



Tring School

Drugs Policy

Policy Review	
Review Schedule	3-yearly
Reviewed and Accepted by:	Local Governing Body
Date of Review:	July 2020
Date of Next Review:	July 2023

Tring School is committed to equality of opportunity for all pupils, staff, parents and carers. Policies have been written and reviewed with due regard to the Equalities Act 2010.

Scope

The RLP is at the heart of the community delivering an inclusive education to students of all ages. Our mission is to embrace challenge and to celebrate success in all that we do by striving for every learner to reach their full potential. The culture that we have in our schools means that they each retain their distinctiveness but learn and grow together and remain collectively responsible for providing all students with exciting and inspiring opportunities.

Introduction

We believe that students thrive in a happy, secure and caring environment. It is an essential part of a school ethos that the values of peace, love and caring for others should be core values that we respect and agree.

For Church Schools in the Ridgeway Learning Partnership the following biblical narrative applies:

'Let no one despise your youth, but set the believers an example in speech and conduct, in love, in faith, in purity.' 1 Timothy 4.12

'In the same way, let your light shine before others, so that they may see your good works and give glory to your Father in heaven.' Matthew 5.16

Drugs Policy

(to be read/reviewed in conjunction with the Behaviour Policy)

Staff Responsible: Head of School
Assistant Headteacher – Student Support
Life Skills Coordinator
Governor

1 Process

The process of writing this policy involved consultation between the Head of School, representatives of teaching and non-teaching staff, school governors, parents/carers, the school council, a drug education consultant, the school nurse, Heads of House, Union Representatives, Heads of House and the local police.

Further guidance came from the following documents:

National guidance:

DfES “Drugs: Guidance for Schools” (March 2004)

DfE and ACPO (Association of Chief Police Officers) “Drug advice for schools” (September 2012)

The website of the Department for Education: www.education.gov.uk

2 Definitions and Terminology

Broadly, the term ‘drug’ is defined as:

“A medicine or other substance which has a physiological effect when ingested or otherwise introduced into the body.”

In terms of our educational programme, this is defined as:

“Any substance that people take which affects the way the body functions - physically, emotionally or psychologically.”

The terms “drugs” and “drug education”, unless otherwise stated, are used throughout this document to refer to:

1. All illegal drugs (those controlled by the misuse of Drugs Act 1971) including “legal highs”
2. All legal drugs including, but not exclusively, alcohol, tobacco, volatile substances (those giving off a gas or vapour which can be inhaled), khat, ‘
3. All over-the-counter and prescription medicines

3 Aims

Set in the broader context of a programme for Life Skills, our drug education reflects whole school aims to provide a caring community in which young people can learn to respect themselves and others and take responsibility for their own actions. We are committed to the health and safety of all members of the school community and will take action to safeguard their well-being.

Fundamental to our school’s values and practice is the principle of sharing the responsibility for the education with parents and carers. We strive for effective communication and cooperation.

All non-medical drugs on school premises are unacceptable.

This policy will apply on the school premises and beyond, wherever students are within the care of school staff. This includes school trips and educational visits. The school will also have an interest in the health and well being of the students beyond these school boundaries and we would encourage parents and others in the community to adopt the same principles.

Whilst a minority of young people choose to use drugs, it is important to recognise that the vast majority of young people are choosing not to do so.

We aim:

1. To enable young people to make healthy, informed choices by increasing their knowledge, challenging and exploring attitudes, developing and practising skills, avoiding and managing risk, and resisting pressures.
2. To sanction occurrences of the use of drugs within school and in uniform but off the school site, in accordance with national and legal guidance and to ensure that students are aware of the sanctions policy in relation to drugs.
3. To help young people to develop a sense of self-awareness and self esteem in order to make healthy decisions.
4. To increase understanding about the implications and possible consequences of drug use and misuse for young people and staff on themselves, their families and the community.
5. To listen to young people's thoughts, feelings and concerns and to ensure that drug education responds to their needs and to help them communicate effectively, conducting difficult conversations where necessary.
6. To help young people distinguish between different substances, consider their use, misuse, impact and harm both in the short and long term.
7. To counteract any inaccurate or glamorising messages which young people receive about drugs.
8. To encourage an understanding for those experiencing or likely to experience drug use (including those dependent on medicinal drugs).
9. To widen understanding about related health and social issues and rules and laws relating to drugs.
10. To enable children to identify where help and support can be found and provide discreet channels of informing staff of any concerns around drugs or potential drug use.

We intend to achieve these aims through:

1. A co-ordinated, integrated and consistent approach to the curriculum and to possible drug related incidents.
2. An appropriate teaching programme which responds to students' needs.
3. Clearly designed learning outcomes for lessons and other inputs such as presentations from outside speakers.
4. Reinforcement of key messages at different ages, stages and in different situations.
5. Content and teaching approaches which match the needs and maturities of all pupils, including those with special educational needs and/or English as an additional language.
6. Involvement of the whole community, including staff, governors, parents/carers, students and visitors.
7. Training and support for staff in the planning and implementation of drug education.
8. Policy and practice will be reviewed annually by the LGB.

9. Recognising that adults are role models for students and committing ourselves to a smoke-free environment. (Since the changes to legislation in 2007 it is now illegal to smoke on the school premises).
10. Contribution from staff across the school including teaching staff, pastoral leaders and the senior leadership team in ensuring that all drug education, both in and out of the classroom is apt and consistent. Intervention from outside agencies utilised where appropriate.

4 Special Educational Needs

In planning drug education for students with SEN, our teachers consider a range of responses. For example:

1. A Team Leader is responsible for the support of students with special educational needs in Life Skills where it is appropriate.
2. Life Skills programmes and lesson plans are shared with teaching assistants.
3. The programme of study is differentiated or adapted to suit the needs of identified students.
4. Identified students can be withdrawn for small group work.
5. The member of LSC can support work in the classroom alongside the Life Skills teacher.

All staff are trained yearly on the use of an epi-pen.

5 Confidentiality

Some students may choose to mention instances of drug use in class or to individual members of the school community. Whilst staff will want to be supportive, they need to follow our Child Protection guidelines and clearly state that they may not be able to guarantee confidentiality. See Child Protection policy for further guidance on disclosures.

6 Working with visitors

We subscribe to the code of practice recommended by the Department for Education and by Hertfordshire County Council.

Visitors can make a valuable contribution to drug education provision but do not constitute a comprehensive programme. The rationale for bringing in a visitor must be clear. It must enhance the overall educational experience and must educate rather than sensationalise. It must fit with the stated aims and objectives of our Life Skills, Science and drug education policy. School staff must always be present and the educational outcomes evaluated. Outside visitors will have been provided with a copy of the school's drug policy and be DBS checked in line with school policy.

7 Liaison between schools, with parents and the wider community

We work with other schools in the area to develop consistent practices to support young people. This includes paying attention to the needs of young people as they transfer from primary to secondary school. We recognise that this and other aspects of community liaison are an important area to which we can contribute with the support of colleagues throughout DfE, the Police, the local authority and other agencies. The school ensures that the views of all parents are considered in the planning and delivery of drug education.

8 Roles and responsibilities

This policy relates to all members of the school community. All staff have a responsibility for drug education and must be fully aware of this policy and its implications for themselves and for others in the community. Whenever adults interact with children, they recognise that they may be influencing attitudes and behaviour.

a) Teaching and support staff have a responsibility to contribute to the taught curriculum for drug education. They listen to the students and determine their specific needs. These needs are met in specific drug education inputs as well as through a wider programme of personal and social skills development. All staff should consider themselves as role models whose behaviour the children are likely to notice and often follow. Staff also have a responsibility to know how they should respond to any possible drug related incidents. Training is provided on an annual basis for new teachers and every three years for the whole staff.

b) The HoS and Leadership Team (LT) have the ultimate responsibility for ensuring that policy and practice in his area are fulfilled, including appropriate curriculum content and response to drug related incidents.

c) The Life Skills Coordinator is responsible for overseeing both curriculum implementation and other elements of school life contributing to drug education. This will include monitoring and evaluating drug education policy and practice throughout the school. The Life Skills Coordinator will work with other Coordinators to identify where other learning experiences contribute to drug education.

d) The Governor with responsibility for drug education and drug related issues has received training in drug issues and understands the issues involved and how they relate to wider issues of behaviour and school ethos. S/He contributes to developing and reviewing drug education policy and practice.

e) Monitoring

The HoS takes overall responsibility for the policy and its implementation and for liaison with the Governing Body, parents and outside agencies, although the general responsibility for handling the daily implementation of the policy lies with the Life Skills Coordinator and the Leadership Team who in turn report to the Governors' Students and Family Committee. The Life Skills Coordinator is responsible for the content and its communication to students, of the taught curriculum and the Life Skills programme.

The Life Skills Co-ordinator undertakes lesson observations in line with the school's policy, selecting lessons which are covering the statutory requirements of the PSHEE programme or Citizenship.

9 Response to possible drug related incidents

In cases where illegal substances are involved the **Police will be informed**, this could be possession of illegal substances, supplying illegal substances, being under the influence of illegal substances or purchasing illegal substances.

Being in possession of an illegal substance, supplying illegal substances, being under the influence of illegal substances, (including consuming an illegal substance while under school jurisdiction) or purchasing such a substance, are all serious offences. Any involvement as

described above is extremely serious and is likely to lead to permanent exclusion and the police informed.

- Possession of illegal substances is defined as the state of having, owning, or controlling something.
- Supplying illegal substances is defined as making (something needed or wanted) available to someone; provide. This includes the distribution, redistribution and holding drugs that someone else has sourced and redistributing them to others. Exchange of money for illegal substances is not a prerequisite for provision to others.
- Under the influence of illegal substances - affected by alcoholic drink or drugs.

Sharing an illegal substance or making an arrangement to sell a substance off the school premises, or intent to supply are also both illegal and of utmost seriousness and may lead to permanent exclusion.

When coming to a decision on the sanction, the class of drug a student was in possession of /under the influence of /supplying will be taken into account in line with the law surrounding different classes of drugs. **Police involvement may be necessary at any stage of an investigation into illegal substances.**

When interviewing a pupil who may later be excluded, schools are not expected to follow the requirements of the Police and Criminal Evidence (PACE) act. (Hertfordshire Exclusion Guidance Supplement Sept 2017)

Any response to drug-related incidents needs to balance the needs of the individual pupils concerned with the wider school community. In deciding what action to take schools should follow their own disciplinary procedures. (“Drug Advice for Schools” September 2012)

We will consider each situation individually and recognise that a variety of actions, in response, may be necessary to drugs related incidents as recommended by CSF and national guidance. (Ref: “Drug Advice for Schools” September 2012 DfE/ACPO). If the situation leads to a medical emergency the school emergency aid procedures will be followed immediately.

In the absence of a medical emergency, the Headteacher must be informed, The Assistant Head – Student Support will be informed and an appropriate response considered. In the case of involvement with students from our collaboration school, Ashlyns, we would contact them to deal with any issues (on the first instance their Assistant Head – Student Support).

We will then refer to the “Drug Advice for Schools” DfE/ASCO guidelines on responding to drug related incidents to determine the necessary response. The implications of any action will be carefully considered. The focus of any response will be the student and we will seek to balance the interests of the individual, other members of the school community and the wider community.

Responses will be cross-referenced with related school policies such as:

- Behaviour
- Health and Safety
- Child Protection
- Trips and Visits
- Inclusion/Exclusion

It is important to note that if a student is found to be taking or under the influence of drugs whilst on a trip in a foreign country, the laws of the country will apply to their behaviour. This will include police involvement and that country's laws being applied. This is of particular interest to those who travel to countries outside of Europe, where laws surrounding drugs may be more stringent. If a student is found to be in possession, supplying or under the influence of drugs and is due to go on a school trip the outcome of the investigation may influence that decision.

The power to seize and confiscate items

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. For further information please see www.education.gov.uk

Screening, searching and confiscation

School staff can search a pupil for any item if the pupil agrees. Head of School and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item (including illegal drugs and drugs aforementioned above). Further information about the legal entitlement and details of searches can be found in both the school behaviour policy and at <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

What the law says:

- The person conducting the search may not require the pupil to remove any clothing other than outer clothing.
- Outer clothing means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but outer clothing includes hats; shoes; boots; gloves and scarves.
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably possible to summon another member of staff.

Also note:

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

Unless there are exceptional circumstances, we will inform parents/carers or guardians of a drug incident at the earliest opportunity so that we can work together to support the student and resolve any difficulties.

The school reserves the right to work with external agencies to prevent and search for illegal substances on the school site or in the possession of a student whilst under the jurisdiction of the school.

We have a range of professional colleagues who can give/obtain advice, support and information in drug or alcohol related situations. These include:

1. The school's Attendance Improvement Officer

2. Drug Education External Consultants
3. The School Nurse and First Aid Coordinator
4. A Connexions Personal Adviser (Key Stage 3 & 4 only)
5. The local police/Police Community Support Officer (PCSO)
6. Representatives of the local Youth Offending Team (YOT) whose role include supporting young people at risk of offending
7. Local Drug and Alcohol agencies and counselling services such as ADFAM and CAMHS
8. The FRANK campaign: www.talktofrank.com
9. Canine Team for Drugs Prevention and Education

These colleagues can provide guidance and information, and may be able to help with a needs assessment to support us in developing an appropriate response.

Our aim is to enable all students to fulfil their potential. We will work with the student, their parents/carers and colleagues from other agencies to remove barriers to achievement and resolve any difficulties that exist. Drug related situations will be considered alongside other circumstances in the young person's life and not in isolation. Permanent exclusion, whilst it remains an option, will be used as the very last resort.

10 Exclusion:

“Exclusion should only be considered for serious breaches of the school’s behaviour policy, and should not be imposed without a thorough investigation unless there is an immediate threat to the safety of others in the school or the students concerned. It should not be used if alternative solutions have the potential to achieve a change in the student’s behaviour and are not detrimental to the whole school community”, e.g. a child who has abused their prescription drug. “In some cases fixed-period exclusion will be more appropriate than permanent exclusion.”

(Drugs: Guidance for Schools, Section 5.4.6 Feb 2004)

“Exclusion should not be the automatic response to a drug incident and permanent exclusion should only be used in serious cases. More detail on excluding pupils can be found in the DfE Exclusion Guidance.”

(Drugs Advice for Schools, Page 7. September 2012)

11 Permanent Exclusion:

A decision to exclude a child permanently is a serious one. Permanent exclusion should usually be the final step in the process for dealing with disciplinary offences after a wide range of other strategies have been tried without success. Supplying an illegal drug is a serious breach of school rules and it may be one of the exceptional circumstances where the Headteacher judges that it is appropriate to permanently exclude a student, even for a one-off or first-time offence.”
Where students are permanently excluded for supplying an illegal drug, repeated possession and/or use of an illegal drug on school premises, the Secretary of State would not normally expect the governing body or an independent appeal panel to reinstate the student.”

(Drugs: Guidance for Schools; Section 5.4.9 Feb 2004)

Should a substance suspected of being illicit be found on the school premises it will be handed to the Headteacher and, in the presence of another member of staff, placed in a sealed container and both signed and dated. It should then be safely stored until it can be collected by a police officer. S/he will also be involved in advising the school on the most appropriate response to the situation. All such incidents will be recorded. See DCSF pro forma in appendices. (Drugs: Guidance for Schools; Police Involvement: Section 4.6 Feb 2004)

Staff are also aware of the protocols surrounding the safe disposal of drug paraphernalia which may be found on the premises.

(Drugs: Guidance for Schools; Disposal of Paraphernalia: Section 4.9 Feb 2004)

All staff are aware of the legal constraints on gathering evidence (including personal searches), and questioning those involved. They will not take action without involving the Headteacher and/or Assistant Headteacher – Student Support Services. See prior note on searching.

This policy will also apply to parents/carers and other visitors to the school.

References

- 'Drugs: Guidance for schools', Circular 2015/23 - Drugs guidance
- 'Drug advice for schools', DfE and ACPO, DFE-00001-2012: September 2012
- www.education.gov.uk

All documents available online

Useful Organisations

ADFAM offers information to families of drug and alcohol users, and the website has a database of local family support services. Tel: 020 3817 9410 Email: admin@adfam.org.uk
Website: www.adfam.org.uk

Alcohol Change uk works to reduce the incidence and costs of alcohol-related harm and to increase the range and quality of services available to people with alcohol-related problems
Tel: 020 3907 8480 Email: contact@alcoholchange.org.uk
Website: www.alcoholconcern.org.uk

ASH (Action on Smoking and Health) A campaigning public health charity aiming to reduce the health problems caused by tobacco. Tel: 020 7404 0242 Email: enquiries@ash.org.uk
Website: <http://ash.org.uk>

Children's Legal Centre operates a free and confidential legal advice and information service covering all aspects of law and policy affecting children and young people.
Tel: 01206 714 650 (general queries only) Email: info@coramclc.org.uk
Website: www.childrenslegalcentre.com

Children's Rights Alliance for England - A charity working to improve the lives and status of all children in England through the fullest implementation of the UN Convention on the Rights of the Child.
Email: info@crae.org.uk Website: www.crae.org.uk

Drinkaware - An independent charity that promotes responsible drinking through innovative ways to challenge the national drinking culture, helping reduce alcohol misuse and minimise alcohol related harm.
Tel: 020 7766 9900 Website: www.drinkaware.co.uk

Drinkline - A free and confidential helpline for anyone who is concerned about their own or someone else's drinking.
Tel: 0300 123 1110 (lines are open 24 hours a day)

Drugwise is a centre of expertise on illegal drugs, aiming to inform policy development and reduce drug-related risk. The website includes detailed drug information and access to the Information and Library Service. DrugScope also hosts the Drug Education Practitioners

Forum. Tel: 020 7520 7550 Email: info@drugscope.org.uk Website: www.drugwise.org.uk
FRANK is the national drugs awareness campaign aiming to raise awareness amongst young people of the risks of illegal drugs, and to provide information and advice. It also provides support to parents/carers, helping to give them the skills and confidence to communicate with their children about drugs.

24 Hour Helpline: 0300 123 6600 Email: frank@talktofrank.com; Website: www.talktofrank.com

Mentor UK is a non-government organisation with a focus on protecting the health and wellbeing of children and young people to reduce the damage that drugs can do to their lives.

Tel: 020 963 2751. Email admin@mentoruk.org

Website: <https://mentoruk.org.uk/>

National Children's Bureau promotes the interests and well-being of all children and young people across every aspect of their lives. Tel: 020 7843 6000 Website: www.ncb.org.uk

Family Lives - A charity offering support and information to anyone parenting a child or teenager. It runs a free-phone helpline and courses for parents, and develops innovative projects.

Tel: 0808 800 2222 Website: www.familylives.org.uk

Re-Solv (Society for the Prevention of Solvent and Volatile Substance Abuse) A national charity providing information for teachers, other professionals, parents and young people. Text: 07496 959930 Information line: 01785 810762. Email: info@re-solv.org

Website: www.re-solv.org

Smokefree - NHS Smoking Helpline: 0300 123 1044;

Website: <https://www.nhs.uk/smokefree>

Stars National Initiative offers support for anyone working with children, young people and families affected by parental drug and alcohol misuse.

Website: www.childrenssociety.org.uk

Youth Offending Teams – Local Youth Offending Teams are multi-agency teams and are the responsibility of the local authority, who have a statutory duty to prevent offending by young people under the age of 18. Website: <https://www.gov.uk/youth-offending-team>

Appendix 1: Drugs Education Procedures

Appendix 1 – Drugs Education Policy Procedures

The aims are implemented through a wide range of activities

1. The National Curriculum demands that the effects of substance abuse are part of the taught curriculum in all Key Stages 1-4. Schemes of work in Life Skills and Science cover these requirements at Tring School.
2. Personal, Social, Health and Economic Education (PSHEE) and Citizenship programmes (known as Life Skills at Tring School) include a significant input of Drugs Awareness and related sessions through Years 7-13. The Life Skills department is supported in the delivery by specialists from outside agencies. At Sixth form, students receive a tailored 'COOL' session which focuses on particular issues affecting 16-19 year olds.
3. It is important to ensure that the PSHEE programme is responsive to the needs of the students in the school and reflects the trends in drugs use nationally and locally. These trends are established by monitoring sources of information provided by organisations such as the Department for Education, the Police and the Department of Health's annual survey on smoking and drinking and drug use among young people in England (11 – 15 year olds) and information gathered and delivered by Drugs Link. The drugs education programme has to be flexible enough to respond to any changes reported by these sources as well as drugs related incidents within the school or wider community. Guidance is also taken from The Schools and Students Health Education Unit (SHEU) and a variety of charitable organisations.
4. Counselling and support is available to all young people at Tring School through the services of school counsellors and the school Chaplain as well as the Pastoral system which operates for the benefit of all members of the school.
5. Outside agencies co-operate actively with the school on a range of social and educational issues, including the use or misuse of substances. Tring School has regular contact with the Police, Youth Connexions service, Social Services, Education Welfare and the Health and Drug Agencies, many of whom contribute to the PSHEE programme. The Dacorum Education Support Centre also supports a number of students who are "at risk". Other more specific outside agencies such as ADASH (Adolescent Drug and Alcohol Service for Hertfordshire) and Drugs Link and the school nurse are utilised where appropriate. The local education PSCO is involved in the delivery of sessions at Key Stage 3 and 4 as well as assemblies.
6. Parental involvement is essential if schools are to receive support and encouragement in their efforts on drug education. The Life Skills Co-ordinator will present information in the school Newsletter on both Sex and Relationship and Drug and Alcohol Awareness days in Key Stage 4.

Activities for Drug and Alcohol Awareness at Tring School

Year 7

- One hour**-Introduction to Drugs- Led by professional drug awareness agency eg. Drugs Link and Connexions
- One hour**-Youth Connexions and their role at the school – Led by Life Skills teacher
- One hour**-Mental Health-Led by Life Skills teachers

Year 8

- One hour**-Mental Health- Led by Life Skills teachers
- One hour**- Smoking and E-cigarettes Talk – Led by professional drug awareness agency eg. Drugs Link and Connexions
- One hour**- Crime and consequence-Led by Life Skills teachers
- One hour**- Relationships / Being a Teenager lesson-Led by Life Skills teachers
- One hour**- Cyberbullying and internet Safety-Led by Life Skills teachers

Year 9

- One hour**- Mental Health-Led by Life Skills teachers
- One hour**-Cannabis information sessions- Led by professional drug awareness agency eg. Drugs Link and Connexions
- One hour**- Dysfunctional Relationships- Led by Life Skills teachers
- One hour**- Dangers of Holidays and concerts-Led by Life Skills teachers
- One hour**- E-safety lesson-Led by Life Skills teachers
- One hour**- Self-Esteem sessions-Led by Life Skills teachers
- Three hours**- Sex and Relationship Day (Drop down day that was led by Herts Aid outside agency and Life Skills teachers)

Year 10

- Two hours**- Mental Health session – Led by 'Time to Change' mental health organisation
- One hour**- Drug and Alcohol session – Led by Drugs Link and Life Skills teachers
- Two hours**-Court System information session-Led by magistrate and ex-offender

Year 11

- Two hour**- 'Festivals session' on drugs (illegal and 'legal' highs) alcohol and sex awareness– Led by Angelus Foundation (legal high foundation), Drugs Link, and local PCSO.
- Two hours**-Sex and Relationships session – Led by Herts Aid and Life Skills teachers

Years 12 and 13

Drugs Links talks and assembly – covering educational aspect and legal implications and outlining how drug use if caught could affect their place in education and implications of having a criminal record.