



THAMESVIEW SCHOOL

**Thong Lane, Gravesend,
Kent DA12 4LF**

**Drug Education Policy
Including
Drug Incident Management
Policy**

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DRUG EDUCATION POLICY
Including DRUG INCIDENT MANAGEMENT

THAMESVIEW SCHOOL

Drug Education Coordinator: Deputy Headteacher

Drug and drug education in the context of this document are inclusive terms including tobacco, alcohol, illegal drugs, medicines and other substances such as solvents.

A teacher of drugs education does not need to be an authority on drugs, as it is the life skills approach which is crucial to this area of learning.

Successful drugs education should start early, the key to which is developing students' life skills.

This policy applies to all students, parents/carers and staff members attending the school or whilst on school business, including off-site visits and trips.

PRINCIPLES (in keeping with the aims of the school)

Thamesview School is committed to the health and safety of all its members and believe that we have a duty to support and safeguard the well-being of all its students and staff. The school is committed to the principles of the ECM Agenda and National Healthy Schools Standard.

The school values the importance of its pastoral role in the welfare of its students and, through the general ethos of the school, we seek to encourage and develop young people's learning and support appropriate to their needs.

Education about drugs is not concerned merely with substance, but with people in their social settings and, therefore, should involve the development of attitudes, values and the development of skills, as much as the acquisition of appropriate knowledge.

Drug issues and concerns extend across socio-economic and ethnic boundaries, and students of all ages and abilities will encounter both the positive and negative effects of drugs, as used legally in medicine to aid recovery, or as illegal use. Many students have some knowledge about illegal drugs through the media, 'street talk', and personal experience. The school welcomes and encourages parent/carer and community involvement in the development of school policy and curriculum delivery.

DRUG EDUCATION AIMS

- To provide a safe, healthy environment in which students and staff can learn and develop.

- To ensure all members of the school community know and understand the rules of the school, the expectations about their behaviour and the policy regarding drug incidents and concerns about individuals.
- To promote clarity about the management of drug related incidents in the school.
- To encourage and enable students appreciate the benefits of a healthy lifestyle now and in the future.
- To enable students to make reasoned, informed choices.
- To minimise students' experimentation with illegal or harm-causing substances.
- To address and take account of local community needs, including the differences and diversity within the school community.
- To support and engage parents/carers and students in their own personal learning and responsibilities.
- To enable young people to access support structures (including the voluntary sector), i.e. Connexions Service, counselling, treatment.
- To monitor, evaluate and review learning outcomes for students.
- To work with KCC and outside agencies to secure and support a balanced delivery of a drugs education programme, e.g. Community Drugs Education Coordinators, Kent Advisory Service, other schools, Healthy Schools Schemes, Health promotion, Primary Health Care professionals, Community Police, Youth and Community.

Objectives for Drug Education

- To provide opportunities for students to acquire knowledge and identify the distinction between authorised and unauthorised drugs.
- To develop and equip students with the knowledge, attitudes and skills necessary to build their resilience and avoid peer group pressures or unwanted drug offers from others.
- To build students' decision-making skills and increased self-esteem.
- To engage parents/carers in the school and community and learning process.
- To enable students and staff to access support if they have concerns about their own or others' drug use.

- To reduce the number of young people who become involved in the criminal justice system or excluded from the education system.

PRINCIPLES OF TEACHING AND LEARNING

PSHE provides opportunities for drugs education.

The school will provide adequate time for learning to take place and provide opportunities for student debate.

Attitudes, Values and Skills

Students are taught:-

- To value and trust in their own learning through positive reflections and development of assertiveness and coping skills.
- Confidence building and communication skills.
- About themselves and their achievements, seeing their mistakes, making positive changes and setting personal goals.
- To recognise risky behaviour and risk-taking within different situations and be able to respond appropriately.
- That pressure to behave inappropriately or to take risks can come from a variety of sources, including people they know, TV and media.
- How to seek/ask for help and use basic techniques for resisting peer or other unwanted pressure in order to minimise harm to themselves or others.
- That their actions affect themselves and others, to respect and care about other peoples' feelings, trying to see things from their point of view.
- Communication and problem-solving skills are central to bringing about a positive change in attitude and actions.

In teaching drug education, teachers will use a range of teaching strategies, including role-play, discussion group work, draw and write, debate and circle time. The use of circle time is a key strategy for developing life skills.

Resources

- Teaching resources will be kept up-to-date, differentiated and culturally and age appropriate.
- The school will allocate adequate funding to Drugs Education provision.

- Adequate staff resources, development and training will be provided to address identified needs.
- There is a protocol for use of visitors contributing to the school programme.

Cross-Curricular links

Drugs education has many cross-curricular links with Science making a particular contribution. However, the development of life skills is a theme throughout the curriculum, within the programme for PSHE and enshrined in the values, which are embodied in the school's ethos. There are links to other subjects such as Humanities and Physical Education and aspects of school life, notably the spiritual, moral, social and cultural aspects of the curriculum.

Differentiation and SEN

While some students may have a fairly broad knowledge and insight into the world of drugs, there are those who have little knowledge at all. Teachers need to be sensitive to this issue and lessons are planned to take account of students' age, culture, experience and maturity. The needs of students with SEN will be taken into account by the teacher who may need to provide different resources, different activities or specific support to some students. Where a student's IEP identifies targets relating to their personal development, the teacher will ensure that opportunities are planned to support the student in achieving these.

Staff Development

This school has an on-going programme for professional development. Additional support and CPD opportunities for teachers involved in drugs education will be made available through existing CPD and training strategies provided by Kent School Effectiveness, Community Drugs Education Coordinators, Healthy Schools and other agencies.

Links to Related School Policies

Identify the links to other policies, including:-

- PSHE
- Behaviour
- Inclusion
- Child Protection
- Health and Safety
- Medicines and students with medical needs

MONITORING, EVALUATING AND REVIEWING

Senior leaders are involved in monitoring and evaluation.

Students, staff, parents/carers and Governors are consulted and the programme and policy are modified, where appropriate.

There is on-going monitoring and evaluation of the programme, teaching methodologies and learning outcomes to ensure that needs are met.

Drugs education is reviewed in line with current LA and Government guidelines.

DRUG EDUCATION POLICY

This policy was agreed and adopted at a Governors' Meeting held on _____ *(date)*

Signed: _____ (Governor)

Signed: _____ (Headteacher)

The policy will be formally reviewed in _____ *(date)*

DRUG INCIDENT MANAGEMENT POLICY

This guidance has been developed to meet the requirements of the DfE guidance 'Drugs: advice for schools' (<https://www.gov.uk/government/publications/drugs-advice-for-schools>)

1. The School boundaries are defined as any area where a student is whilst he or she is in the charge of the school. Normally this means any area within the perimeter fence of the school. During outside activities or trips it means anywhere where the student is in the charge of the school and its staff, whether this is within or outside school hours.

Students, parents, carers and all staff should be aware of the school drug incident management policy and the school's expectations.

2. If a student is suspected of being involved in drug misuse or causing concern about his/her drug use, or makes a disclosure about their own drug misuse, the SLT member available will make an assessment of the extent of the drug misuse as far as possible and refer the student to the local Young Person's Substance Misuse Service for further help and support where this is indicated or the local Drug Intervention and Support Programme.

Communication between staff and early involvement of parents/carers may set the scene for early, supportive pastoral intervention. An appraisal should take place to determine the nature of the student's needs and the additional support a student might need if, for example:-

- Their knowledge about drugs is low;
- They rely upon frequent use of drugs;
- Their drug use is affecting performance at school;
- Their drug use is causing problems such as conflict at home;
- They feel under pressure to use, perhaps due to other problems;
- Their (or someone else's) drug use is impacting on their behaviour and/or emotional health.

In addition to the drug education they receive through the curriculum, extra support may include any or all of the following:-

- Referring a student to the Drugs Intervention Support Programme to request some guidance, support and education to help the young person be able to resist taking drugs and be aware of the effects;
- Providing information and advice in relation to specific drugs;
- Developing self-esteem and skills such as strategies for seeking support;
- Increasing their motivation to address their drug use;
- Facilitating access to activities of interest to them (such as Youth Clubs, extra-curricular events and activities and external provision)
- Liaising with the Connexions Service who can identify need and co-ordinate the help of specialist agencies.

3. **Procedures for managing students suspected of or found in possession of unauthorised drugs**
- 3.1 All teachers have a duty of care and the students' safety and care is of paramount importance.
 - 3.1.1 Staff must report any incidences (suspected or otherwise) immediately using the usual procedures for incidents related to inappropriate behaviour.
- 3.2 **If a student appears intoxicated by drugs or drink** whilst at school, first aid or medical supervision must be the first consideration. If necessary the young person should be taken to the local Accident & Emergency Unit. The school drugs coordinator or a member of the student's Community Team will contact his/her parents or carers and request they collect him or her from school. If they are unavailable, the student will be supervised in a suitable room until the parents/carers are able to collect him or her, or other action appropriate to the individual and circumstances has been taken (this may include staff taking the student home).
- 3.3 **If a student brings drink or drugs to school or you have good reason to believe they have done so, or if a student is found with a substance or a drug thought to be unauthorised, these procedures should be followed:-**
 - 3.3.1 All unknown tablets, powders and substances should be regarded as unauthorised.
 - 3.3.2 There are Health and Safety considerations associated with handling unidentified substances. Gloves should always be worn if available, or a bag can be turned inside out and used to pick up the suspected drug. Advice is available through KCC Education Health and Safety Unit. <http://www.kelsi.org.uk/school-management/health-and-safety>
 - 3.3.3 **The Police should be the first point of contact with regard to confiscation of suspected drugs in schools.**
 - 3.3.4 The police recognise that these issues will impact on the young person, their families, friends and the wider school community.
 - 3.3.5 In "Emergency" situations where the Police are unlikely to be able to attend immediately, the safety of all concerned is paramount, police assistance should be summoned in the most appropriate way (999 or local police station).
 - 3.3.6 **Do NOT flush substances down the toilet.**
 - 3.3.7 If a student has taken a drug, or there is reasonable evidence to assume so, a trained first-aider should be called immediately, and professional medical help sought, where appropriate. If not, call another member of staff for help and as a witness.
 - 3.3.8 Inform the Headteacher and the School drugs coordinator as soon as possible after you have ensured the safety of the student and any other students involved. Staff must report suspected incidents immediately to a senior member of staff.

3.3.9 Searching Students

Students are usually co-operative and when asked will empty their pockets/bags and hand over the suspected drugs. Students can be searched by school staff when there is a suspicion that they are in possession of a prohibited item such as cigarettes, lighters, pornographic images, weapons, alcohol or illegal drugs – see DfE guidance <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

3.3.10 The Police can retain, secure and have the substance analysed and offer advice and guidance regarding the alternative options. Kent Police work closely with the LEA and Alcohol Action Team. There are agreed protocols about dealing with ‘experimental’ drug use, which seek to reduce harm to the student and minimise school exclusions (for a full range of responses see DfE: Drug Guidance for Schools, sections 3.13.1-9).

3.3.11 Confiscated drugs should be sealed in a clear, tamper-proof plastic bag, with the completed incident form attached, and locked away until the police arrive

3.3.12 Where it is considered that the student has been at risk, or it is thought that the drug or substance is unauthorised, the student’s parent or carer should immediately be contacted and asked to attend the school, unless this is not considered to be in the best interests of the student, in which case Kent Child Protection Guidelines should be followed.

Contact should be made with the Area Children’s Services Officer if appropriate who will inform the KCC press office if it looks as though the media may become involved.

3.3.13 Teachers cannot guarantee confidentiality and where a student discloses information that indicates he or she is at risk, the information must be passed immediately to the appropriate person (Headteacher, Drugs Education Coordinator, Child Protection Coordinator). A teacher should sensitively indicate to a student that confidentiality cannot be maintained, preferably before any disclosure takes place.

You should record what has happened and all actions taken as soon as possible and the witness should countersign your statement.

3.3.14 If the Headteacher or drugs coordinator is unavailable, or the incident happens off site, alternative arrangements should be in place (see section 7 below).

4. What happens next?

It is important that sanctions are appropriate, justifiable, proportional and necessary and it may be that the student is in need of additional support and/or educational input regarding the issues surrounding drug misuse (see section 2). When students are in the school’s care for extended periods of time outside “normal hours but off-site,” the same sanctions apply as if the child is in school. This includes residential visits.

5. Residential and off-site visits

Residential and off site visits must comply with KCC “Regulations and Guidance for Off site Activities” full risk assessment practice. Drug issues, including tobacco and alcohol should be

discussed. Students and parents/carers must be clearly informed of the school's expectations and repatriation policy and sign the code of conduct/consent form.

If a drug related incident occurs during a foreign trip, it is advisable to seek the help of the British Consulate before involving the local police, if this is deemed necessary. Under no circumstances should unauthorised drugs be carried across national borders. The school's on-site sanctions will apply (see section 4).

6 Confidentiality and Child Protection Issues

Schools must be absolutely clear about boundaries of their legal and professional roles and responsibilities. A clear and explicit confidentiality policy should ensure good practice throughout the school, which both students and parents/carers understand. Teachers cannot guarantee absolute confidentiality, and where a student discloses information that indicates he or she is at risk, the information must be passed immediately to the appropriate person (Headteacher, school drugs coordinator, designated Child Protection Coordinator). A teacher should sensitively indicate to a student that confidentiality cannot be maintained, preferably before any disclosure takes place. Each school is encouraged to develop a Confidentiality Policy under the Sex and Relationship Education Guidance (DfE July 2000).

7. Staff

Any staff bringing unauthorised drugs to work or are present at work in an intoxicated state (including while staff are 'on duty' on school trips and activities off-site) could be subject to disciplinary procedures and possible police prosecution. All staff have a duty of care to the students, therefore the Headteacher must be informed immediately. All staff are expected to report any other member of staff suspected of bringing drugs to school or being intoxicated at work.

Any staff member who does not comply with this policy will be subject to disciplinary proceedings. It is good practice to make every effort to support the member of staff in these circumstances and encourage them to seek appropriate professional help.

8. Parents/Carers and drug incidents

Informing parents/carers

In any incident involving unauthorised drugs, schools are normally advised to involve the child's parent/carer and explain how the school intends to respond to the incident and to the student's needs. In exceptional circumstances, where the school suspects that to do this might put the

child's safety at risk or if there is any other cause for concern for the child's safety at home, then the school should exercise caution when considering involving parents/carers. In any situation where a student may need protection from the possibility of abuse, the school's Child Protection Coordinator should be consulted and local child protection procedures followed.

Parents/carers should be encouraged to approach the school if they are concerned about any issue related to drugs and their child. Schools can refer parents/carers to other sources of help, for example, drug or alcohol specialist agencies or family support groups.

Children of drug misusing parents/carers

Schools need to be aware of the impact parent/carer drug misuse can have on a child and his/her education. Children of drug misusing parents/carers may be at greater risk of emotional and/or physical harm, but this is not always the case. A parent/carer with a drug problem does not necessarily neglect their child or put them at risk. Schools should be alert to behaviour which might indicate that the child is experiencing difficult home circumstances.

Where the help of external services might be needed, and the child's safety is not considered at risk, schools are recommended to liaise with the Connexions Service about possible referral to other agencies. The school policy on confidentiality should be carefully followed and the student informed at every step.

(Further guidance and advice available from CDEC. See also KCPC "Working with drug misusing parents")

Intoxicated parents/carers on school premises

When dealing with intoxicated parents/carers, staff should attempt to maintain a calm atmosphere. On occasions, a teacher may have concerns about discharging a student into the care of a parent/carer. The focus for staff will always be the maintenance of the child's welfare, as opposed to the moderation of the parent's/carer's behaviour.

Where the behaviour of an intoxicated parent/carer repeatedly places a child at risk or the parent/carer becomes abusive or violent, staff should consider whether the circumstances of the case are so serious as to invoke child protection procedures, and the involvement of the police, if necessary.

9. Monitoring, Evaluation and Reviewing of this policy

- There is a Coordinator and a linked Governor for drug policy development.
- Senior leaders are involved in monitoring and evaluation.
- Students, staff, parents/carers and Governors are consulted and the policy is modified, where appropriate.
- There is ongoing monitoring and evaluation of the effectiveness of this policy to ensure that needs are met.
- The Drug Related Incident Management Policy is reviewed in line with current LA and Government guidelines. It is recommended that this review takes place at least every two years.

THE TERM 'DRUGS' refers to ALL DRUGS including MEDICINES, LEGAL HIGHS, VOLATILE SUBSTANCES, ALCOHOL AND TOBACCO

DRUG INCIDENT MANAGEMENT POLICY

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Signed: _____ (Governor)

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