



Your Gateway to Success
A personalised journey



Shevington High School

Drugs Education Policy

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SHEVINGTON HIGH SCHOOL

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Shevington High School's Vision

Together we have the highest expectations for all our students, inspiring and enabling them to become amazing and successful individuals. The Shevington Way is one of:



Shevington Standards

At Shevington High School in order to meet the school vision, Students and Adults are expected at all times to work hard to meet our 5 *Shevington Standards* which we have set in order to promote respect and dignity for all. Our attitudes, systems and rules are drawn from and support these standards. They are:-

1. We will show respect for each other at all times
2. We will show respect for School property and another person's property at all times
3. We will show respect for ourselves and others by ensuring that our actions do not put at risk the health and safety of ourselves or others
4. We will show respect for ourselves and others by ensuring a high standard of personal appearance and organisation.
5. We will show respect for ourselves and others by supporting a positive climate for learning

This policy has been updated following guidance in the 'DfE and APCO Drug advice for schools' publication September 2012.

DRUGS EDUCATION POLICY

This policy is divided into two main parts. One is the drugs education programme at Shevington High School and the second is the way the school might respond to the use of illegal substances.

Drugs education at Shevington High School aims to provide young people with the knowledge, skills and attitudes needed to make informed choices, both now and in later life.

In order to achieve this aim it is considered vital for us to:-

- Recognise the changing nature of drug use and misuse in society (both illegal and legitimately prescribed drugs).
- Recognise the negative effects on family life and the community of drug misuse.
- Involve the whole school community; staff, governors, young people and parents in the implementation and evaluation of the school Drugs Policy and Programme.

DRUG EDUCATION – THE PRINCIPLES

Every drug, whatever its legal or social status, has the potential to cause physical or other harm. It is this, and the fact that such a wide and changing variety of drugs is commonly and extensively available, that makes it vital for children and young people to receive relevant drug education.

ESTABLISHING GROUND RULES

In order to involve and empower students in making health-related decisions about their behaviour and lifestyles, it is important first to discuss, negotiate, agree and establish ground rules. It is no use imposing them. If rules are to be owned, they need to be devised and developed by those to whom they will apply. A list of ground rules could include the following:-

- Listen to what other people say
- Don't be nasty to each other
- No talking when someone else is talking
- Be kind to each other and give support
- If all you can say is something unpleasant, don't say anything
- If people don't want to say anything they don't have to
- Don't laugh at what other people say
- Think before you ask a question

A teacher's sensitivity and judgement may be needed to ensure family privacy is protected from potentially damaging pupil disclosure.

STARTING WHERE THE STUDENTS ARE

This means determining the stage of development and understanding students have reached, together with their experience and perceptions and using this information to decide upon teaching content and style. A classroom climate should be created which encourages honest discussing (see establishing ground rules). This then allows the teacher to find out:

- What facts students do and do not know and understand
- Where knowledge they have is incomplete
- What they feel
- What they are able to say and not able to say
- The language they use
- What they are able to do and not able to do
- Responsibilities they can and cannot manage
- What their anxieties and questions are

Older students may be ready for a questionnaire, verbal questions or group discussion and feedback. These techniques can be used to determine appropriate starting points as the basis for planning the detail of course content.

USING APPROPRIATE TEACHING METHODS

Teaching strategies will be required which address and provide for all three of the main constituents of drug education. These are knowledge & understanding, skills and attitudes. Students need:

- Accurate, credible, up-to-date information to develop and extend their knowledge and understanding and clarify misconceptions.

However, giving the facts about drugs is not enough. Students also need a range of skills and they need to consider the attitudes and values which underpin their decisions, behaviours and responses. To acquire a sound understanding of themselves and their lives and to develop the competence which puts them in control of their behaviour and welfare, students also need:

- To develop and practise a range of relevant personal and social skills, to help them make informed decisions.
- To explore their own and each other's feelings, views, experiences, attitudes and values.
- 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.

It is attitudes, perhaps above all, which are the determinants of action. Teaching should provide students with the impetus for exploring the very building blocks of later behaviour. The student's active and interactive participation in their drug education is therefore vital. Methods should provide opportunities for information to be explored as well as received and for attitudes to be considered in the light of new information and experience.

Therefore teaching methods should:

- Include a rich variety of opportunity for active learning
- Consider the attitudes and values of students and a range of other significant groups in society, towards drugs
- Ensure access to comprehensive, unbiased and accurate drug information
- Specify availability of relevant and appropriate advice and support
- Develop and maintain self-esteem
- Develop the personal and social skills needed for making decisions in a range of social situations and settings
- Value the feelings, views and experiences of the participating children or young people
- Use didactic input sparingly for impact or to respond to expressed need
- Offer opportunities for individual and small group discussions, as well as work in larger groups
- Ensure continuity and progression by visiting and revisiting issues as the students develop and their needs change

All students at Shevington High School are entitled to a planned drug education programme completed over the 2 key stages.

THE AIMS OF THE DRUG EDUCATION PROGRAMME

The aims of the drugs education programme are:-

- To enable students to make healthy, informed, reasoned choices by increasing knowledge, challenging attitudes and developing and practising skills they need to cope responsibly in a society where there are drugs
- To provide accurate information about (substances) drugs, legal and illegal
- To increase understanding and knowledge about the implications and possible consequences of use and misuse
- To encourage an understanding for those experiencing or likely to experience (substance) drug use
- To widen understanding about related health and social issues eg. sex and sexuality, crime, domestic violence, HIV and AIDS.
- To develop decision making and risk assessment skills.
- To encourage pupils to develop healthy lifestyles.
- To enable young people to identify sources of appropriate personal support.

We live in a drug-orientated society in which many people need drugs to improve the quality of their lives and eliminate disease and pain.

The school believes that it should inform students about the consequences of drug use and misuse.

THE PERSONAL DEVELOPMENT (PD) CONTEXT FOR DRUG EDUCATION

The PD context for drug education is more effective when delivered within a broad well planned PD programme that actively promotes healthy lifestyles.

PD is the most natural home for drug education which takes its place alongside the other developmental components of PD and with which it shares both methodology and general approach.

Requirements of the National Curriculum Science Order are extended by SCAA national guidance on the content of drug education. Schools are encouraged to adapt and amend non-statutory curriculum guidance to meet their own local needs. All students need relevant and accurate information on which to base their decisions about drugs. It is important they receive the information they will need before they are of an age when they may begin experimenting with drugs.

Many elements of drug education are common to other areas of PD. For example:

- Knowledge of the responsibilities our society places upon its citizens through laws and expected standards of behaviour.
- The ability to recognise and respond appropriately to strong feelings in self and others
- The skill to act assertively as a means of countering others anger or manipulative behaviour
- The ability to evaluate information and to present ideas using reasoned arguments
- An awareness of what responsibility means in practice for people living together in society
- The readiness to take growing responsibility for their own growth and development
- The ability to listen carefully to a range of views and to accept that the different needs and opinions of others may be valid
- A clear understanding of the nature of risk and its place in one's own life and the lives of others
- The ability to embrace risk without courting danger
- An expectation that certain behaviours may have certain consequences
- An understanding, growing with maturity and capability, that individuals have decreasing dependence upon others and increasing responsibility for themselves and their own health and welfare, culminating in most cases in full responsibility at age 18.

HOW OUR PERSONAL DEVELOPMENT PROGRAMME AT SHEVINGTON HIGH SCHOOL ADDRESSES THE NEED TO EDUCATE AND INFORM OUR PUPILS ABOUT DRUGS

Within the Personal Development curriculum at Shevington High School the topic of drugs is visited in all year groups over the course of the academic year. This allows knowledge and awareness of drugs and misuse to be more relevant to the age of the pupils and situations they may encounter. It also allows us as a school to respond or flag up any issues we may pick up during the topic that we may need to or have a duty to respond to.

In year 7 and 8 the learning is centred on healthy lifestyle choices, risk and possible consequences and dangers of taking drugs

In year 9 and 10 learning is focussed on why some people might chose to take drugs the antisocial behaviours associated with drugs and alcohol, the law and further consequences

In year 11 the learning is based on how drugs can affect the opportunities open to individuals for the next stage of their life be that further education or employment.

Risk taking, drug and alcohol misuse is also the theme for one of our whole school enrichment days.

SCIENCE CURRICULUM

Key Stage 3 Programme of Study

The effects of recreational drugs (including substance misuse) on behaviour, health and life processes

Key Stage 4 AQA GCSE Specification

4.2.2.6 The effect of lifestyle on some non-communicable diseases

Discuss the human and financial cost of these diseases to an individual, a local community, a nation or globally

Explain the effect of lifestyle factors including diet, alcohol and smoking on the incidence of non-communicable diseases at local, national and global levels

DEFINITIONS USED AT SHEVINGTON HIGH SCHOOL

Drug A substance people take to change the way they feel, think or behave.

This document uses the term to refer to any psychotropic substance: all legal drugs, including alcohol and tobacco, all illegal drugs, volatile substances, and over the counter and prescription medicines. It has to be recognised that any drug can be potentially dangerous.

Drug Taking The consumption of any drug. All drug taking, including medical use, carries the potential for harm. In order to distinguish between the conditions in which different interventions are most appropriate to address drug taking by a young person, this document refers principally to drug use and drug misuse.

Drug Use Drug use is drug taking through which harm may occur, whether through intoxication; breaking of school rules or the law, or the possibility of future health problems, although such harm may not be immediately perceptible. Drug use will require interventions such as management, education, advice and information and prevention work to reduce the potential for harm.

Drug Misuse Drug taking which harms health or functioning. It may take the form of physical or psychological dependence or be part of a wider spectrum of problematic or harmful behaviour. Drug misuse will require a further range of interventions, which may include treatment. It is important to remember that legal drugs and medicines can be misused.

Drug Incident Evidence or suspicion of a specific event at School involving one or more unauthorised drugs, and requiring immediate action by school staff. (Examples include: pupils drinking alcohol in school, pupil found intoxicated at school, named pupil reported having sold cannabis to a friend at school 'last week' etc).

Drug Situation An event or series of events involving one or more drugs, including planned events, which require further careful observation, investigation, monitoring, management or referral by school staff. (Examples include; management of insulin, antibiotics, or other medication prescribed for a pupil; awareness of solvent sniffing on nearby estate, discovery of drugs paraphernalia by site supervisor, pupils suspected of being physically abused discloses parents/carer's regular drunkenness, pupil discloses parental drug use etc).

DEFINING THE SCHOOL BOUNDARIES

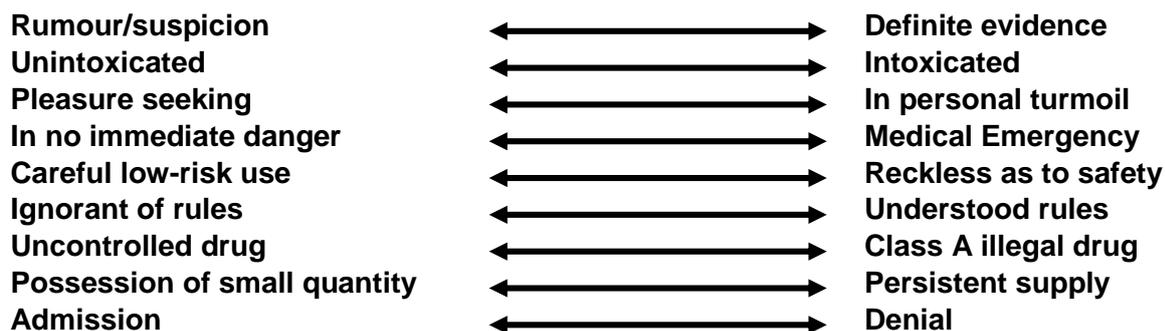
The physical boundaries of the school define the extent of the school premises during the school day and the school term, but school rules and expectations of behaviour extend further if students visit a library, for example a school visit an old people's home as part of a community project, whether supervised or not. School boundaries as they apply to conduct also extend to include school trips and clear guidance to staff is needed about their supervisory responsibilities. This applies particularly during residential trips when staff are on or off duty at different times. Students should know which school rules still apply if they leave the school during school time, say to go to a shop during the lunch break and which apply on a school trip abroad, where drug laws may differ. It is also not acceptable for pupils to be using or handling drugs on the school perimeters to avoid the implications of school rules and policies. Staff should also be clear about any controls on their own drug use (eg of alcohol, tobacco and medicines) when on and off duty. The school grounds are a non-smoking area in accordance with Wigan Council guidelines.

The transfer of responsibility between home and school also needs to be clear because there are times when responsibility and care could be considered to be shared. Responsibility for student's welfare is wholly that of the parents or carers when young people are at home, and principally the school while students are at school. However, in between home and school, it will be shared, perhaps transferring at a particular time of day or distance from the school. For example, smoking (or possession or use of other drugs) on school transport or on the way to school will be of concern to the school as well as to parents and the transport community.

FACTORS TO CONSIDER WHEN ASSESSING NEEDS

School will want to determine the seriousness of any breach of the Behaviour Policy. Where an illegal drug is involved, these can be over-simplified into deciding whether the breach involved possession or supply. However, there are many other factors to consider which may be of equal or greater importance and it is **vital to review them all**. Some are suggested in the following diagram, which shows only the extreme ends of ten areas of possibly concern. They take into account motive, medical requirements, personal needs, the reliability of evidence, the nature of the drug, the attitude of the pupil to discovery and so on. Each factor needs careful consideration in order to build a **whole picture**. There may be other factors too, such as whether the pupil is weak, vulnerable and easily led, a rebellious ringleader, or somewhere between. When all the circumstances and factors have been thoroughly explored, then the spectrum of possible responses can be considered and discussed.

Some factors affecting assessment



First offence



Previous offender

EMPHASIS ON LEARNING

Drugs should not be the only focus when managing drug-related incidents. Once safety issues have been addressed, factors such as student recklessness, ignorance, bravado, rebellion or susceptibility to a stronger influence, may need consideration and could provide opportunities for significant student learning. Staff should try to ensure that everyone involved, whether directly or indirectly, learns from each incident. If a more serious response seems necessary, consideration will have to be given as to which sanctions are most appropriate.

Every drug situation should be carefully assessed to ensure that appropriate and serious attention is given to incidents which pose a threat to the health and safety of students.

When drug taking is involved, its significance should be judged carefully as it may represent just one of a number of important aspects of behaviour. For example, school carefully manages any situation involving medicines, whether prescribed or not and takes into account the legal status of any medicine involved and the health needs of the students.

A RANGE OF RESPONSES AVAILABLE TO SCHOOL

The school is clear that the possession or use of illegal drugs on school premises is unacceptable and will be dealt with firmly, promptly and fairly (in the same way as fighting, theft, vandalism and any other serious misdemeanours). Similarly, legal drugs or medicines will always need to be managed appropriately in school; unauthorised possession cannot be permitted. There will always be a need for all students, whether involved or not, to learn from a drug-related situation which has been dealt with by the school without being adversely affected by the experience.

The following range of responses to drug related incidents may be used by the school.

Each incident and its response will be on an individual basis once the incident has been investigated and the needs of the young person involved in the drug related incident assessed. The school will balance sanctions, support and education to ensure the well-being of the school community.

These responses may include:

- Warning
- In school counselling services
- Specialist consultation groups
- Pupil assistance programmes
- Counselling referrals
- Case conferences
- Behaviour contracts
- Police searches

- Intensive in school programmes
- Inter-agency education programmes
- Fixed term exclusions
- PSP
- Permanent exclusion
- Referral to Governors

CLARIFICATION OF EXCLUSION

Fixed term exclusion – The Secretary of State’s view is that fixed-term exclusion should occur only after a range of alternative strategies involving other relevant services have been **tried and proven to have failed to resolve the pupil’s disciplinary problems**. Once this situation has been reached, fixed-term exclusion can be one effective tool with which to make a powerful point quickly, giving the school time to assess calmly a pupil’s needs and also consider how the incident can be managed most constructively. The Education Act 1997 imposes, for any pupil, a limit on fixed period exclusions of 45 school days in any one school year.

Permanent exclusion – there will always be those cases where exclusion will be the appropriate course. Permanent exclusion however is a last resort, a final sanction. It is an extremely serious step and the Secretary of State would **not** normally expect a Headteacher to permanently exclude a pupils for a one-off or first offence. However, permanent exclusion may be an appropriate way to remove **a pupil who represents a significant risk to the health and safety of others**.

SANCTIONS

Any sanctions which might apply in response to a drug-related incident will be chosen from the range of those available for other breaches of school rules. These will be made clear through the school drugs policy (see above) and should be justifiable in terms of:

- Appropriateness of response
- Proportion with the offence
- The needs of all concerned – the young person, other students, the school and the community
- Consistency with existing school rules, codes and expectations (eg behaviour, discipline, equal opportunities, exclusions) which should be clearly publicised to parents and students
- Consistency with other disciplinary actions and similar incidents in the past, except where there has been a change in school policy which has been communicated to all those likely to be concerned.

School staff will be in a good position to judge whether the students involved are likely to learn from the experience and not engage in such activities in the future as a result of the school’s considered response.

However, if the police become involved and decide to press charges, then the law will take its course. If not, the school should avoid a response that would be harsher than that imposed by the law.

SUGGESTED LINES OF ACTION WHEN DEALING WITH DRUG RELATED INCIDENTS (NON-MEDICAL EMERGENCIES)

- a) Staff who become aware of pupils being in possession of drugs/or having taken drugs on 'school premises' (as defined) must notify the appropriate member of SLT
- b) The SLT member will inform the Headteacher and/or other members of the Senior Leadership Team, outlining the manner in which the investigation will take place.
- c) The Headteacher, a member of SLT will explain to the pupil what form the investigation will take and why it is taking place.
- d) As each incident will be treated on its own merits, there will be a variety of responses which are considered appropriate. However all substance-related incidents will be taken seriously.
- e) If as a result of a drug incident it is believed that a pupil is in possession of a drug then the pupil may be searched following the guidance in the DfE publication 'Searching, Screening and Confiscation' February 2014.
- f) In taking temporary possession and disposing of suspected controlled drugs school 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 it in a secure location, such as a safe or other lockable container with access limited to senior members of staff.
- g) Storage of any drug paraphernalia will also be under lock and key. Before any of the above are disposed of advice will be sought from the police.
- h) The school police liaison officer will be informed of any incident promptly
- i) If the allegations are substantiated or in need of further investigation, the parent or guardian will be contacted. If it is thought that informing parents of an incident would place a pupil in physical danger then the Headteacher will liaise with other agencies before making a decision on how to proceed further.
- j) A record should be kept to include full details of the incident, and the police incident reference number if appropriate.
- k) If pupils disclose that they are using drugs off the school premises, staff should inform SLT. Staff must make it clear to pupils that they cannot be bound by confidentiality and that any disclosures may have to go further.
- l) Any additional safeguarding concerns should be identified and acted upon.

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. Where the person finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include new psychoactive substances or 'legal highs'. If school staff are unable to identify the legal status of a drug, it should be treated as a controlled drug.

RECORDING INFORMATION

It is vital to record all situations carefully, whether they are emergencies or not. This is necessary to:

- Assess the quality and effectiveness of the school's management of situations.
- Monitor the progress of any students involved in an incident.
- Help establish any need for reviewing and reconstituting policy.

It is important for the school to consider where these sensitive records are to be kept. Bearing in mind the legal implications of storing possibly incriminating information, security is vital; therefore this record must be stored in the school files.

CONTACT WITH THE MEDIA

The Headteacher will take responsibility for liaison with the media. As the issues of substance misuse is an emotive one and it is likely to generate media interest, the school will take appropriate advice and guidance from the CYPs Press Office and legal department to ensure that the reporting of incidents remains in the best interests of the pupils concerned, their families and the school.

CONTINGENCY PLAN FOR DISASTERS

In the event of a drug incident or any other crisis involving a serious injury or death, staff need to be able to act quickly without wasting time making decisions. Psychologists who have worked with schools and families after a disaster are available. Sources of support from outside support agencies for staff, students and families have been identified to extend the school's expertise.

INFORMATION FOR TEACHERS

Signs and symptoms of drug use

- Changes in attendance and being unwilling to take part in school activities.
- Decline in performance in school work.
- Unusual outbreaks of temper, marked swings of mood, restlessness or irritability.
- Reports from parents that more time is being spent away from home, possibly with new friends or with friends in older age groups.
- Excessive spending or borrowing of money.
- Stealing money or goods.
- Excessive tiredness without obvious cause.
- No interest in physical appearance.
- Sores or rashes especially on the mouth or nose.
- Lack of appetite.
- Heavy use of scents, colognes, to disguise the smell of drugs.
- Dilated or constricted pupils
- Wearing sunglasses at inappropriate times (to hide dilated or constricted pupils).

- Disruptive behaviour in class and around school.
- Unwillingness/inability to concentrate/complete work.
- Aggressive responses to staff out of proportion to the situation.

It is recognised that many of these symptoms are typical of adolescent behaviour. It is expected that the normal pastoral procedures will pick up on these problems and deal with any issues appropriately.

Recent signs of drug taking may include:-

- Lack of co-ordination
- Dilated pupils
- Talkativeness
- Hallucinations
- Relaxation
- High energy/failure to settle
- Excessive silliness

Staff observing any of these signs should contact the Head of Faculty or SLT. The pupils should then be dealt with using the normal medical or pastoral procedures with the Head of Faculty where the incident occurred, in liaison with SLT. This should proceed in a non-confrontational manner. Remember the symptoms may be due to a medical condition and not substance misuse.

WHAT CAN PARENTS DO TO HELP

- Talk to their children about everything including drugs.
- Listen to their children – **REALLY LISTEN**.
- Take an interest in their children's activities.
- Store and check aerosols, medical drugs and alcohol carefully.
- Be good role models.
- Be around when young people need them.
- Let the young people know they care.
- Give honest advice.
- Be supportive.
- Persuade children not to go to risky places.
- Be understanding.
- Not criticise.
- Co-operate with teachers and youth workers.
- Find out more about drugs for themselves.
- Use only non-toxic pens/glue etc.
- Know where their children go in their spare time.
- Encourage children to make friends sensibly.
- Help with family support groups.

WHAT TEACHERS CAN DO TO HELP

- Provide interesting, honest, up-to-date Drug Education Programmes for all pupils.
- Involve youngsters in Borough wide events.
- Organise activities for evenings/weekends.

- Keep in touch with parents.
- Be observant.
- Keep own information up-to-date.
- Work with other agencies such as school nurse, police, doctor, Early Help and Startwell etc.
- Provide displays for posters, leaflets, students' work.