

## **DRUGS AND DRUGS MANAGEMENT POLICY**

### **Context**

We are committed to the health and safety of the students in the school and we will take action to ensure, as far as possible, that drug related issues do not compromise their wellbeing.

We recognise that many of our students will encounter illegal drugs and the misuse of other drugs and substances. There are complex motivations behind a young person's decision to first experiment with alcohol, tobacco, volatile substances and illegal drugs. It is the school's responsibility to help to reduce the harm that drugs and substance misuse can inflict on young people and to play a role in reducing and preventing the use of illegal drugs and the abuse of other drugs and substances.

### **Aims**

- To clarify the legal requirements and responsibilities of the school
- To reinforce and safeguard the health and safety of students and others who use the school
- To provide clarity over the school's approach to drugs for all staff, students, trustees, parents/carers.
- To enable staff to manage drugs on the school premises, and any incidents that occur, with confidence and consistency, and in the best interests of those involved
- To ensure that the response to incidents involving drugs complements the overall approach to drugs education and the values and ethos of the school
- To provide a basis for evaluating the effectiveness of the school's drugs education programme and the management of incidents involving illegal and other unauthorised drugs
- To reinforce the school's contribution to local and national drugs' strategies
- Give guidance on developing, implementing and monitoring the drugs education programme
- Respond to any individual within the school community in need of support
- Reinforce the role of the school in contributing to local and national strategies

### **Related Policies and Associated Guidance**

Behaviour and Discipline, Child Protection and Safeguarding

The following guidance has been consulted whilst revising this policy:

- Drugs: Guidance for Schools DCSF (Healthy Schools) September 2012
- Drugs Education and Management of Drugs related incidents 2004
- Gloucestershire Drugs Strategy 2010-2013
- South Gloucestershire Suggested Actions 2008
- National Healthy Schools Guidance (Sept 2012) and Drugs Strategy 2017

### **Responsibility for the implementation, development and review of the policy**

Headteacher  
Deputy Headteacher  
Assistant Headteacher (oversight of PSHE across the school)  
Coordinator of Key Stage 3 PSHE  
Safeguarding trustee

### **This policy applies to:**

All staff, students, parents/carers, trustees and partner agencies working with the school. It applies on the school premises, fields and outdoor sports complex; during school hours, the journey to and from school, lunchtimes, school trips, work experience, residential trips, sports fixtures, summer school and all other activities organised by the school or occasions when the school has a "duty of care".

### **Terminology**

A drug is a substance, legal or illegal that can alter the way the mind or body works. The terms 'drugs' and 'drugs education', unless otherwise stated are used throughout this document to refer to all drugs:

- all illegal drugs (those controlled by the Misuse of Drugs Act 1971)
- legal 'highs' – psychoactive substances which produce effects similar to illegal drugs such as cocaine, cannabis or ecstasy (current examples are 'Clockwork Orange', 'Bliss', 'Mary Jane')
- other legal drugs, including alcohol, tobacco, volatile substances (those giving off a gas or vapour which can be inhaled), ketamine, khat, NOx and amyl nitrites (known as poppers)
- all over-the-counter and prescription medicines

### **Prescribed and other medicinal drugs**

Arrangements concerning the storage, handling and use of prescribed and other medicinal drugs in school are described in the policy Supporting Pupils with Medical Conditions Policy.

## **DRUGS EDUCATION**

### **Key Learning Objectives and Outcomes**

The curriculum at Katharine Lady Berkeley's School will provide students with knowledge and understanding about drugs and other substances so that they can make wise and responsible choices as young people and in adult life.

To be effective, drugs education will be taught through the formal and informal curriculum, although the main vehicle will be the PSHE and Citizenship curriculum in conjunction with Science. The Science and PSHE Departments plan the delivery of the drugs education programme together with the Assistant Headteacher with responsibility for PSHE so it is clear who is delivering which aspects, how and when. This ensures that there is not repetition or omission, but that topics are introduced and reinforced appropriately. The school also actively co-operates with other agencies such as the police to deliver its commitment to drugs education and to deal with drug-related incidents.

Lessons are carefully planned, with appropriate grouping of students for different activities, clear learning outcomes for each topic and strategies for assessment. The whole programme is monitored at regular intervals throughout the year and the programme annually evaluated. The PSHE Co-ordinator and Assistant Headteacher take the lead on these reviews and any subsequent amendments.

### **Objectives of drugs education**

Through drugs education in our school we seek:

- To discourage the misuse of drugs and substances
- To minimize the risks that users and potential users face
- To enable informed choice
- To provide accurate information
- To create an environment where students feel able to explore and discuss drug-related issues
- To increase understanding about the implications and possible consequences of use and misuse
- To enable students to identify sources of appropriate personal support
- To encourage understanding about related health and wider social issues

## **Outcomes of drugs education**

The course will:

- increase students' knowledge and understanding and clarify misconceptions about:
  - the short- and long-term effects and risks of drugs
  - the rules and laws relating to drugs
  - the impact of drugs on individuals, families and communities
  - the prevalence and acceptability of drug use among peers
  - the complex moral, social, emotional and political issues surrounding drugs
- develop students' personal and social skills to make informed decisions and keep themselves safe and healthy, including:
  - assessing, avoiding and managing risk
  - communicating effectively
  - resisting pressures
  - finding information, help and advice
  - devising problem-solving and coping strategies
  - developing self-awareness and self-esteem
- enable students to explore their own and other peoples' attitudes towards drugs, drug use and drug users, including challenging stereotypes and exploring media and social influences.

## **Meeting the needs of all students**

In addition to the main curriculum drugs education programme, individual workshop and counselling programmes are provided, where appropriate, by school support staff and external providers. Where child protection issues are evident, a wide range of external agencies, including police counsellors may be involved. In these cases the drugs education programmes are developed to address the specific needs of the individuals paying particular attention to these students existing knowledge, understanding and experience to ensure that the teaching is highly relevant and engaging.

## **Teaching Methodology**

The PSHE (Personal, Social and Health Education) programme in Years 7 to 9 and the HC programme in Years 10 and 11 are the main vehicles for providing drugs education. Students are informed about the nature of the various kinds of drugs, their effects and the physical, psychological, legal and sociological consequences of taking drugs. A range of outside agencies are used to support this aspect of the curriculum

In addition to this, aspects of Drugs Education are included in the schemes of work for other subjects such as Science. Teaching methodology is informed by and upholds the key principles outlined in the school's Teaching and Learning policy.

Overall responsibility for the PSHE programme is taken by an Assistant Headteacher. Coordination of Programmes of Study, assessment and aspects of monitoring are undertaken by the PHSE Coordinator and the Assistant Headteacher with responsibility for PSHE.

## **Assessment, monitoring and evaluation**

Assessment practices aim to identify:

- what knowledge and understanding students have gained and its relevance to them
- what skills they have gained and put into practice
- how students' feelings and attitudes have been influenced during the programme

Assessment includes formative review and reflection on progress and understanding through self and peer assessment tasks and summative assessment which measures what students know, understand and can do.

The PSHE coordinator and Assistant Headteacher with responsibility for PSHE are responsible for the overall monitoring of drugs education, including:

- lesson observations and feedback to teachers
- work sampling
- teachers making regular comments of the scheme of work/lesson plans
- feedback and focus group discussions with students
- drugs education and the PSHE programme as a discussion item at tutor and Year Head meetings
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### **Staff Professional Development and Training**

Initial teacher training requires newly qualified teachers to be familiar with the programme of study for citizenship and the framework for PSHE, relevant to the age they teach.

Training is provided for PSHE teachers as necessary to support them and to ensure content and methodology of the explicit drugs education programme are in line with current guidelines and best practice.

### **Outside speakers and contributors**

When outside speakers/contributors are used to complement the work of the school, the sessions are jointly planned beforehand with the PSHE Co-ordinator and/or the teacher(s) co-facilitating the session(s). This will include agreement on the content, learning outcomes, methods of evaluation, and any possible follow up work. The visitor's contribution will be incorporated into the programme of drugs education and not used in isolation from it. Outside speakers/contributors will be given a copy of the school drug policy and any other relevant school policies prior to the visit, to ensure that they are aware of the ethos of the school, and how incidents are dealt with should any occur. County Lines presentations are embedded into the PSHE programme. An external speaker visits the school every three years to talk to years 9 – 13 and parents.

## **MANAGEMENT OF DRUGS INCIDENTS IN SCHOOL**

### **Definition of a drug incident**

A drug incident can be defined as falling into one of the following categories:

- drugs or associated paraphernalia are found on school premises
- a student demonstrates, perhaps through actions, an inappropriate level of knowledge of drugs for their age
- a student is found in possession of drugs or associated paraphernalia
- a student is found to be supplying drugs on school premises
- a student, is thought to be under the influence of drugs
- a staff member has information that the illegitimate sale or supply of drugs is taking place in the local area
- a student discloses that they or a family member/friend are misusing drugs
- suspicion or rumour
- a student keeps a prescribed drug on his/her person during the school day
- involvement in 'county line' or gang-related drug issues

### **Boundaries and school responsibility (also refer to the Behaviour and Discipline Policy)**

Students are expected to adhere to this policy once they have entered the physical boundaries of the school until they leave the same boundaries at the end of the school day. The policy will also apply to students on their journey to and from school and if they leave the school premises during the school day. Students will also be expected to adhere to this policy whilst they are attending an event, on work experience placements, or on a residential or school trip, whether supervised or not. Any student involved in a drug-related incident on such an occasion will be dealt with according to this policy. People concerned in the management of any venue hosting an event may impose additional procedures/sanctions.

The possession and use of drugs (including alcohol, tobacco, solvents or hazardous chemicals) in school, on the way to or from school and during any school supervised event or visit is totally unacceptable other than medicinal and prescribed drugs, All other drugs covered by this policy must not be brought on to the school site. .

### Smoking

Katharine Lady Berkeley’s School is a smoke-free school. The response to students found smoking/vaping or using e-cigarettes follows a fourstage structure as outlined below:

Students move up a stage each time they are caught smoking/vaping.

Stage 1: 1½ hour SLT after-school detention on Friday – HOY phone call to parent/carer

Stage 2: 1 day in IE – HOY meeting with parent/carer. Student signed up for smoking/vaping programme. Student moved to behaviour level 3

Stage 3: 2 days IE. Referral to the school nurse

Stage 4: 1 day suspension SLT link meeting with parent/carer. Student moved to behaviour level 4.

For a student who continues to smoke/vape after reaching Stage 4, other strategies may be used, including IE at break and lunch, banned from using the toilets during lessons, escalated behaviour levels.

Stages are reset at the end of the school year

### Students arriving at school under the influence of drugs, including alcohol and volatile substances

If the behaviour of a student arriving at school indicates that the student may be under the influence of drugs, they will be taken to the medical room and questioned while an assessment is made of their condition. In most cases, the student’s parents will be contacted and they will be asked to take the student home. If the decision is made that the student can remain in school, the parents will be informed at the earliest opportunity so that they are aware of the situation.

### Illegal drugs, legal ‘highs’ and alcohol in school

If a student is found to be in possession of an illegal drug, a substance classified as a legal ‘high’ or alcohol, the substance will be confiscated. The parents of the student and, in the case of illegal drugs, the police, will be contacted in all cases.

Action	Probable response
Students is in possession of drugs paraphernalia Possession of alcohol Distribution of alcohol Drinking (Consumption) of alcohol Solvent abuse (inc glue/nitrous oxide) Substance abuse (inc legal highs/poppers) Incorrect use of controlled/prescribed medicines Possession of Class B or C drugs (ref. <a href="https://www.gov.uk/government/publications/controlled-drugs-list-2/list-of-most-commonly-encountered-drugs-currently-controlled-under-the-misuse-of-drugs-legislation">https://www.gov.uk/government/publications/controlled-drugs-list-2/list-of-most-commonly-encountered-drugs-currently-controlled-under-the-misuse-of-drugs-legislation</a> )	Suspension – length and duration determined by nature of incident. Permanent exclusion could be used according to the substance, the quantity and the circumstances.
Possession of Class A drugs Supplying of Class A, B or C drugs	Permanent exclusion
Supplying (selling, sharing or passing on) any of the above substances during school hours; on the way to or from school; during a school supervised event or visit; on the school premises, fields and outdoor sports facilities; at lunchtimes, on school trips, work experience, residential trips, sports fixtures, summer school and all other activities organised by the school or occasions when the school has a “duty of care”.	Permanent exclusion
Repeat drugs incident – whether the same action or a different one.	Permanent exclusion

## **Protocols for a search (refer to Search of Students and Confiscation Policy)**

### **Confiscation and disposal of unauthorised drugs**

Where it is necessary to confiscate suspected illegal drugs, a senior member of staff will take temporary possession of the substance for the purpose of preventing an offence from being committed or continued in relation to that drug. When taking temporary possession, a second adult witness should always be present throughout. The sample should be sealed in a plastic bag with a label including details of the date and time of the seizure/find and the witness present. The sample should then be stored in a secure lockable location; usually the Headteacher's office and the police should then be immediately notified in order that they can collect it and store and dispose of it in line with agreed protocols. A full record of the details of incident should be made in the school's administration system.

Where drugs paraphernalia has been found or confiscated, it should be placed in a secure container using gloves and secured as outlined above. Due care must be taken when handling substances or equipment, in accordance with health and safety guidelines.

Under no circumstances should a member of staff retain any suspected illegal substance or drug-related paraphernalia as they will render themselves liable for prosecution for possession. All substances and paraphernalia should be passed immediately to a senior member of staff.

### **Referral and external support**

The school will refer students to other services where needed. Where possible, and where this does not compromise the student's safety, the school will seek the involvement of the student and the student's parents/carers in such a decision. Where the student is thought to be 'suffering, or at risk of suffering significant harm', the protocols for social care referrals will be applied. The school will proceed in accordance with the school's confidentiality policy.

The school ensures that students have access to up-to-date information on sources of help. Information about support groups is prominently displayed so that those who need help but who are reluctant to approach school staff can easily access it. Information boards can be found in the library, The House and the medical room. The drugs education programme provides details of services and helplines, explains how they work and aims to develop students' confidence in using them.

### **Confidentiality (and disclosure)**

Young people wishing to disclose drug use by themselves or their peers to school staff are informed that confidentiality cannot be guaranteed and that the issue may need to be taken further for the student's safety. Any information will be recorded and treated sensitively in line with the school's confidentiality policy.

### **Parent/carer or family members misuse of drugs**

The school recognises the impact that parental or family member drug misuse can have on a student and their education. Students whose parents/carers misuse drugs may be at greater risk of emotional and/or physical harm, but this is not always the case. Staff should be alert to behaviour which might indicate that a student is experiencing difficult home circumstances. A student may respond to parental or family member drug misuse in a variety of ways, including disturbed or anti-social behaviour; becoming reliant on drugs themselves; running away from home; losing concentration in class and showing reluctance to form friendships. Where problems are observed or suspected, or if a student chooses to disclose that there are difficulties at home and it is deemed a child protection issue, it should be referred to the Deputy Headteacher responsible for child protection.

When dealing with parents/carers under the influence of drugs on school premises, staff should attempt to maintain a calm atmosphere. On occasion, a teacher may have concerns about discharging a student into the care of a parent/carer. In such instances, the member of staff should refer to a senior member of staff, who may discuss with the parent/carer if alternative arrangements could be made, for example, asking another parent or carer to accompany the student home. The focus for staff is always the maintenance of the student's welfare and not the moderation of the parent's/carer's behaviour.

Where the behaviour of a parent/carer under the influence of drugs repeatedly places a child at risk or the parent/carer becomes abusive or violent, staff should consider whether to invoke child protection procedures and/or the involvement of the police.

### **Staff Conduct and Drugs**

The Headteacher has a responsibility for the health, safety and welfare of students and staff at all times. Under the Health and Safety at Work Act 1974 the school has a duty to:

- ensure the health, safety and welfare at work of all members of staff
- ensure that all members of staff do not injure themselves or endanger the public or colleagues

Under the Management of Health and Safety at Work Regulations 1999, the school has a duty to assess the risks to health and safety of its staff. The school can be liable to prosecution if it knowingly allows a member of staff to continue working under the influence of alcohol or drugs if that member of staff's behaviour places themselves or others at risk. Equally, members of staff are required to take reasonable care of themselves and others who could be affected by their actions at work.

Where a member of staff is deemed incapacitated by the influence of alcohol or drugs, the Headteacher will take action to prevent any student or member of staff being placed at risk by the actions of that member of staff. In the first instance, this will generally involve the temporary suspension of the member of staff from work.

Staff misuse of drugs, when they are acting in any capacity relating to their employment by the school, will be a disciplinary matter. Examples of incidents involving students listed on page 4 of this policy also apply to staff and will result in appropriate sanctions being applied. This will be dealt with in accordance with the school's disciplinary procedure.

### **Monitoring and evaluation**

The Assistant Headteacher with responsibility for PSHE and the Deputy Headteacher with pastoral responsibility will take the lead on monitoring the school policy and its implementation, and acting on any resulting recommendations. This will happen informally on an annual basis, with a formal trustees' review and any necessary re-writing of the policy on a two year cycle.

*Discussed and approved by the Trustees' Wellbeing committee: 4 October 2022*

*Next review: October 2024*