



The Nicholas Hamond Academy

Drugs Policy Guidance

Date of introduction: November 2016

Date of review: January 2018

Date of next Review: January 2020

Signed Acting Principal

Date

Signed Chair of Governors

Date

This policy has been developed and implemented in consultation with the whole Academy community including students, parents/carers, staff, governors and partner agencies.

Member of staff responsible: Simon Franklin – Vice Principal

1. Philosophy

Examples:

a. We live in a drug-consuming community. Schools are an integral part of the community and are therefore likely to come into contact with drug related issues in a variety of ways. At TNHA this fact is recognised and through the effective implementation of this policy the Academy aims to ensure that the school community is protected, supported and educated regarding drug related issues. The children are encouraged to respect their bodies and exercise control over what goes into them in an informed and health promoting manner.

2. The Academy's stance towards drugs, health and the needs of students

2.1: The possession, use or supply of illegal and other unauthorised drugs within school boundaries is unacceptable as it poses a significant risk to other students. Bringing controlled substances into the Academy will result in a Permanent Exclusion and the police will be involved immediately. Similarly the selling of controlled substances will also result in a Permanent Exclusion.

2.2: Illegal drugs (See appendix 5) have no place in schools. However, there are instances where other drugs may legitimately be in school.

- Medicines – See Medicine Policy.
- Non-prescribed medicines – See Medicine Policy
- Volatile substances – must be securely stored to prevent inappropriate access or use, arrangements are set out in the Health and Safety Policy
- Alcohol is not permitted on Academy premises unless permission is given by The Principal for a special school event. The arrangements for storage and use must be agreed and adhered to.
- Tobacco – This is not permitted on site. Students caught smoking or with tobacco will be subject to a one day FTE

2.3: In every case of an incident involving drugs, the Academy's priority is on the health and safety of the students and staff, meeting any medical emergency with first aid and summoning appropriate help before addressing further issues.

2.4: In every case of an incident involving drugs including alcohol, the school must complete:-

2.4.1: A record of incident involving unauthorised substances form (see Appendix) This form is used even if the incident was the finding of paraphernalia therefore the screening tool would not be used unless student involved.

2.4.2: A CAF and substance misuse screening tool (see Appendix) if the incident involves a student

3. Location and dissemination of policy

3.1: The Drug Policy is located with e.g. the Principal, all staff, main office and governors etc. Disseminated via e.g. staff meetings, parents open days, Academy publications, Academy councils, staff induction etc.

4. Links with other Academy Policies

4.1: Our Academy drugs policy links to other policies – namely Behaviour, Child Protection, Medicines, Health and Safety, Pastoral Support, PSHE, Citizenship, School Visits.

5. Links with local and national guidance

5.1: The links with local and national guidance

- The Government's National Strategy - Prevent today's young people from becoming tomorrow's problem drug users. www.drugs.gov.uk/young-people/strategy/
- Drugs: Guidance for schools
- Drug, alcohol and tobacco education: curriculum guidance for schools

6. Purpose of the Policy

6.1: The purpose of this Drug Policy is to:-

- Clarify the legal requirements and responsibilities of the Academy
- Reinforce and safeguard the health and safety of students and others who use the Academy
- Clarify the Academy's approach to drugs for all staff, students, governors, parents/carers, external agencies and the wider community
- Give guidance on developing, implementing and monitoring the Academy's drug education programme
- Enable staff to manage drug-related issues on Academy premises, and any incidents that occur, with confidence and consistency, and in the best interests of those involved
- Ensure that the response to incidents involving drugs complements the overall approach to drug education and the values and ethos of the Academy
- Provide a basis for evaluating the effectiveness of the Academy's drug education programme and the management of incidents involving illegal and other unauthorised drugs
- Reinforce the role of the Academy in contributing to local and national strategies

7. Where and to whom the policy applies

7.1: This policy applies to staff, students, parents/carers, governors and partner agencies working with the Academy on the premises and the within the perimeters and also includes:

- Journeys in school time
- Work experience
- Residential trips
- During the school day
- Those students educated in further education or other provision

8. Staff with key responsibility for drugs

8.1: The designated senior member of staff with overall responsibility for all drug issues within the Academy is Mr S Franklin His responsibility includes the management of drug incidents in accordance with the procedure laid out in this policy.

8.2: All staff should be fully aware of the procedures for managing incidents, including whom they should inform and who has authority regarding issues such as searching Academy property and involving the police.

The guidance is for all staff and those responsible for providing guidance and support to students/students of the Academy

9. Definitions

9.1: A drug is a substance people take to change the way they feel, think or behave.

9.2: The term 'drugs' and 'drug education', unless otherwise stated, is used throughout this document to refer to all drugs:

- All illegal drugs (those controlled by the Misuse of Drugs Act 1971) (see appendix 4)
- All legal drugs, including alcohol, tobacco, volatile substances (those giving off a gas or vapour which can be inhaled), ketamine, khat and alkyl nitrites (known as poppers)
- All over-the-counter and prescription medicines

10. Drug Education

10.1: Drug education is a major component of drug prevention.

10.2: Drug prevention aims to: minimise the number of young people engaging in drug use; delay the age of onset of first use; reduce the harm caused by drugs; and enable those who have concerns about drugs to seek help.

10.3: The aim of drug education is to provide opportunities for students to develop their **knowledge, skills, attitudes** and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions.

10.4: Therefore drug education in TNHA allows opportunity for children/young people to:

10.4.1: Increase their **knowledge** and understanding and clarify misconceptions about

- the short- and long-term effects and risks of drugs use
- 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 and political issues surrounding drugs

10.4.2: Develop their 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

10.4.3: Enable them to explore their own and other people's **attitudes** towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences

10.5: Drug Education in the curriculum...

10.5.1: Drug education is an entitlement for every student and is supported by Section 351, of the Education Act which requires every school to provide a balanced curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of students at the Academy and of society
- Prepares students at the school for the opportunities, responsibilities and experiences of adult life

10.6: Drug education is delivered through:

- PSHE at KS3 and KS4
- Deep Learning Days in KS4
- The citizenship programme of study at KS3 and KS4
- Science

10.7: Issues considered when planning:

- Provision is made for vulnerable students by assessing individual needs and working with external agencies to give the correct support
- Drug education of students with special educational needs is designed to be appropriate to their level of learning

10.8: Approach

- Drug education will be taught in a safe, secure and supportive learning environment
- Ground rules will be agreed, established and reviewed periodically through discussion with students
- Teachers will use a selection of active learning approaches – action research/mind-mapping/case studies/circle time/creative writing literature/discussion/external contributors/drama visits/formal debate/group work/interactive ICT/local surveys/media analysis/peer education/questionnaires/role-play/simulations/structured games/theatre-in- education/video supported by follow-up discussion etc.
- The class teacher will always share teaching the lesson and always be in the classroom. A copy of the drug policy will be made available to all outside speakers.
- Drug education and active learning approaches to be in accordance with the Academy's Teaching and Learning Policy

10.9: Staff Support and Training

- Initial Teacher Training – NQTs should be familiar with the programme of study for citizenship and the framework for PSHE, relevant to the age range they teach. This also prepares teachers for pastoral responsibilities.
- In Academy induction – all school staff should have general drug awareness and a good understanding of the school drug and other related policies.
- CPD Staff will be given opportunity access further training when appropriate funding and training is available

11. Assessment, monitoring, evaluation and reviewing

11.1: Assessment - the elements of drug education that form part of the science curriculum are assessed in accordance with the requirement of the national curriculum.

Learning from the other elements of drug education will also be assessed as part of overall PSHE provision and is in line with QCA Guidance on PSHE key stages 3 to 4 end of key stage statements see appendix 4

11.1.2: Assessment should identify:

- Knowledge and understanding students have gained and its relevance to them
- Skills they have developed and put into practice
- How their feelings and attitudes have been influenced during the programme

11.1.3: Assessment should include:

- Assessment for learning – student’s review and reflection on their progress
- Assessment of learning – measuring what students know, understand and can do

11.2: Monitoring – is essential to ensure the quality, relevance and effectiveness of the drug education programme.

11.3: Evaluation – will take place every 3 years.

11.3.1: Changes to the drug education provision – possibly in response to changing local needs, will be implemented when and where appropriate.

11.4: Review – drug education provision will be reviewed on a regular basis to tie in with the Academy’s healthy school audit and action plan.

12.3.2: In taking temporary possession of suspected legal drugs a Senior Member of Staff will:-

- Ensure that a second adult witness is present throughout
- Seal the sample in a plastic bag and include details of the date and time of the seizure/find and witness present
- Store in secure location, such as the Academy safe or other lockable container with access limited to two senior members of staff
- Without delay notify the police, who will collect it.
- Record full details of the incident
- Inform parents/carers, unless this would jeopardise the safety of the student

12.4: Disposal of drug paraphernalia

- Needles or syringes found on Academy premises should be placed in a sturdy, secure containers (e.g. a tin with lid) using gloves. Plastic bottles and soft drink cans should not be used.

12.5: To record incident involving unauthorised drug

- For an example of a form - see Appendix 11 of Drugs: Guidance for schools

12.6: Detection

- Always ensure that a second adult witness is present.

12.6.1 Personal Searches:

- **It is not appropriate for a member of staff to carry out a personal search.** Every effort should be made to persuade the person to hand over voluntarily any drugs. Where the child/young person refuses, the drug is believed to be illegal and the Academy wishes to proceed along formal lines, then the police must be called.
- The police can conduct a personal search if they believe a crime has taken place, or to prevent harm to themselves or others following an arrest.
- Searches of Academy property – staff may search the students' locker or desk if they believe drugs to be stored there.
- Searches of personal property where consent is refused consider notifying parents/carers, who may persuade their child to give consent or if they wish to proceed along formal lines call the police.
- After any search involving students, the Academy, regardless of whether the result of the search is positive or negative, should contact parents/carers.

12.7: Responding to drug incidents. All drug related incidents involving a student will result in consideration of a PEX

12.7.1 Drug incidents may include:

- Drugs or associated paraphernalia found on Academy premises
- A student is found in possession of drugs or associated paraphernalia
- A student is found to be supplying drugs on school premises (friends sharing drugs/student being coerced to supply drugs, a group of friends taking it in turn to bring drugs in for their own use)
- A student, parent/carer or staff member 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

12.7.2: A careful investigation will take place to judge the nature and seriousness of each incident, the needs of those involved and the most appropriate response. The completion of a common assessment form and the substance misuse screening tool will assist in determining this response. For example:-

- What does the student have to say?
- Is this a one-off incident or longer-term situation?
- Is the drug legal or illegal?
- What quantity of the drug was involved?
- What was the student's motivation?
- Is the student knowledgeable and careful or reckless as to their own and others' safety and how was the drug being used?
- What are the student's home circumstances?
- Does the student know and understand the Academy policy and Academy rules?
- Where does the incident appear on a scale from 'possession of a small quantity' to 'persistent supply for profit'?
- If supply of illegal drugs is suspected, how much was supplied, and was the student coerced into the supply role, were they 'the one whose turn it was' to buy for others, or is there evidence of organised or habitual supply?

12.8.2: Some responses may serve to enforce and reinforce Academy rules. Any sanctions will always be justifiable in terms of:

- The seriousness of the incident. Bringing controlled substances onto the academy site will result in Permanent Exclusion.
- The identified need of the student and the wider Academy community
- Consistency with published Academy rules, codes and expectations

13: Parents/Carers under the influence of drugs on Academy premises

13.1: When dealing with parents/carers under the influence of drugs on school premises, staff should attempt to maintain a calm atmosphere. A Common Assessment Form should be completed on the student whose parent is under the influence. On occasion, a teacher may have concerns about discharging a student into the care of a parent/carer. In such instances, discuss with the parent/carer if alternative arrangements could be made, for example, asking another parent/carer to accompany the child home. The focus for staff will always be the maintenance of the child's welfare, as opposed to the moderation of parent's/carer's behaviour.

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

14. Staff conduct and drugs

14.1: Tobacco – See Academy Smoking Policy

14.2: Alcohol – Restriction of drink and other drug use in school hours and on school trips. There should be no consumption of alcohol by any staff while they have care of children/young people.

14.3: Staff misuse/abuse – if this is known or suspected the appropriate ATT policy should be followed.

15. The needs of students

15.1 The Academy will ensure that students have access to up-to-date information on sources of help. Local and national help lines (including The Matthew Project, FRANK, NHS Smoking Helpline and Drinkline), youth and community services and drug/health services will be prominently displayed so that those in need of help and who are reluctant to approach Academy staff can easily access it. Drug education programmes will also include details of services and helplines, explain how they work and develop student confidence in using them.

16. Referral and external support

16.1 In every case of an incident involving drugs, the Academy will place the utmost priority on safety, meeting any medical emergencies with first aid and summoning appropriate help before addressing further issues.

17. Confidentiality

17.1: Teachers cannot and should not promise total confidentiality. The boundaries of confidentiality should be made clear to the student. If the student discloses information that is sensitive, not generally known and which the student asks not to be passed on, the request should be honoured unless this is unavoidable in order for teachers to fulfil their professional responsibilities in relation to:

- Child protection and Inclusion
- Co-operating with a police investigation
- Referral to external agencies

17.2: Every effort should be made to secure the student's agreement to the way in which the Academy intends to use any sensitive information.

18. Involvement of parents/carers

18.1 The Academy will ensure that parents/carers are:

- **Made aware of the Academy's approach and rationale for drug education**, for example, through the Academy prospectus or handbook and/or via drug awareness evenings
- **Involved in the planning and review of the drug education programme and policy**, for example, through questionnaires, mail shots or newsletters, focus group sessions, drug awareness evenings.
- **Given information about their child's drug education and school rules in relation to drugs**, for example, through newsletters, parent/carer notice boards. It is essential that all parent/carers understand how the Academy will respond to drug incidents and allay parental concerns following any serious incidents.
- **In any incident involving illegal and other unauthorised drugs the Academy will involve the parents/carers**, unless this would jeopardise the student's safety.
- **Able to access information about drugs and local and national sources of help.**

19. The role of governors

19.1: As part of their general responsibilities for the strategic direction of the Academy, governors have a key role to play in the development of the Academy's policy on drugs.

In accordance with the recommendations of the National Healthy School Status, a governor will be appointed with specific responsibilities relating to the provision of drug education and policy development, although this is not a statutory requirement. The designated governor will also contribute to any case conferences called, or appeals against drug-related exclusions.

Governor training will be arranged if required.

20. Liaison with other schools

20.1: Continuity progression and relevance are essential elements of drug education therefore the local drug situation, the content of drug education, the management of incidents, training opportunities and transitions between schools will be routine elements of liaison between the partnership schools.

Appendix 1

External Agencies (Local)

Academy Community Police Officer _____

External Agencies (National)

DRUGS	SMOKING	ALCOHOL
National drugs helpline 0800 776600 (24 hour)	Quit line 0800 00 22 00	Alcohol Concern 020 7928 7377 www.alcoholconcern.org.uk
Drugscope Information 020 7928 1211 www.drugscope.org.uk	NHS helpline 0800 1690196	Drinkline 0800 917 8282 (24 hour free helpline)
Resolve 01785 817885 Information service on all aspects of solvent abuse		Al –Anon 0171 403 0800 Gives free confidential advice and support to people who have to live with someone else’s drinking
Adfam 020 7928 8898 Gives free confidential advice and support to friends and family of drug users		

Useful Web sites

www.wrecked.co.uk	Alcohol information
Talktofrank.com Also 0800 776600	Government website about drugs
www.cannabishelp.org.uk	For reducing or stopping cannabis use

Appendix 2

National Healthy School Standard (NHSS)

DRUG EDUCATION CRITERIA FOR NATIONAL HEALTHY SCHOOL STATUS IS SET WITHIN THE PSHE THEME

1. Personal Social and Health Education including SRE and drug education (including alcohol, tobacco and volatile substance abuse)

PSHE provides students with the knowledge, understanding, skills and attitudes to make informed decisions about their lives.

A Healthy School:

1. uses the PSHE framework to deliver a planned programme of PSHE, in line with DfES/QCA guidance
2. monitors and evaluates PSHE provision to ensure the quality of teaching and learning
3. assesses students' progress and achievement in line with QCA guidance
4. has a named member of staff responsible for PSHE provision with status, training and appropriate senior management support within the school
5. has up-to-date policies in place – developed through wide consultation, implemented and monitored and evaluated for impact - covering Sex and Relationship Education, Drug Education and Incidents, Child Protection, and Confidentiality
6. has an implemented non-smoking policy.
7. involves professionals from appropriate external agencies to create specialist teams to support PSHE delivery and to improve skills and knowledge, such as a school nurse, sexual health outreach workers and drug education advisers
8. has arrangements in place to refer students to specialist services who can give professional advice on matters such as contraception, sexual health and drugs.
9. uses local data and information to inform activities and support important national priorities such as reducing teenage pregnancies, sexually transmitted infections and drug/alcohol misuse
10. ensures provision of appropriate PSHE professional development opportunities for staff - such as the Certification Programmes for teachers and nurses offered by DH/DfES
11. has mechanisms in place to ensure all students' views are reflected in curriculum planning, teaching & learning and the whole school environment, including those with special educational needs and specific health conditions, as well as disaffected students, young carers and teenage parents

APPENDIX 3

PRIVATE & CONFIDENTIAL

RECORD OF INCIDENT INVOLVING UNAUTHORISED SUBSTANCES

1. For help and advice, telephone the Young People's Substance Misuse Service
2. Complete this form and store securely in a locked filing cabinet.

Date of incident

Time of incident

Tick to indicate the category:

Drug or paraphernalia found on school premises

Student disclosure of drug use

Emergency/Intoxication

Disclosure of parent/carer drug misuse

Student in possession of unauthorised drug

Parent/carer expresses concern

Student supplying unauthorised drug on school premises

Incident occurring OFF school premises

Description of substance involved:

Drug found/removed?

Yes/No

Where found/seized:

Senior Staff involved:

Name and signature of witness:

Disposal arranged with (parents/police/other)

Disposal arranged at time:

If Police, incident number:

Name of Student

Name of School

Student's Form

Age of Student

Male/Female

Ethnicity of student

Is this the second or subsequent incident involving the same student?

Yes/No

First Aid given?

Yes/No

Ambulance/Doctor called?

Yes/No

First Aid given by:

Called by:

Time:

Name of parent/carer informed:

Informed by:

Brief Description of incident (including any physical symptoms)

Other action taken (e.g., CAF and screening tool completed, other agency involvement). You should also include details of student exclusion, if relevant)

Form Completed by:

Date:

APPENDIX 4

Substance Misuse Screening Tool – for use with Young People

Name:	D.O.B
Address:	

Question	Yes	No	Comments	
1. Do you currently use drugs/alcohol/solvents?				
2. If yes, what are you using and how often?	Ever used	Recent Use	Not known to have used	Comments
Tobacco				
Alcohol (please specify)				
Solvents (glue, gas and volatile substances e.g. petrol, lighter fuel)				
Cannabis				
Ecstasy				
Amphetamines				
LSD				
Poppers				
Cocaine				
Crack				
Heroin				
Methadone (obtained legally or illegally – specify in evidence box)				
Tranquilisers				
Steroids				
Other (please specify)				
	Yes	No	Comments	
3. Are you worried that you are using too much?				
4. Is anyone else worried about your drug/alcohol/solvent use?				
5. If you use drugs, do you ever do so alone?				

6. Can you give any reasons why you use drugs/alcohol/solvents? (escape, boredom, lonely, peer pressure, fun)			
Question	Yes	No	Comments
7. If you use drugs, do you think about the drugs a lot of the time?			
8. Do you plan your day to make sure you can use drugs/alcohol/solvents?			
9. Do you need to use more to get high/drunk?			
10. Do you feel irritable or anxious if you don't use drugs alcohol/solvents?			
11. Do you miss your favourite drugs/alcohol/ solvents if you are unable to use them for a while?			
12. Does your drugs/alcohol/ solvent use effect your attendance/performance at school/work?			
13. Does your drug use cause problems at home (eg, financially, relationships, safety, etc)?			
14. In the last year, have there been times when you have been unable to remember what has happened to you as a result of your drugs/alcohol/ solvent use?			
15. Any other comments the young person wishes to make?			

Please indicate whether any of the following apply to the young person			
Question	Yes	No	Comments
Practices which put him/her at particular risk (e.g injecting, sharing equipment,)			
Sees substance use as positive and/or essential to life			
Noticeably detrimental effect on education, relationships, daily functioning			
Offending to obtain money for substances			
Other links to offending (e.g. offending while under influence, possessing/supplying illegal drugs, obtaining substances by deception			

Further Action	Yes	No	Comments
Does the young person want further support?			If no, please state reason.
Action Taken			