

# Hope Academy

A joint Catholic & Church of England Academy

## DRUGS EDUCATION POLICY

*Mission Statement:*

*“A community of learners of all ages from the local area committed to mutual service where all can flourish, be their best and work for the common good to the glory of God and his creation.”*

APPROVED			
REVIEW DATE			
SIGNED PRINCIPAL		PRINT NAME	
SIGNED CHAIR OF GOVERNORS		PRINT NAME	

## **Drugs Education Policy (Health)**

### **Section A – Drugs Education**

#### Introduction

In response to the DfE Circular 1998 “Protecting Young People” DfE Publications 1999 National Health School Standard Guidance and the government report “Tackling Drugs to Build a Better Britain” (1998) together with two reports from the Standing Conference on Drug Abuse (SCODA) 1999 “Managing Drug Related Incidents and takes into consideration the Human Rights Act 1998.

#### Aims

- To increase knowledge and understanding of drugs and their effects by providing accurate information;
- to improve self-knowledge, particularly in terms of risk taking;
- to promote positive attitudes towards healthy lifestyles;
- to challenge and try to modify attitudes which may lead to behaviour harmful to health;
- to promote a sense of responsibility towards the use of drugs;
- to build self-esteem and confidence and develop social skills such as making informed choices and resisting unhelpful pressures from peers and from advertising;
- to help people and staff identify sources of appropriate support.

#### Approach to teaching Drug Education at Hope Academy

- Includes all drugs – all legal drugs including alcohol and tobacco; all illegal drugs; volatile substances and over the counter and prescription medicines;
- a drug education curriculum which takes account of progression, continuity and the developing needs of the pupil;
- taught mainly through Personal Development and Science but other opportunities to reinforce learning will occur in other subjects;
- involves gaining accurate information, exploring attitudes and practicing skills;
- combination of active learning methods;
- starts from perceptions of the pupils;
- time to talk;
- involvement of community police, Academy nurse, youth offending teams, theatre in education groups. Where appropriate visitors who support the Academy in its drug education programme will be informed of the values held within the policy.

#### **Context of Drug Education Programme**

##### **Key Stage 3 Pupils will;**

- know the rules relating to medicines, alcohol, tobacco, solvents and illegal drugs;
- recognise personal responsibility for decisions about substance use;
- know the basic facts about substances including their effects and relevant legislation;
- understanding the consequences of ignoring the law;
- be aware of myths, misconceptions and stereotypes linked with substance use;
- develop appropriate techniques for coping with situations in which substance use occurs;
- know scientific terminology including the following words; use, misuse, abuse, addiction, tolerance, overdose, withdrawal and adulteration;
- be aware of different categories of drugs, including stimulants, depressants, painkillers and hallucinogens;
- be aware of the misuse of drugs in sport;

- understand the effects of different levels of intake of alcohol;
- be given advice and support within the locality, national and organizations;
- identify risks to health ... you as a risk taker;
- have concerns for others' well-being;
- know what do other people think about drugs and drug users?
- Understand the impact of the media and advertising on young people's thinking.

**Key Stage 4 Pupils will;**

- know the rules relating to medicines, alcohol, tobacco, solvents and illegal drugs and responses to drug related incidents;
- be informed about drugs including their legal status, effects and appearance;
- question how would you know if drug use was becoming a problem;
- understand the personal, social, financial, biological and psychological effects of drug misuse;
- understand that the UK is a drug using society and recognise the patterns of use and their effects e.g. the risk of spread of HIV infection through shared needles;
- recognise that individuals are responsible for choices they make the drug use and the longer and short-term consequences of taking decisions;
- be informed of patterns of drug use/misuse locally and nationally and the impact on the community and wider society;
- be able to analyse safe levels of intake; e.g. tobacco use is never safe, limited use of alcohol, identifying and assessing risks;
- know the dangers associated with specific drugs, mixing drugs, the effect of environment and moods ..... benefits and risks of drug use;
- understand legal responsibilities and rights;
- question the role of the media in influencing attitudes towards drugs, particularly smoking and alcohol;
- understand drug policy in this country, including education, prevention, policing and legal aspects, penalties, treatment and rehabilitation;
- understand decision making and assertiveness in situations relating to drug use;
- be able to manage conflict and aggressive behaviour;
- communicate drug advice to other young people;
- understand attitudes towards drugs, drug users and misusers and laws relating to drugs including licensing and retailing laws.

**Section B – Guidance on Procedures for Managing Drug Related Incidents**

Good practice would support the view that response to drug related incidents should be coordinated through a named member of staff who is clearly identified to all staff and students – no member of staff should ever deal with an incident alone or without consulting the designated person or the Principal in their absence.

Each and every drug related incident must be dealt with in accordance with individual circumstances and must be compliant with Human Rights Act.

**Designated Member of Staff: Mrs Sally Jones, Assistant Principal**

### **Medical Emergencies**

- All drug related incidents should be treated as a medical emergency first and a disciplinary matter second;
- staff should stay calm, not panic and remember that the effects of any substance on a young person are unpredictable;
- if the person is conscious but intoxicated they should not be left alone at any time but should be sat in a quiet, well ventilated room. Staff should talk quietly and calmly and if they are distressed staff should be as reassuring as possible. Pupils Services should be informed and first aid administered if deemed necessary;
- in extreme circumstances the young person may lose consciousness – normal Academy emergency procedures should be carried out i.e. recovery position, summon help, inform general office, and summon emergency services.

### **Assessment of Needs**

After any immediate medical needs have been addressed, the nature and circumstances of any incident should be established and an assessment made of the needs of the student. The assessment should be systematic and should begin referring to the flow diagram provided by the LEA.

(appendix 1)

### **Handling of Illegal Drugs and Involvement of the Police**

If students are found in possession of drugs it is important to stay calm, quiet and non-confrontational. The aim should be to gather information and ensure that there is no medical emergency. The Academy would normally inform the individual's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, although there is no legal requirement to do so.

It is lawful to confiscate an illegal drug in order to prevent an offence being committed and staff should take possession of any substances involved, store in a sealed, dated bag. The police will then dispose of the item.

- a) Designated Academy staff are legally allowed to inspect desks and lockers for this purpose, and can ask, that pupils turn out their bags and pockets, (searching pupils bags and belongings should always be carried out in the presence of at least 2 staff members). There is no requirement to inform parents before a search takes place or seek their consent to search their child. There is no legal requirement to make or keep a record of a search.
- b) However, any action taken must be proportionate to the situation and each incident must be considered on its own merits. For example, it will no longer be acceptable to search a whole class if only some are thought to be involved.

According to DfE guidance; November 2012, Academy staff can search a young person or their bags and belongings without permission. 2 adults will carry out the search.

If such action is deemed unavoidable, the designated member of staff should consider asking the police to carry out the search. Such a decision should not be taken lightly and should be undertaken

only when proportionate to the individual circumstances pertaining to the incident.

The police will, where possible and appropriate, support the action taken by the Academy in relation to any pupils involved. However, there may be circumstances of which the Academy is unaware, and that are beyond its control, that dictate otherwise. For instance, there have been occasions when a third party has informed the police of the incident and premature destruction of the drug has led to problem for the Academy.

It is also important that the police are aware of drug incidents even when pupils are not involved (e.g., if suspected illegal drugs are found on the Academy premises). This is so that the police can build up a clear understanding of what drugs are available within the community so that they can develop appropriate responses to the situation.

**Misuse of Drug Act 1971**

**Protecting Young People DfE 1998**

**Recording Incidents**

A proforma of the 'LEA Record of Drug-Related Situation' appendix 2 should be completed in relation to every drug related situation that occurs. It should be completed with the Academy's drugs coordinator.

Each situation should then be discussed with the Principal, so that the appropriate course of action can be co-ordinated and, in particular, a decision made as to whether the police should be notified and at what stage.

Academies are allowed to dispose of illegal drugs by, for example, flushing them down a toilet. Should that decision be made then it is vital that a witness is present during the disposal and that a record is made of the action taken. Whilst the law does not require it, a drug may also be handed to the police and local advice supports this course of action.

Any drugs, or items suspected to be drugs, should be placed in a sealable bag (provided to all academies), together with a copy of the pro forma. These should then be retained in a secure place until handed to the police.

The nature of each situation will determine the urgency of police involvement and a developing knowledge of the issues involved will allow the drugs co-ordinator to apply a consistent and appropriate response. Where doubt exists, the police should be contacted for advice. Some situations will result in immediate police attendance. Others will allow for the drugs to be handed

over at a later date.

### **Contact with the Media**

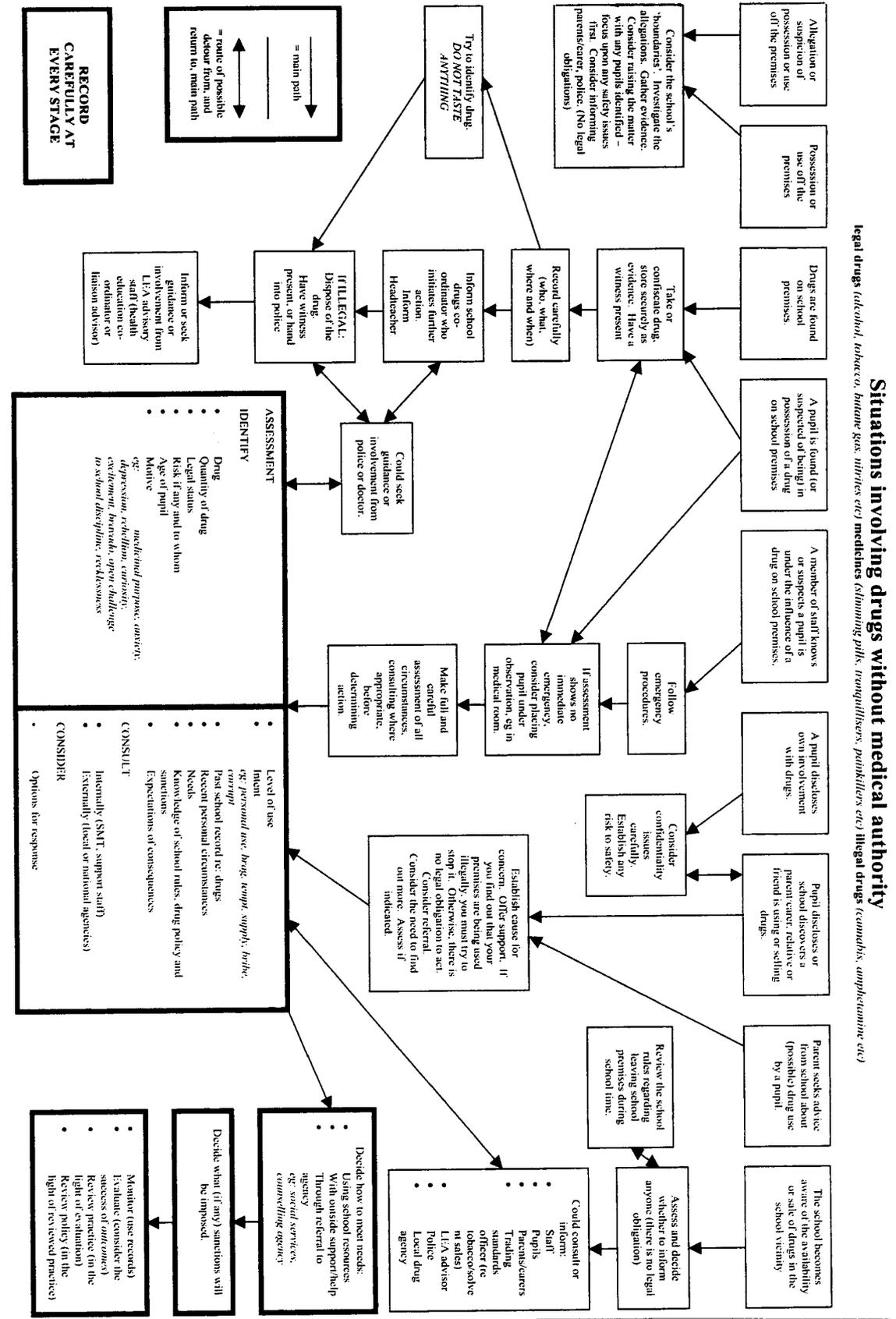
- Respond only through one identified person – Principal;
- do not respond if contacted at home, either in person or on the telephone;
- prepare a checklist of the key facts of the incident before any interview;
- if contacted unexpectedly, ask to be called back later when more information may be available;
- do not be drawn into expanding on your statement;
- do not make off-the-record comments (i.e., not for attribution) as this can lead to serious misunderstandings;
- do not release information that could be prejudicial to individual students or the academy, such as details that may be required in a court action;
- avoid commenting on events or circumstances that are outside the academy's influence;
- show that the incident has been taken seriously and managed effectively;
- be positive wherever possible, and conclude with a reassurance about the situation;
- if the police have prepared and given or made comment, try to ensure a response consistent with theirs;
- treat media inquiries with respect and be aware of their deadlines. This is your opportunity to state the Academy's position, but if you do not respond before their deadline your views may not be represented.

### **Responses to Drug Related Incidents**

A variety of responses are available when dealing with drug-related incidents and these are entirely at the discretion of the Principal.

- Counselling services
- Mentoring programmes
- Isolating students on the Academy premises
- Pastoral support programmes (PSPs)
- Review of IEP as appropriate
- Case conferences
- Intensive in-Academy programmes
- Consultation with the Safer Schools Officer
- Consultation with Youth Offending Service
- Fixed-term exclusion
- Permanent exclusion

Appendix 1



Appendix 2

**INCIDENT RECORD**

<b>Report form completed by:</b>	<b>Type of incident:</b>	_____
<b>Name:</b> _____	<b>Location:</b>	_____
<b>Role:</b> _____	<b>Time of incident:</b>	_____
<b>Sign:</b> _____	<b>Date:</b>	_____
<b>Witnessed by (signature):</b>	<b>Role:</b>	_____

**Brief description of situation:**

**Person(s) involved if appropriate:**

<b>Name:</b> _____	<b>(staff/pupil)</b>
<b>(Class)</b> _____	<b>(if pupil)</b>
<b>Name:</b> _____	<b>(staff/pupil)</b>
<b>(Class)</b> _____	<b>(if pupil)</b>

<b>Drug involved (if known)</b> (eg alcohol, paracetamol, ecstasy):	<b>Sample found? Yes/No</b>
	<b>Where retained:</b>
	<b>(or) Destroyed at time:</b>
	<b>am/pm</b>
<b>Senior staff involved</b> (insert name):	<b>Witnessed by (signature):</b>
<b>Parent/carer informed if appropriate:</b>	<b>at time:</b>
	<b>am/pm</b>

**Other actions taken:** (eg parent, other agency; Ed. Psych. informed; C/Conf called; sanction imposed; GP/Police consulted, first aid administered, etc)

**This form is to be retained in a secure place and in the event of further incident reported/action taken provided as evidence for the police**

**Monitoring and Evaluation**

This policy will be reviewed on a regular basis and following any event or incident which highlight drugs as an issue in Hope Academy.