

Bilbrook Church of England Middle School Drugs Education and Management Policy May 2009

Section 1: Introduction

The school context

Bilbrook Middle is a mixed school that opened in 1976 and is part of a three-tier pyramid. The age of the pupils ranges from nine to thirteen. The school serves an area which has pockets of social deprivation and this is reflected in the social needs of our pupils. The school, in partnership with Lane Green First School, has extended services on site to cater for the health and social needs of many of our pupils as a necessary precondition for their effective learning. In our school we have a commitment to ensure that our Drug Education programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

Policy development

The policy has been developed by the Deputy Headteacher in consultation with the school's leadership team, the Head of Science, the School Health Adviser, officers from the Local Authority, and school governors.

The policy is divided into 5 main sections:

Section 1: The school context; policy aims; school environment, relationships and ethos

Section 2: Drugs education

Section 3: Managing drugs incidents

Section 4: Managing the policy

Section 5: Appendices

Aims

Our school seeks to work in partnership with parents to provide effective drugs education and support for pupils. Parents need to know that the school's drug programme will complement and support their role as parents and that they can be actively involved in the determination of the school's policy. For the purposes of this policy the word 'drug' includes both legal and illegal substances, volatile substances (solvents), alcohol and tobacco and prescribed medicines

The outcomes of drug education are to give young people the knowledge, skills and attitudes to appreciate the benefits of a healthy lifestyle and relate these to their own action, both now and in their future lives.

Drugs education:

- increases pupils' **knowledge** and understanding and clarifies misconceptions about
 - the short and long-term effects and risks of drugs
 - 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, emotional and political issues surrounding drugs
- develops pupils' 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
- enables pupils to explore their own and other peoples' **attitudes** towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences.

School environment, relationships and ethos of the school

Drug education is enhanced by our supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment that is conducive to learning. Other aspects of the curriculum also support the messages of drug education, for instance in art, music, RE, English and PE.

Section 2: Drugs Education

Curriculum

Drugs education is firmly rooted within the non-statutory framework for PSHE and citizenship and the statutory curriculum for science in both key stages. It is not delivered in isolation. Many opportunities exist throughout the curriculum for promoting drug education. The programme is developmental and builds on young people's existing knowledge, experiences and perceptions. There is progression across key stages. Consideration is given to pupil's needs, ethnic origin and culture. The programme demonstrates educational inclusion in respect of the new OFSTED framework.

Details of the scheme of work are given in the appendices.

Arrangements for timetabling, staffing and teaching

Contributions are made through timetabled PSHE, other curriculum subjects e.g. citizenship and science, off-timetable activities and a combination of approaches.

Contributions from other curriculum subjects include, for example:

- English - group discussion and interaction, information texts, literature and media, and drama
- Maths - handling data, including interpreting and discussing results
- Information and Communication Technology (ICT) - finding things out exchanging and sharing information
- Music and art - exploring popular culture
- Geography - economic activity
- Physical education - fitness and health
- Religious education - exploring morals, values and cultural diversity

Sufficient curriculum time is given for learning to take place, and for pupils to actively participate, reflect and consolidate their learning.

Pupils' prior knowledge

All pupils are likely to know something about drugs, although this knowledge may be inaccurate, incomplete or based on myth. Establishing existing knowledge, beliefs, experiences, and what young people want to learn will help to develop aims and learning objectives. It will ensure that the content is both credible and relevant to pupils and provide a baseline against which the programme can be evaluated.

Existing knowledge and understanding are identified through a variety of methods such as:

- Draw and write activities
- circle time or 'rounds' where each pupil can contribute in turn
- graffiti sheets
- questionnaires/surveys (online surveys or pupil-to-pupil interviews)
- discussion, e.g. in class or school council

Vulnerable pupils

In planning drug education for pupils with special educational needs teachers will need to consider whether:

- Particular aspects of the programme need to be emphasised/expanded or given more/less time
- Materials from an earlier Key Stage might be used or adapted
- Certain pupils should be given opportunities to revisit knowledge and skills in different contexts
- Activities should be adapted to provide support for pupils with difficulties in cognition and learning or communication and interaction. This could include placing a greater emphasis on discussion, modeling, role play and mechanisms for recording pupils' thoughts that do not rely on written materials.

Strategies to increase access to drug education include:

- using information and communication technology (ICT) or exploring realistic scenarios to compensate for a lack of first-hand experience in some social situations
- organising visits and providing real-life examples portrayed through theatre-in-education
- using specialist equipment and material such as sensory, large print and symbol textbooks

Approaches to teaching and learning

It is essential that drug education is delivered in a safe, secure and supportive learning environment. Where possible this is best delivered by staff, rather than outside speakers (although their expertise is drawn on where appropriate). We believe that the following elements are essential to ensure this:

- the establishment of clear ground rules, understood by all, covering confidentiality, right to privacy and respect and boundaries
- the use of distancing techniques, including depersonalised discussions, role play and theatre in education
- the avoidance of a focus on fear arousal techniques in drug education
- the presentation of teachers as facilitators of pupil learning rather than 'drug experts'.

In our school, young people are encouraged to develop confidence in talking, listening and thinking about drugs through a carefully planned and constructed drug education curriculum. The core principles of teaching and learning in drug education are:

- to ensure that every pupil succeeds through the provision of an inclusive education within a culture of high expectations
- to build on what pupils already know; with teaching structured and paced to ensure that they understand what is being taught and how
- to ensure that learning is vivid and real, developing understanding through enquiry, e-learning and group problem-solving
- to make learning enjoyable and challenging with teaching techniques and strategies matched to a range of learning styles
- to promote assessment for learning: making pupils partners in their own learning and allowing time for reflection and consolidation.

Our school health adviser supports the delivery. We also make use of other speakers and groups, frequently organised through the local authority. Each year a theatre group works with the children in Years 5 and 7 on drugs education (*Natural High*).

There are guidelines for staff on confidentiality and handling sensitive and controversial issues and supporting young people. Teachers and other adults involved in drug education will sometimes hear disclosures that suggest a child may be at risk. All staff are aware of the school's child protection policy. A copy of this is available from the school's designated teacher for child protection who is the Headteacher. Where an adult believes a child may be at risk the designated teacher is consulted before any further action is taken.

Assessment, recording and reporting

As with any learning process assessment of pupils' personal, social and emotional development is important. It provides information that indicates pupils' progress and achievement and informs the development of the programme. Pupils do not pass or fail within this area but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on pupil's self-awareness and self-esteem.

Assessment in Drugs Education is active and participatory, helping pupils to recognise the progress they are making in developing skills and taking part, as well as in their knowledge and understanding. A range of activities can be undertaken to form the basis of assessment, including:

- Speaking and listening
- Role play and games
- Drawing and writing
- Making safe and healthy choices
- Assessing risk

Assessment follows the procedures of the individual subjects delivering the various aspects of the programme, ie PSHE and citizenship, and science.

Section 3: Managing drugs incidents

The member of staff responsible for co-ordinating the schools response to drug incidents is the Headteacher.

The possession, use or supply of illegal and other unauthorised drugs within school boundaries is unacceptable.

In responding to drug incidents, the primary concern of the school is the care and welfare of the young people. In cases of a medical emergency the school will act promptly to ensure the safety and wellbeing of the pupil and the school community.

The school will seek to balance the safety and security of the school with the individual needs of pupils. Disclosure of any offences to the police is not obligatory.

Any incident involving the misuse of drugs will take into account:

- The age and maturity of the pupil
- What the pupil has to say
- The means by which the substance was acquired
- The intention of the pupil and the circumstances of the incident
- Method and frequency of use
- The nature and legal status of the substance involved
- Any previous incidents of drug misuse by the pupil
- Action being taken through the criminal justice system
- The availability of support for the pupil and family from other agencies

The boundaries of confidentiality will be made clear to pupils. Professional responsibilities in relation to child protection, co-operating with a police investigation and referral to external agencies will be adhered to. Every effort will be made to secure the pupil's agreement to the way in which the school intends to use any sensitive information. [See Child Protection Policy.]

Drugs incidents may involve any of the following:

- Drugs or associated paraphernalia are found on the school premises
- A pupil demonstrates, perhaps through action or play, an inappropriate level of knowledge of drugs for their age.
- A pupils is found in possession of drugs or associated paraphernalia
- A pupil is found to be supplying drugs on the school premises
- A pupil, 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 pupil discloses that they or a family member/ friend are misusing drugs

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 pupils visit a library, for example, or leave school to 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 given about their supervisory responsibilities. It is made clear to pupils which school rules still apply if they leave the school during the lunch break, and which will apply on a school trip abroad, where drug laws may differ. Staff are made aware of any controls on their own drug use (e.g. of alcohol, tobacco and medicines) when on duty.

Responsibility for pupils' welfare is wholly the parents' or carers' while they are at home, and principally the school's while pupils are at school. However, in between home and school, it will be shared. For example smoking (or possession or use of other drugs) on school transport will be of concern to the school as well as to parents and the transport company.

Removal of substances

The law permits school staff to take temporary possession of a substance suspected of being an illegal drug for the purpose of preventing an offence from being committed or continued in relation to that drug, providing that all reasonable steps are taken to destroy the drug or deliver it to a person lawfully entitled to take custody of it. We would always seek consent and ensure that a second adult witness is present. If this is refused we would consider whether to call the police. The school works closely with the police and has an agreed protocol for reporting and disposing of illegal drugs.

In taking temporary possession and disposing of suspected illegal drugs the 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 (some police forces provide schools with drug bags for this purpose)
- store it in a secure location, such as the school safe or other lockable container with access limited to two senior members of staff
- **without delay** notify the police, who will collect it and then store or dispose of it in line with locally agreed protocols. **The law does not require a school to divulge to the police the name of the pupil** from whom the drugs were taken. Where a pupil is identified the police will be required to follow set internal procedures
- record full details of the incident, including the police incident reference number
- inform parents/carers, unless this would jeopardise the safety of the pupil

In confiscating and disposing of other unauthorised drugs, the presence of a second adult witness is advisable, and the school will adopt these strategies for the substances listed below:

- **Alcohol and tobacco**
Parents/carers should normally be informed and given the opportunity to collect the alcohol or tobacco, unless this would jeopardise the safety of the child
- **Volatile substances**
Given the level of danger posed by volatile substances schools may arrange for their safe disposal. Small amounts may be placed in a bin to which pupils do not have access, for example a bin within a locked cupboard.
- **Medicines**
Disposal of medicines held at school should be covered in the school's medicines policy. Parents/carers should collect and dispose of unused or date-expired medicines.
- **Needles and syringes**
Any found within school boundaries will be dealt with in accordance with guidelines produced by Staffordshire County Council Health and Safety Team.

Searches

Searches should be conducted in such a way as to minimise potential embarrassment or distress. The school adopts the following procedures in relation to searches:

- **Personal searches**
When a person is suspected of concealing illegal or other unauthorised drugs **it is not appropriate for a member of staff to carry out a personal search**; this includes the searching of outer clothing and inside pockets. Every effort should be made to persuade the person to hand over voluntarily any drugs, in the presence of a second adult witness. Where the individual refuses and the drug is believed to be illegal, and the school 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.**

Schools are not permitted to detain a person without their consent unless a citizen's arrest is made.

- **Searches of school property**
Staff may search school property, for example, pupils' lockers or desks if they believe drugs to be stored there. Prior consent should always be sought. Individuals should be made aware that if consent is refused the school may proceed with a search. However, where consent is refused, the school will need to balance the likelihood that an offence has been committed against the risk of infringing the individual's privacy without just cause.

- **Searches of personal property**
Schools must not search personal property without consent. If the school wishes to search personal property, including pupils' property stored within school property, for example a bag or pencil case within a locker, they should ask for consent. Where consent is refused they will need to consider, in the case of pupils, notifying parents/carers, who may persuade their child to give consent or if they wish to proceed along formal lines calling the police.

Sniffer dogs and drug testing

Some schools have adopted further strategies such as urine-testing or requesting police handlers or private companies with sniffer dogs to enter the school in order to detect illegal drug possession or use. Headteachers are entitled to use such strategies and they are best placed to make decisions on whether such approaches are appropriate. It is important that headteachers have at their disposal a full range of actions to deal with drugs in their schools. It is the policy of this school to make use of these further strategies as appropriate, in partnership with the local police and in making the decision the headteacher will consider very carefully the national guidance set out in Appendix 2.

If sniffer dogs are to be used for demonstration or educational purposes the school has procedures in place agreed in advance with the police about what will happen should the sniffer dog indicate a trace on a pupil, member of staff or visitor to the school.

Working in partnership

This school has a trusting partnership with our local police. We liaise closely with our community police officers to ensure that there is an agreed policy based on local protocols for dealing with the range of incidents that might arise. This clarifies roles and mutual expectations before incidents occur. The following criteria have been used to draw up the agreed protocol:

- when an incident can be managed internally by the school
- when the police should be informed or consulted
- when the police should be actively involved
- when a pupil's name can be withheld and when it should be divulged to the police.

However, there may be a very small number of incidents where the police need to take action, irrespective of agreed protocols or the wishes of the school.

At this school we are able to contact the police to discuss a case and ask for advice without needing to divulge a pupil's name, and it is our policy to ask their advice on a range of issues.

Sanctions

In line with the school's behaviour policy, sanctions will:

- Be appropriate to the seriousness of the incident
- Meet the identified needs of the pupil and the wider school community
- Be consistent with published school rules, codes and expectations
- Be consistent with disciplinary action for breaches of other school rules (such as theft, violence, bullying)

The school considers that the education it provides is for many young people their best chance of resisting the long-term harm that may be the result of drug misuse. Wherever possible we will strive to sustain the involvement of the young person in formal education. Permanent Exclusion will only be used in respect of a pupil who represents a significant risk to the health and safety of other pupils.

See Behaviour Policy

Early intervention and targeted prevention

As part of the school pastoral programme, the school will endeavour to identify and support those pupils who are more vulnerable to drug misuse and other social problems. Pupils might require additional support if, for example:

- their knowledge about drugs is low

- they rely upon frequent use of drugs
- their drug use is affecting performance at school
- their drug use is causing problems such as conflict at home
- they feel under pressure to use drugs
- they fall into an identified vulnerable group or are experiencing one or a number of risk factors their (or someone else's) drug use is impacting on their behaviour and/or emotional health

In addition to the drug education they receive through the curriculum, early intervention and support may involve any or all of the following:

- providing targeted information and advice in relation to specific drugs perhaps in small groups or on a one-to-one basis
- developing self-esteem
- developing skills such as strategies for seeking support
- increasing their motivation to address their drug use
- facilitating access to activities of interest to them (such as youth clubs, extra-curricular activities and external provision as part of youth service or DAT activity) or vocational training, if appropriate

Where drug use or misuse seems to be harming a pupil, the pupil will be referred for further help. Where possible, and where this will not compromise the pupil's safety, the school will seek the involvement of the pupil and the pupil's parents/carers in such a decision. Referral procedures will follow individual support agencies' criteria.

Support agencies used by the school include Social Services, school based counselling services, Educational Psychology Service, Education Welfare Service, community based drug agencies, school health advisers, school liaison and community police officers.

All incidents involving unauthorised drugs are recorded on the school's drug incident form. Sensitive information about pupils or staff will be stored in accordance with the requirements of the Data Protection Act 1998.

Section 4: Managing the policy

Working with governors and parents

Our school seeks to work in partnership with governors and parents to provide effective drug education and support for young people. Parents need to know that the school's drug education programme will complement and support their role as parents and understand the school expectations and procedures for managing drug incidents. Governors have a role to play in agreeing policy and procedures.

Parents have been consulted on the policy through the governors. Parents have been informed of the policy through the school's weekly newsletter, and the policy is available on the school website.

Monitoring and evaluation of the policy

There will be ongoing evaluation and monitoring of the programme for drugs education and management. The policy will be monitored by the Deputy Headteacher and the school leadership team. The policy will be reviewed by the Governors through their normal agreed procedures.

Section 5: Appendices

Appendix 1 National and local context

Young people and the role of education and prevention is a major focus of the Government's ten year strategy *Tackling Drugs to Build a Better Britain (1998)*. The four main aims of the strategy are:

- To help young people resist drug misuse in order to achieve their full potential
- To protect the community from drug related, antisocial and criminal behaviour
- To enable people with drug problems to overcome them and to lead healthy lives free of illegal drugs
- To stifle the availability of illegal drugs on our streets

In order to meet these aims the Education and Lifelong Learning Service works with partner agencies to develop and deliver on Staffordshire's Young People's Substance Misuse Plan. Schools are key settings for drug prevention with young people.

DfES 'Drugs: Guidance for schools', DfES/0093/2004 gives comprehensive guidance on:

- The context for drug education
- Planning and teaching of drug education
- Good management of drugs within the school community
- Responding to drug incidents
- The school drug policy

Drug education is an integral part of PSHE and citizenship and a component of National Curriculum science. OFSTED inspectors consider whether the school:

- Is working to provide a broad and balanced curriculum for PSHE and citizenship;
- Ensures that pupils are developing confidence and responsibility, making the most of their abilities, preparing to play an active role as citizens, developing a healthy, safer lifestyle, developing good relationships and respecting the differences between people; and
- Meets statutory requirements in relation to sex and relationship education and drug education.

All schools are required by the government to have an up to date policy that is reviewed regularly. The Home Office collates data of schools with policies and OfSTED reports on quality of programmes on an annual basis.

The policy should be a working document that describes the process and the provision for drug education and managing drug related incidents. This guide provides schools with a template for the development or revision of school policy and is based on '**Drugs: Guidance for schools', DfES 2004.**

Schools following this whole school process can receive accreditation by Staffordshire and Stoke on Trent Health Promoting Schools Scheme.

Staffordshire Drugs Education Policy Guidance

Appendix 2: Use of sniffer dogs

Guidance on the use of sniffer dogs and drug testing in schools DFES Drugs: Guidance for schools 2004, Appendix 10

Headteachers are within their rights to invite the police or private companies to bring sniffer dogs onto school premises or employ drug testing. They should, however, involve local partners, including the police and consider the factors outlined below.

Involvement of sniffer dogs at the request of the headteacher

Where a school believes that there is reasonable evidence of possession or supply of suspected illegal drugs they should consult their local police. The advice from ACPO is that local police, if they are to respond with the use of sniffer dogs, should do so as part of a warrant- led operation, unless evidence may be lost by delaying the search.

However, schools considering sniffer dog searches **without the authority of a police warrant should exercise extreme caution** before doing so. They should consider very carefully whether such action:

- Is consistent with the pastoral responsibility of the school to create a supportive environment
- Is culturally insensitive – for example, dogs are considered unclean in Muslim and Buddhist cultures
- Will lead to labeling and be damaging to pupils concerned
- Will result in appropriate support for pupils most in need
- Is feasible and an effective use of school resources, and those of the police, where involved.

The above considerations apply equally to drug testing.

Where such action is planned for the purposes of detection schools are advised to make sure , in advance, that:

- The intention to use such an approach is clearly stated in the school's drug policy developed in consultation with pupils, parents, staff, governors and the whole school community
- Parents/carers have given their consent (usually in writing) to the proposed use of sniffer dogs at the request of the headteacher. This is good practice rather than a legal requirement
- Procedures are in place to remove pupils for whom consent is not given
- They have considered what action will be taken if drugs are found on any member of the school community (including staff and visitors), and that this has been communicated clearly and is consistent with responses to other drug incidents
- They are able to be sensitive to and respect the right to privacy of pupils whom the dog may identify either because they are taking prescription medicines or have been exposed to an environment where others have used drugs
- Plans are in place to deal with potential media interest

In addition to informing parents/carers of the intention to use such an approach (and seeking their consent – see above), parents/carers should be notified immediately after such action has taken place.

Involvement of sniffer dogs purely as a deterrent

A headteacher requesting the use of sniffer dogs solely as a deterrent where there are no reasonable grounds for suspicion and where prior consent has not been sought, will need to consider possible challenges by parents and pupils under the Human Rights Act.

Schools should ensure that if sniffer dogs are used for detection or as a deterrent, they form part of an on-going whole school approach to managing drugs on school premises rather than an isolated action.

Appendix 3
Drugs Education: Scheme of Work