



# DRUGS EDUCATION POLICY

Author of Policy  
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Date adopted by Governors/Academy  
December 2014



Signed on behalf of Governing Body

Reviewed  
December 2014

ALL SAINTS CHURCH OF ENGLAND ACADEMY, PLYMOUTH  
Pennycross, PLYMOUTH PL5 3NE

All Saints Church of England Academy, Plymouth aims to be an inspirational community of learning, which will transform the life chances of the students and make a positive contribution to the well-being of the local community and the wider world. The Academy is rooted in Christian values including truth, justice, forgiveness, generosity and respect. The Academy aims to provide outstanding educational opportunities and experiences which will enable all students, regardless of ability and background, to bring out the best in themselves, and to make a difference for good in the world.

The Academy believes that education is about the development of the whole person, and in educating each student will endeavour to:

- sharpen the mind
- enrich the imagination
- strengthen the body
- nourish the spirit
- encourage the will to do good
- open the heart to others

This policy and the associated procedures are based on these principles, aims and beliefs.

# Introduction

## Definition

Drugs may be defined as any chemical substance that brings about a change in a person's emotional state, body functioning or behaviour. By definition caffeine, alcohol, tobacco and prescribed medicines, solvent and illegal drugs are all contained within the spectrum of substances known as drugs.

For purposes of this document the term 'drugs' will be used to describe substances which interfere with a student's ability to learn, are potentially harmful, or are capable of misuse, including some whose possession is illegal.

The following categories of drugs are likely to cause most concern:

- Drugs which interfere with a student's ability to learn for example alcohol, magic mushrooms and solvents
- Drugs which are used but which have potentially harmful effects on student's health, for example tobacco
- Drugs which are illegal, for example cannabis, amphetamines, ecstasy and LSD
- Drugs which are misused in sport to enhance performance, for example analgesics and steroids

Drugs can include those that are legal, such as alcohol, tobacco and solvents purchased over the counter, prescribed drugs and illegal drugs such as cannabis, ecstasy, heroin and crack/cocaine and LSD.

The Academy believes that the possession and use of drugs on the premises or during the Academy day is inappropriate. All the drugs covered in this policy are not permitted to be brought, sold or otherwise obtained on Academy premises or during the Academy day, including when students are on Academy visits. This also applies to adults working at and for the Academy. Individual exceptions may be made at the discretion of the Principal for those where appropriate.

## Drugs Education

The Academy provides a planned drug education curriculum as part of Personal Development that reflects knowledge and understanding, attitudes and personal and social skills. Drugs education will:

- enable students to make healthy, informed choices by increasing knowledge, exploring their own and other people's attitudes and developing and practicing skills
- promote positive attitudes towards healthy lifestyles
- provide accurate information about substances
- increase understanding about the implications and possible consequences of use and misuse
- encourage an understanding for those experiencing or likely to experience substance use
- widen understanding about related health and social issues, eg sex and sexuality, crime, HIV and AIDS

- seek to minimise the risk that users and potential users face
- enable young people to identify sources of appropriate personal support

On the whole teachers will deliver drug education but where appropriate, outside visitors will contribute and will be aware of the Academy drug policy. All staff have access to on-going support and training as part of their own professional development and teaching materials are reviewed for quality and relevance.

The Academy actively co-operates with other agencies such as community police, social services, the LA and health and drug agencies to deliver its commitment to drugs education.

### **Statutory Duty of the Academy**

The Principal takes overall responsibility for the policy and its implementation, for liaison with the Governing Body, parents & carers, LA and appropriate outside agencies and for the appointment within the Academy of a named person who will have general responsibility for handling the daily implementation of this policy. The Principal will ensure that all staff dealing with drug related issues are adequately supported and trained.

## **Purpose**

The aim of drug education is to enable students to make healthy and informed choices. 'Drugs' is defined as any chemical substance that brings about a change in a person's emotional state, body functioning or behaviour. By definition caffeine, alcohol, tobacco and prescribed medicines, solvents and illegal drugs are all contained within the spectrum of substances known as drugs.

A further aim of the drugs education policy is to acknowledge and clarify the Academy's role in drug awareness and drug education and ensure it is appropriate to student's needs. The policy will provide information about procedures in response to any drug-related incident and provide guidance to teachers, support staff and outside visitors.

The Academy is aware that a drugs education policy should ensure that schools/academies take a whole school/academy approach on the issue of drugs as part of the commitment to being a healthy school/academy. Teachers need to be confident and skilled to teach drug education and students, who are concerned about drugs, need to be supported.

The policy aims to have clear procedures for responding to drug-related incidents with an expectation that the LA is supporting the Academy with implementation of this policy. Sanctions for incidents should be consistent with those of the Academy's Behaviour policy.

# Procedure

## Aims

The aims of these procedures are to:

- maintain the ethos of the Academy
- uphold the agreed Behaviour policy
- reduce situations of risk for the majority
- deter future occurrences
- meet the needs of the offending student and his or her family

## Practice

The suspected drug and any associated equipment, except needles, will be removed/confiscated by the nominated [or appropriate] member of staff concerned [with gloves and in the presence of a witness if possible]. Any suspicious substances or equipment are placed as soon as possible in a tamper proof plastic bag provided by the Principal. Staff involved will record the sequence of events and people involved should be kept to a minimum. It is important that there is the minimum of handling and delay in securing what may become future evidence. Articles should be put in a place of safety.

Staff are reminded to be aware of the sensitivities of searching. Although it is permissible to invite a student to hand over or empty a bag or open their locker it is not permissible to search their person. The Children Act has made schools and colleges more aware of the need to respect the personal dignity of children and to protect staff from personal contact with them.

The Academy should be vigilant in checking premises and grounds for health and safety hazards including signs of any discarded equipment which may be drug related. If needles are found the LA procedure must be followed.

In the Academy Drug Education will:

- be delivered in a clear and open manner that informs without encouraging drug misuse
- encourage active student participation
- be provided at regular intervals throughout the Academy career
- be provided by teachers with support from other professionals as appropriate, who have had relevant training, using advice and support from other agencies
- be monitored, evaluated and regularly reviewed to inform further practice
- be backed up with access to advice, counselling or help for young people and their families with problems or concerns

In instances involving substance misuse or supply on the premises, and following discussion between staff members who know students well, parents will be informed at the earliest opportunity by the Principal. The Academy and parents can then work together to support the young person involved.

If a young person admits to using or supplying substances off the premises, the teacher's discretion will be involved, but informing the appointed named person is appropriate action. The co-ordinator should inform the Principal, who will inform the parents.

There is no legal obligation to inform the police, though they may be able to give relevant support and advice. However, it should be noted that a school/academy cannot knowingly allow its premises to be used for the production or supply of any controlled drug, or the preparation or smoking of cannabis or opium. Where it is suspected that substances are continuing to be sold on the premises, details regarding those involved and as much information as possible, will be passed to the Police Liaison Officer or Community Affairs Department.

The Executive Board will be involved in drug education and drug related incidents in the same manner as any other matter concerning the direction of the Academy.

The Academy will consider each substance incident individually and recognise that a variety of responses will be necessary to deal with incidents. The Academy will consider very carefully the implications of any action it may take, it seeks to balance the interests of the student involved, the other Academy members and the local community. Permanent exclusion may be warranted as a final sanction when all other reasonable steps have been taken.

The Principal will take responsibility for liaison with the media, where required. As the issue of drug misuse is an emotive one, and is likely to generate interest from the local and national media, the Academy will take appropriate advice and guidance from the LA press office and legal department to ensure that any reporting of incidents remains in the best interests of the young people, their families and the Academy.

### **Monitoring, Evaluation and Review**

The Governing Body will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

Policy produced through consultation with members of the Academy SLT and the Personal Development Co-ordinator.

Policy will be made available, via the VLE, to all staff, parents and carers.

## **Resources**

Appendix A: Possible signs and symptoms of Drug Misuse

Appendix B: Substance use and misuse

Appendix C: Summary of Guidance on responding to drug related incidents

Appendix D: Guidelines on the use of visitors and outside agencies

Appendix E: Useful contacts

## POSSIBLE SIGNS AND SYMPTOMS OF DRUG MISUSE

The signs listed may indicate that individuals or groups of young people are misusing drugs. Their presence alone is not conclusive proof of drug or solvent misuse; many of them are a normal part of adolescence but the presence several signs together may point to a need for greater vigilance.

### Behaviour

- Sudden and regular changes of mood or irritability
- Unusually aggressive or restless
- Gradual loss of interest in school/college work, friends, hobbies etc
- Increased evidence of lying or other furtive behaviour
- Loss of money or other objects from the house
- Keeping at a distance from other students and away from points of supervision
- Being the subject of rumours about drug taking
- Talking to strangers on or near the premises
- Stealing, which appears to be the work of several individuals rather than one person
- Use of drug takers' slang
- Exchanging money or other objects in unusual circumstances
- Associating briefly with one person who is much older and not normally part of the peer group
- Secretiveness about leisure time activities
- Regular absence on certain days

### Physical Symptoms

- Loss of appetite
- Uncharacteristically drowsy or sleepy
- Unusual stains, marks or smells on the body or clothes or around the house
- No interest in physical appearance
- Sores or rashes especially on the mouth or nose
- Heavy use of scents, colognes etc to disguise the smell of drugs
- Drunken behaviour
- Frequent and persistent aches, sore throat or running nose [whatever the reason, a visit to the GP would be wise]

**Equipment which may be used**

- Scorched pieces of tin foil
- A home-made pipe
- The remains of a cannabis cigarette with a small cardboard tube filter
- Sunglasses worn at inappropriate times
- Foil containers or cup shapes made from silver foil – perhaps discoloured by heat
- Pill boxes
- Plastic, cellophane or metal foil wrappers
- Small plastic or glass phials or bottles
- Twists of paper
- Straws
- Sugar lumps
- Syringes or needles
- Cigarette papers and lighters
- Spent matches
- Plastic bags or butane gas containers [solvent abuse]
- Cardboard or other tubes
- Stamps, stickers or similar items
- Shredded cigarettes, home-rolled cigarettes and pipes
- Small squares of paper folded to make little envelopes

## SUBSTANCE USE AND MISUSE

Curriculum Guidance – Health	SSCA Science Statutory Requirements
<b>Key Stage 1 5-7 years old</b>	
<ul style="list-style-type: none"> <li>▪ Know that all medicines are drugs but not all drugs are medicines;</li> <li>▪ Know that all substances can be harmful if not properly used;</li> <li>▪ Know about different types of medicine and that some people need them to live a normal life;</li> <li>▪ Know and understand simple safety rules about medicines, tablets, solvents, household substances.</li> </ul>	Should be taught about the role of drugs as medicines.
<b>Key Stage 2 7-11 years old</b>	
<ul style="list-style-type: none"> <li>▪ Know that all medicines are drugs but not all drugs are medicines;</li> <li>▪ Know that there are over-the-counter, prescribed, legal and illegal substances and have some understanding of their effects;</li> <li>▪ Know how to make simple choices and exercise some basic techniques for resisting pressure from friends and others;</li> <li>▪ Know the importance and beneficial part which drugs have played in society.</li> </ul>	Should be taught that tobacco, alcohol and other drugs can have harmful effects.
<b>Key Stage 3 11-14 years old</b>	
<ul style="list-style-type: none"> <li>▪ Recognise personal responsibility for decision about substance use;</li> <li>▪ Know the basic facts about substances including their effects and relevant legislation;</li> <li>▪ Be aware of myths, misconceptions and stereotypes linked with substance use;</li> <li>▪ Develop appropriate techniques for coping with situations in which substances use occurs.</li> </ul>	Should be taught that the abuse of solvents, tobacco, alcohol and other drugs affects health.
<b>Key Stage 4 14-16 years old</b>	
<ul style="list-style-type: none"> <li>▪ Explore the historical, cultural, political, social and economic factors relating to the production, distribution and use of drugs worldwide;</li> <li>▪ Understand that Britain is a drug-using society and recognise the different patterns of use and their effects, eg transmission of HIV infection through shared needles and the detrimental effect on the foetus of all types of drug use;</li> <li>▪ Recognise that individuals are responsible for choices they make about drug use;</li> <li>▪ Be able to analyse safe levels of intake: eg tobacco use is never safe, limited use of alcohol may be;</li> <li>▪ Discuss the role of the media in influencing attitudes towards drugs, particularly smoking and alcohol;</li> <li>▪ Be able to communicate effectively and confidently with those who administer medication.</li> </ul>	Should be taught the effects of solvents, tobacco, alcohol and other drugs on body functions.

Key Stage 3	Key Stage 4
<b>Knowledge and understanding</b> <ul style="list-style-type: none"> <li>▪ School rules relating to medicines, alcohol, tobacco, solvents and illegal drugs and responses to drug related incidents.</li> <li>▪ Information about legal drugs including prescribed and over-the-counter medicines and illegal drugs, their effects and associated health risks.</li> <li>▪ Scientific terminology including the following words; use, misuse, abuse, addiction, tolerance, dependence, overdose, withdrawal and adulteration.</li> <li>▪ Different categories of drugs – including stimulants, depressants, analgesics and hallucinogens. The law relating to drugs.</li> </ul>	<b>Knowledge and understanding</b> <ul style="list-style-type: none"> <li>▪ School rules relating to medicines, alcohol, tobacco, solvents and illegal drugs and responses to drug related incidents.</li> <li>▪ Information about drugs including their legal status, effects and appearance.</li> <li>▪ Personal, social, financial, biological and psychological effects of drug misuse.</li> <li>▪ Patterns of drug misuse locally and nationally and the impact on the community and wider society.</li> <li>▪ Dangers associated with particular drugs, mixing of drugs and specific environments and moods.</li> </ul>

Skills	Skills
<ul style="list-style-type: none"> <li>▪ Identifying risks to health.</li> <li>▪ Communication with peers, parents and professionals.</li> <li>▪ Decision-making and assertiveness in situations relating to drug misuse.</li> <li>▪ Giving and securing help if needed [e.g. placing someone in the 'recovery position'].</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifying and assessing risks.</li> <li>▪ Communicating with peers, parents and professionals.</li> <li>▪ Decision-making and assertiveness in situations relating to drug use.</li> <li>▪ Managing conflict and aggressive behaviour.</li> <li>▪ Communicating drug advice to other young people.</li> <li>▪ Giving and securing help if needed for a variety of situations.</li> </ul>

Key Stage 3	Key Stage 4
<b>Attitudes</b> <ul style="list-style-type: none"> <li>▪ Attitudes and beliefs about drugs and drug users among different groups in society.</li> <li>▪ Impact of the media and advertising on young people's thinking.</li> <li>▪ Attitudes towards drugs and laws relating to drugs.</li> <li>▪ Recognition of oneself as a role model and acceptance of responsibility for one's actions.</li> <li>▪ Taking responsibility for one's own, and other people's safety.</li> </ul>	<b>Attitudes</b> <ul style="list-style-type: none"> <li>▪ Social and cultural influences on young people.</li> <li>▪ Attitudes towards drugs, drug users and misusers and laws relating to drugs, including licensing and retailing laws.</li> <li>▪ Individuals' responsibility for their own actions.</li> </ul>

### Post 16

Drug education need not stop at Key Stage 4; schools/colleges may wish to extend their drug education programme to Years 12 and 13. They will need to consider how the knowledge and understanding, attitudes and skills developed through earlier key stages can be reinforced and extended.

## APPENDIX C

## SUMMARY OF GUIDANCE ON RESPONDING TO DRUG RELATED INCIDENTS

Illnesses/Inappropriate Behaviour	Suspected possession	Suspected Dealing/Sharing
<b>Don't Panic!</b>	<b>Don't Panic!</b>	<b>Don't Panic!</b>
1 Usual First Aid procedures	1. At least 2 members of staff to question student/students	1. Report suspicious/allegations to designated person who will:
2 Call First Aider/Ambulance if serious concern	2. Remove substance and/or equipment if possible. Could be over the counter/prescribed medication	2. Remove substances or equipment if present, seal and store securely as future evidence, minimising handling
3 Make casualty safe and comfortable	3. Report to designated person, seal, store and secure substance, minimising handling. Collect all other information from staff and students and write a report.	3. Collect all other information from staff, students and write report for:
4 Remove any substance and/or equipment, seal and store securely or send with casualty if necessary	4. Consultation with Principal who will inform parents of concerns and decide whether to involve others	4. Principal who will inform/consult with parents about allegations and decide whether to involve others
5 Check against known medical conditions and prescriptions in records	5. If suspected illegal substance contact Police for support for school/college and family unless the seriousness requires more prompt Police involvement	5. If allegations have some grounds and/or suspected illegal substances are found, contact Police for support unless seriousness requires more prompt Police involvement
6 Constant supervision until parents/medics take over	6. Inform Chair of Executive Board	6. Inform Chair of Executive Board
7 Designated person to oversee and co-ordinate. He/she will:	7. If illegal substance involved act in line with Behaviour Policy for punitive response and support	7. If illegal substance involved act in line with Behaviour Policy for punitive response and support

Illnesses/Inappropriate Behaviour cont.	Suspected possession cont.	Suspected Dealing/Sharing cont.
8. Inform parents/carers	8. Inform LA if exclusion occurs	8. Inform LA if exclusion occurs
9. Subsequently collect all evidence and write report, including accident form if necessary		
10. If substance suspicious inform the Police		
11. Inform Chair of Executive Board		
12. If proved to be an illegal substance may need punitive response and referral for support, in line with Behaviour Policy		
13. Inform LA if exclusion occurs	Careful thought needs to be given to how staff and students will be informed of and reassured about any incident	

## APPENDIX D

**GUIDELINES ON THE USE OF VISITORS AND OUTSIDE AGENCIES**

Health education is a shared responsibility; what is learned at school can and should be supported by experiences at home and in the community. It is, therefore, sometimes appropriate to involve visitors from outside agencies, not to undertake the above but to support it.

Before involving visitors in any aspect of health education, especially sex and drugs, staff in school should ensure that:

- the Principal knows and approves
- the visitor shares the school's values and approach
- the contribution is consistent with the school's own theory and practice and the information is impartial
- an outsiders contribution is consistent with the school's own theory and practice and the information is impartial
- an outsider's input is being sought for sound educational reasons and that the particular visitor is most appropriate source of that input
- the contribution from the visitor is an integrated element of the curriculum with appropriate planning, preparation and follow-up work
- the visitor understands the emotional and intellectual levels of the children or young people involved and can communicate at the appropriate level
- the legal implications of having and using visitors in school in respect of child protection and the Children Act 1989 are addressed
- if concerns arise, that the Principal of the school checks with LA sources
- **Visitors should never be left alone to work with students.** The teacher **must** be part of the experience so that he/she can provide follow up work.

## USEFUL CONTACTS

Harbour Centre Drug and Education Team [01752] 434343

Contact: Maggie Kelly [01752] 434291

Free INSET

Beacon Park Police Station [01752] 488507