULUM**

At Copleston we have a cross curricular approach to the delivery of drug education. For example, drug education is included in the statutory elements of the National Curriculum for Science. However, it is through PSHE that the major degree of drug education is delivered. We view the main area of our drug education through the PSHE curriculum. This programme offers the opportunity to reinforce the benefits of a healthy lifestyle and give students the knowledge, understanding, attitudes and personal and social skills to make informed and responsible choices now and later in life.

Students are consulted in order to plan a curriculum that best meets their needs. Students' existing knowledge and understanding influences the planning of lessons.

The programme is consistent with the school's policy on dealing with drug related incidents.

### **Paragraph on PSHE**

September 2021 saw a complete revision of the PSHE curriculum, with this new PSHE policy available elsewhere. However the DEA has remained widely similar. In Key Stage 3 PSHE is delivered in context in selected subject areas. Moral dilemmas, self-esteem issues, self-confidence, self-image, relationships and responsibility are all covered in English, Drama, Geography and History. Science covers most of the more factual dimensions. The programme is supplemented by the work of the Suffolk Live Well and Operation Smoke Storm Projects (anti-smoking) and the drop down days supported by external agencies. At Key Stage 4 the Science

Department cover a significant aspect of the work together with the involvement of the high spec and informative lessons that are supported through drop down mornings and external speakers. Year 7, 8 and 9 students will receive lessons during curriculum time.

### **Parental Involvement**

We value the support and encouragement of parents/carers in our efforts at preventing drug misuse. Parents are welcome to receive a copy of this document and are encouraged to discuss with staff any concerns they may have about drug related issues.

### **Confidentiality**

Students may choose to mention instances of drug misuse in class or with individual members of the school community. While staff want to be supportive, it is clear they work within child protection guidelines and clearly state that they will not be able to guarantee confidentiality. Only in exceptional circumstances would sensitive information be passed on against students' wishes but teachers may have a moral and professional duty to do so, for example, in relation to cooperating with a police investigation and referral to external services. All staff will follow the strict safeguarding guidelines of the school.

### **Drug related incidents**

There are a variety of situations that would constitute a drug related incident:

- 1 Pupils who have misused drugs or who are under the influence of drugs, including alcohol
- 2 Discovery – illegal drugs/alcohol/tobacco/paraphernalia found on students
- 3 Supplying - students by students, students by staff/parents/carers/persons external to the school community
- 4 Disclosure
- 5 Suspicion or rumour
- 6 Illegal drugs/alcohol/tobacco/paraphernalia found on premises

### **Boundaries and School Responsibility**

Students are expected to adhere to this policy once they have entered the physical boundaries of the school until they leave the boundaries at the end of the school day. (The school boundaries are shown on maps in classrooms) Students are expected to adhere to this policy whilst they are attending an event, on work experience placements or on a residential or school visit, whether supervised or not. Any student involved in a drug related incident on such an occasion will be dealt with according to this policy and the behaviour for learning policy. People

concerned in the management of any venue hosting an event may impose additional procedures or sanctions.

## Sanctions

The school views any case of substance abuse extremely seriously and every incident will be dealt with assiduously. There will not be an automatic sanction applied to any drug related incident in school. Any response will be taken after considering all the relevant facts and information about the student/s and the circumstances in which the incident came about. Depending on the severity of the incident, the appropriate Leader of Learning, Assistant Leader of Learning, Pastoral Support Worker and any external agency that can extend support to the student or school may be involved in implementing the support/sanction applied. The school response will be part of a supportive network developed to ensure that the school uses its' powers to protect the long term welfare of all the pupils in the school.

- 1 Every individual situation will be dealt with in a way which is sensitive to the needs of the student/s concerned, the welfare and education of other students and will offer support to staff
- 2 In every confirmed case of illegal drug use the police will be involved. Staff, individually or collectively, will be informed of outcomes at the discretion of the Principal. In the case of a misuse of a legal substance similar procedures will apply. Instant and summary exclusion may not always be seen as a useful sanction for all but the most serious of cases
- 3 The issue of considering other students' perceptions of outcomes is a vital one. Sanctions must be seen to be applied fairly, consistently and containing an element of deterrence. Students may be informed of these outcomes in assembly, at the discretion of the Principal.
- 4 Parents are vital in the process of dealing with incidents, as are outside agencies, such as the EWO, Schools Psychological Service and other relevant agencies

There are a range of possible responses that the school may implement; (in no particular order)

- 1 Establish an individual support plan
- 2 Make sure the student/s is/are not the victim/s of bullying
- 3 Use the school reward system for appropriate behaviour changes
- 4 Assessment by Educational Psychology Service
- 5 Access to counselling / Well Being Consultant / School Nurse
- 6 Closer supervision of break/lunchtimes
- 7 Referral to the appropriate medical team

- 8 Referral to local drug support agency
- 9 Letters home to parents/carers
- 10 Parents/carers being asked to attend meetings at school
- 11 Involvement of the police – the school will consider involvement of the police for serious offences and will involve the police for offences involving illegal drugs or where there is a lack of cooperation from students and/or parents/carers. In addition, the school may also impose internal sanctions to help the student/s benefit from the experience and use the incident as a deterrent within the school
- 12 Fixed term or permanent exclusion – may be used when other options have been explored or where it is demonstrated that there is significant risk to the safety and welfare of staff and/or other students

## **Records**

Records will be kept securely, by the senior leader for child protection and will only be shared with key people.

## **Collecting Evidence**

- 1 The law permits school staff to take temporary possession of a substance suspected of being a controlled drug for the purposes of protecting a student from harm and/or committing an offence of possession
- 2 The substance should either be handed to the police who will be able to identify if it is an illegal drug or it should be disposed of in the presence of the Principal or Deputy Head, but its identity cannot be claimed in retrospect. Staff should not attempt to analyse or taste an unidentified substance
- 3 It is open to a member of staff to search a student's bag or locker where s/he has reasonable cause to believe it contains unlawful items. This should be done in the presence of a senior member of staff and the student.
- 4 Where students are suspected of concealing illegal substances on their persons, every effort should be made to secure the voluntary handing over of any unlawful substance
- 5 The member of staff should be careful to ensure that there is no opportunity for allegations of assault or improper conduct to arise, and therefore a witness should be in attendance at any interview or search of belongings
- 6 If a student refuses, the student should be detained under supervision while the police are called to deal with the situation
- 7 Physical (body) searches should never be made by a member of staff – the powers to search by the police are clearly defined in law

Whilst the policy refers mainly to students, the parameters set out also apply to any member of staff involved in a drug related incident and any visitor to the school premises.

Evidently, sanctions in these incidents will be different to the ones stated above and are at the discretion of the Principal.

**When, how and by whom will the policy be reviewed?**

- (a) The policy, like other school policies, will be reviewed on a 2/3 yearly cycle. Any changes will need to take account of continuing DFEE and county guidelines and will be done by the PSHE co-ordinator and Safeguarding Team.
- (b) The policy will be reviewed by members of staff (all staff should have a copy made available to them), the Principal, the PSHE co-ordinator, the governors curriculum working party, parents and the wider community. Adjustments will be made on the basis of the specific needs that arise from their comments
- (c) The DAE policy should not be viewed in isolation as it is strongly linked to many other policies and they should influence its delivery. These are:-
  - Drug Related Incidents Policy
  - Sex and Relationships Education Policy
  - Equal Opportunities Policy
  - Confidentiality Policy
  - Child Protection Policy
  - Behaviour Policy
  - SEN Policy