



**Stretford**  
Grammar School  
*Aspirat primo fortuna labori*

## **Drugs Policy**

**Ratified by Governors: 2014**



## **Drugs Policy**

**Member of staff with overall responsibility:** Mr. I Nicholson

**Governing Body Sub-Committee with Reviewing Responsibility:** Standards and Curriculum

### **Rationale:**

Every school has a statutory responsibility:

- To have an up to date drugs policy
- To deliver drugs education through the relevant schemes of study within the National Curriculum for Science
- To deliver Drugs Education through the non-statutory curriculum within PSHE as found in the revised national curriculum
- To prepare all students for the responsibilities of adult life
- To inform parents that they do not have a right to withdraw students from Drug Education lessons

Stretford Grammar School recognises that it has an important part to play in meeting drug education targets

- Having an up to date drug education policy in line with statutory guidelines
- Having an effective implementation process for the drug education policy with subsequent monitoring and evaluation strategies
- Having an effective and developmental drug education programme in each key stage
- Ensuring that parents/carers are provided with appropriate drug education materials
- For all young people identified as being vulnerable to receive the appropriate education, advice, information and support on substance misuse both in and out of schools

In addition we see drug education as a core component of an effective PSHCE programme and a key activity within our Healthy Schools programme, being one of the key areas of our Healthy Schools Status.

## Statement of Policy

In response to our shared concerns at a local and national level, we wish to state that as part of our care for the welfare of our students, Stretford Grammar School believes it has a duty to inform and education young people on the consequence of drug use and misuse. The school takes a pro-active stance on the matter, believing that health education is a vital part of the PSHCE programme for every student.

Fundamental to our school's values and practice, is the principle of sharing the responsibility for education of young people with parents/carers, by keeping them informed and involved at all times.

Whilst we acknowledge that the numbers of young people who use and misuse substances is rising, it is seen as important to recognise that the larger numbers of young people are choosing not to use or misuse drugs. We will continue to support their differing needs.

- The school condones neither the misuse of drugs and alcohol by members of the school, nor the illegal supply of these substances
- The school is committed to the health and safety of its members and will take action to safeguard their well being
- The school acknowledges the importance of its pastoral role in the welfare of young people and, encouraged by the ethos of the school, will seek to support the particular needs of individuals or groups of students.

## Definitions

In line with the guidance issued by the DfE and Association of Chief Police Officers in January 2012 where this policy refers to drugs this includes alcohol, tobacco, illegal drugs, medicines, novel psychotic substances (legal highs) and volatile substances.

The definition of a drug given by the United Nations Office on Drugs and Crime is

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

The word drug is used to include all mood-altering substances.

Drug taking involves the consumption of any drug.

Drug use is drug taking through which harm may or may not occur.

Drug misuse is drug taking which harms health or functioning. It may include physical or psychological dependence or be part of a wider spectrum of problematic or harmful behaviour.

## **The Role of Schools**

As part of the statutory duty on schools to promote students' wellbeing, we have a clear role to play in preventing drug misuse as part of our pastoral responsibilities. The Government's Drug Strategy 2010 requires that school staff have the information, advice and power to

- Provide accurate information on drugs and alcohol
- Tackle problem behaviour in schools, with wider powers of search and confiscation
- Work with others to prevent drug or alcohol misuse

At Stretford Grammar School our practical definition of drug education is 'the acquisition of knowledge, understanding and skills and exploration of attitudes and values which will enable young people to make informed decisions about their own and other people's use of drugs.'

We believe and support the following educational aims in respect of substance use and misuse to

- Enable students to make healthy, informed choices by increasing knowledge, challenging attitudes and developing and practising skills
- Provide accurate information about substances
- Increase understanding about the implications and possible consequences of use and misuse
- Widen understanding about related health issues, for example sex and sexuality, crime, HIV and AIDS

At Stretford Grammar School these aims are fulfilled through

- Aspects of the students' experiences in the taught curriculum
- The information in the curriculum and through opportunities for extra-curricular activities
- The taught programme mainly through PSHCE, Science and RE, but other opportunities to reinforce learning will occur in other parts of the teaching programme

## **Managing Drug Related Incidents**

Incidents are likely to arise out of suspicions, observations, disclosures or discoveries of situations which involve illegal or unauthorised drugs. Although it is difficult to be precise in every case, the following may be classed as a drug related incident

- Discovery of drugs or associated paraphernalia found on the premises
- Person found in possession of drugs or associated paraphernalia on the premises or outside of school but on a school related activity, including but not limited to field trips, visits in the UK and overseas, representing the school at an event
- Person found to be supplying drugs on the premises or outside of school but on a school related activity
- Person thought to be under the influence of drugs
- Person discloses they or someone they know is misusing drugs

The requirements of this policy apply

- On the school premises
- In the vicinity of the school premises
- In uniform or dress code travelling to or from school
- In any other situation in which they are identifiable as students of the school including activities out of school in this country and abroad

In all such situations the police will be informed.

## **Searching and Confiscation**

Section 91 of the Education and Inspections Act 2006 enables any member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty where reasonable to do so.

Where a person finds substances which are not believed to be controlled drugs these may be confiscated where a belief is held that these will lead to harm or be detrimental to the good order of the school. This would include novel psychoactive substances. Where a member of staff is unable to identify the substance it should be treated as a controlled drug.

Where a search is required staff should inform the senior leader with responsibility for drugs, currently Ian Nicholson or in his absence another member of the Senior Leadership Team.

A search does not require parental permission nor does it require the consent of the student. Where a search is to be undertaken and the student refuses for a locker to be searched entry is to be gained by a Site Supervisor with a master key or to remove the padlock with an appropriate implement.

There will always be two members of staff present when a search takes place, one to conduct the search and a second as a witness. At the end of the search **both** members of staff should complete the Controlled Substances log in the school office, which should be handwritten and not typed.

This must be signed and dated by **both** members of staff as a true and accurate record of the search. Where the member of staff requesting the search is unhappy to be involved another member of staff will be called upon.

Although there is no legal requirement for the log to be completed it is a requirement at Stretford Grammar School in case of any future complaint or action.

The substance will be sealed in a plastic bag and will include the following

- Date of seizure
- Time of seizure
- Location of seizure
- Witnesses present

The substance will then be stored in the safe in the school office. The senior leader with responsibility for drugs will inform the police without delay who are then requested to come to school and dispose of the substance, although not a legal requirement it is advisable to inform the police of the name of the student from whom the seizure was made.

Where drugs are confiscated outside of the school premises but on visits associated with school then the lead teacher must inform the SLT link immediately. The student in question should then be monitored by staff at all times and not be allowed away from staff for the duration of the visit. The SLT link member will inform the parents of the issue and the parent/carer will need to meet the student upon return to the school or to collect the child from the place of visit.

The Headteacher or his representative should inform parents/carers at the earliest possible opportunity when a drugs related incident has been identified.

When appropriate a careful investigation will be carried out to judge the nature and seriousness of the situation. Should an investigation should determine:

- **What students have said (written statement will be taken)**
- **The legality of the substances involved and the quantities**
- **How the drug was used**
- **Whether possession or supply is involved**
- **The home circumstances of the student**
- **Previous offences**

If an employee is involved in an incident of illegal substance misuse or supply, the Headteacher will follow the Local Authority's policy on drug misuse.

As high profile media coverage may be associated with incidents of drug misuse, a press statement will be prepared by the Headteacher in consultation with the Chair of Governors in advance of any request for information.

## **Responsibilities**

The responsibilities of the Headteacher and Governing Body in respect of such drug related matters on the school premises or whilst students are elsewhere on recognised school activities fall into two categories

- The paramount 'duty of care' to all students, to ensure their health, safety and welfare according to their needs at all times. The 'duty of care' is also required by the employer/employee relationship to provide a safe place to work (Management of Health and Safety at Work Regulations 1992 and the Health and Safety at Work Act 1974)
- The observance of and compliance with laws related to controlled substances

## Drug Education

Mainstream schools and special schools have a duty to ensure that students with special educational needs and learning difficulties are properly included in drug education programmes. The programme includes a variety of teaching methods that cater for the range of attainment levels of students and their diverse learning styles. In Stretford Grammar School, this involves focussing on developing students self-confidence and skills to manage medicines, stay safe, understand and manage feelings and enable students to seek help and support when they need it.

### Our policy on specific matters:

Students who use **alternative methods of communication** - some students have physical, visual or hearing impairments or are unable to use speech and may use signing, symbols and/or communication switches and aids. The staff will adapt their teaching of drug education to ensure that these students have equal access.

**Students with autism** will require individual teaching to meet their specific needs. Explicit teaching and use of pictures and visual aids is essential to avoid confusion.

### A Whole School Approach

A whole school approach will be adopted to drug education that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding drugs. In particular:

**The Senior Leadership Team, SLT**, will endeavour to support the provision and development of drug education in line with this policy by providing leadership and adequate resourcing.

**The designated Drug Education Co-ordinator, *currently Ian Nicholson*** will maintain an overview of drug education provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet student's needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

### Teaching staff

Drug education is best led by teachers rather than outside experts. Teachers have an understanding of their students, develop a dialogue with them and are accessible on an ongoing basis. Teacher led drug education also avoids the situation whereby drugs are sensationalised and seen by students as something teachers cannot talk about.

Teachers may not have detailed knowledge of drugs. Whilst it is helpful if they have some knowledge about drugs, they do not need to be 'walking encyclopaedias' to successfully teach drug education. Drug education is not just about factual information and many teaching packages include activities which contain relevant drug information for use with students. Students may sometimes know more about certain drugs than their teachers but this can be put to good use in lessons. If teachers need to know a specific piece of information, they can always find out later, possibly by involving students in research. More important than detailed factual information, is feeling confident, developing trust

with students and having the teaching skills to allow students to explore and discuss the many complex issues involved.

All teachers are involved in the school's drug education provision. Some teach drug education through the PSHCE programme and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to students. Any teacher can be approached by a student who experiences a difficulty regarding drug education issues. Teachers will be consulted about the school's approach to drug education and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training.

**Non-teaching staff** may be involved in a supportive role in some drug education lessons and also play an important, informal pastoral support role with students. They will have access to information about the drug education programme and be supported in their pastoral role.

The school ensures the confidence and competence of staff to carry out their role through the provision of whole school training and its commitment to the national PSHCE CPD programme.

**Governors** have responsibilities for school policies. They will be consulted about the drug education provision and policy and have regular reports at Governor's meetings.

**Parents/carers** have a legal right to view this policy and to have information about the school's drug education provision. The school will seek and take account of parent/ carer views and endeavour to adopt a partnership approach with parents/carers. This will periodically include information/education workshops for parents/carers and support for parents/carers to provide drug education for their own children. The school's approach to drug education will encourage dialogue between parents/carers and their children.

**The school nurse** can play a key role in supporting the teacher in drug education both in terms of advice, input into lessons, provision of pastoral support for students and resources. The school will work in ongoing consultation and partnership with the school nurse although the teacher will always remain the main provider of drug education in the classroom.

**Outside agencies and speakers** may be involved in inputting to drug education lessons and as points of referral as support services for students. The school actively co-operates with other agencies appropriate to student needs such as theatre groups, the police, the LA - PSHE/Citizenship team and Health to enhance the quality of its drug education provision delivery. Visitors who support the school will also be informed of the values held within this policy. The school will work in partnership with them and jointly plan their input in drug education lessons.

**Students** have an entitlement to age and circumstance appropriate drug education and to pastoral support. They will be actively consulted about their drug education needs and their views will be central to developing the provision. Discussion of Drug related issues and concerns should be encouraged through the school council(s).



## **The Taught Drug Education Programme**

At Stretford Grammar School Drug education is taught in a number of places within the school curriculum.

### **Science**

**There is a statutory requirement to deliver an element of the drug education programme through the National Curriculum.**

**The Science orders require that students are taught:**

*At Key Stage 3:*

- That the abuse of alcohol, solvents and other drugs affects health, that the body's natural defences may be enhanced by immunisation and medicines and how smoking affects lung structure and gas exchange.

*At Key Stage 4:*

- About the effects of solvents, alcohol, tobacco and other drugs on body function.

## PSHE

The revision of the National Curriculum, 2013, also strongly locates effective drug education in the non-statutory **PSHE** Programme of Study for Personal Wellbeing and is reinforced in the statutory **Citizenship** National Curriculum programmes of study at Key Stages 3-4.

At Stretford Grammar School the drug education components of the PSHE curriculum within each key stage are:

<i>Drug education modules within whole school PSHE curriculum</i>		
<b>Yr group</b>	<b>Term</b>	<b>Drug education module/content</b>
7	Autumn	What are drugs?
8	Spring	Drugs and resisting peer pressure The use and misuse of alcohol
9	Spring	Making informed health choices
10	Autumn	Drugs and the Law
11	Autumn	Drugs and personal risk assessment

In addition, many teachers find they are able to deliver additional aspects of drug education in English, Drama, History, Geography, Physical Education and Religious Education.

### **Methodology and resources**

A wide range of teaching methods are used that enable students to actively participate in their own learning. This includes use of quizzes, case studies, research, role play, video, small group discussion and use of appropriate guest speakers.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that students are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to students.

### **Answering student's questions**

The school believes that students should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a student may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. They will establish clear parameters of what is appropriate and

inappropriate in class by discussing ground rules with students and by taking an approach that encourages students to be mature and sensible.

If a teacher does not know the answer to a question they will acknowledge this and suggest that they and students research the answer to the question later. If a question is too explicit or inappropriate to answer in class at that moment, teachers will acknowledge it and attend to it later with the student who asked it. If a question is too personal teachers will remind students about the ground rules and if necessary point out appropriate sources of support. If a teacher is concerned that a student is at risk they will follow the school's child protection procedures.

### **Monitoring and evaluation**

The programme is regularly evaluated by the drug education co-ordinator. The views of students and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

Monitoring and evaluation arrangements are open to external assessment by the LA and Ofsted.

### **Assessment**

Students' progress in drug education is assessed as part of PSHE assessment using the end of Key Stage statements within the PSHCE Handbook which is provided to all teachers delivering this as part of their timetabled lessons. Students' knowledge, skills and attitudes are assessed through a range of methods including teacher, peer and self assessment, reflecting the principles of assessment for learning.

