



Behaviour Policy (SISW 5) Appendix G – Use and Misuse of Substances Policy (Agreed by Heads of Local Consortium schools)

The Headteachers of Secondary Schools in Bishop's Stortford and Sawbridgeworth acknowledge the national concern over the growing problem of substance abuse and wish to state clearly their common policy on these matters for each of their schools.

STATEMENTS OF PRINCIPLE

- The schools condemn the misuse of substances including drugs and alcohol by their members, and the illegal supply of these substances.
- The schools are committed to the health and safety of the members of the school communities and will take action to safeguard their well-being.
- The schools acknowledge the importance of their pastoral role and related educational programmes in promoting the welfare of young people. They will seek, in co-operation with parents, to support those in need.

In response to our shared concerns on the issue at a local and national level, the schools wish to state that as part of their care for the welfare of their students, they believe they have a duty to inform and educate young people on the consequences of substance use and misuse. The schools take a pro-active stance on this matter, believing that health education is a vital part of the Personal, Social and Health education of every student.

Fundamental to our schools' values and practice is the principle of sharing responsibility for the education of young people with parents by effective communication and co-operation.

Whilst we acknowledge that the number of young people who use and misuse substances is rising, we recognise the need to support and protect the larger numbers of young people who choose not to use or misuse substances.

EDUCATIONAL AIMS

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

- to provide accurate information about substances
- to increase understanding about the implications and possible consequences of use and misuse
- to widen understanding about health related and social issues.
- to enable students to make healthy, informed choices
- to enable young people to identify sources of appropriate personal support.

These aims are fulfilled through aspects of the schools' curricular and extra-curricular activities. They are also met through active co-operation with other agencies. Other professionals involved in the issue of Drug Education will be given a copy of the policy and informed as to the values therein, which they will be expected to support.

At Leventhorpe, we believe that healthy children who can manage their lives positively are better able to learn and achieve. Except for medical purposes, there is no reason why students should possess drugs while at School or on School-organised educational experiences.

All students who need to use medical drugs while at School must bring a written note from their parent/carer explaining why and the dosage required. Students' medication is held in the medical room and is normally administered in the presence of a First-aider. (with the exception of Asthma inhalers).

The School will provide clear expectations about leading a healthy lifestyle which includes a focus on self-esteem and its importance in healthy living.

In PSHE lessons for example, staff will help students gain an understanding of the world where drugs are used through drugs education programmes, visiting interactive theatre groups and other opportunities when the issues can be discussed.

DEFINITION OF A DRUG

A drug is any substance which, when introduced into the body, creates a change in perception and/or mood and/or how the body functions physically, emotionally or mentally.

VALUES FRAMEWORK

The School promotes those values which underpin personal development and a healthy society. These values, which have been agreed by the School, are respect, tolerance, caring, justice, honesty, consideration and responsibility. Fundamental to our School's values and practice is the principle of sharing the responsibility for education of young people with parents by effective communication and co-operation.

DEFINITION OF DRUG MISUSE

Drug misuse is drug use that harms health or social functioning – either dependent use (physical or psychological) or use as part of a wider spectrum of problematic or harmful behaviour. 'Drug misuse' is the non-medical use of drugs that are only intended for use in medical treatment, and the use of drugs that have no accepted medical purpose.

LIST OF DRUGS

Leventhorpe considers the definition of a drug to include the following substances. This is not a definitive list but is included for guidance.

Alcohol	Ecstasy
Amphetamines	Hallucinogenic mushrooms
Amyl and butyl nitrite	LSD
Anabolic steroids	Opiates
Barbiturates	Over the counter medicines
Benzodiazepines	Prescribed medicines
Cannabis	Solvents
Cocaine	Tobacco (Nicotine)

DRUGS EDUCATION

Drugs education at Leventhorpe will:

- help students to gain an understanding of drugs and appropriate drug use
- dispel myths
- provide accurate and comprehensive information
- clarify values and attitudes

Our aims are to:

- raise and maintain self-esteem
- enable informed choice
- help students manage personal, social and emotional development and change
- develop personal and social skills
- explore strategies for healthy lifestyles
- enable young people to identify where help and support can be found
- give students the opportunity to record and reflect on the outcomes of their learning to ensure that the proposed provision is matched to what they already know and how best to further clarify their understanding of drug related issues

THE SCHOOL'S LEGAL OBLIGATIONS

Certain aspects of drug education are a statutory requirement as part of the National Curriculum Science Order which came into force in August 1995 for Key Stages 1, 2 and 3 and 1996 for Key Stage 4. This states that students should be taught:

- at Key Stage 3 that the abuse of alcohol, solvents, tobacco and other drugs affects health and 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 the effects of solvents, alcohol, tobacco and other drugs on body functions.

Students' developing awareness of drugs and of their use and misuse has implications for the issues and situations considered at each stage, and the depth to which they are explored.

at Key Stage 3 some students may be in direct contact with, or experimenting with alcohol, tobacco, solvents; or misusing other drugs such as cannabis, amphetamine, alkyl nitrites (poppers), ecstasy, LSD or 'magic mushrooms'.

at Key Stage 4 some students may be drinking alcohol regularly and/ or smoking. Some may have taken illegal or socially unacceptable drugs and be aware of local suppliers.

CONTENT AND LOCATION OF DRUG EDUCATION IN THE CURRICULUM

Drugs education at Leventhorpe will be both cross-curricular and a discrete programme within the PSHE and citizenship education provided by the School. All aspects of the curriculum which lead young people to have a sense of their own worth, a belief that they have some control over their lives and the confidence to act responsibly will contribute to drug education.

For example:

English can provide opportunities for students to:

- explore relevant issues through literature
- develop communication skills, for example in formulating, clarifying and expressing ideas and arguments
- develop inter-personal skills through drama or role play
- make considered use of a range of reference materials

Religious Education can provide opportunities for students to:

- develop their understanding of moral issues
- develop the skills to express their own views clearly
- consider the individual, social and moral consequences of actions

Physical Education can provide opportunities for students to:

- develop positive attitudes towards health
- develop safety awareness

Geography can provide opportunities for students to:

- develop an understanding of the social, economic and environmental effects of drug production
- consider the impact of drug-related activities (including crime) on localities

Design and Technology can provide opportunities for students to:

- develop awareness of safety, hazards and risks (for example through the safe handling of volatile materials, including solvents and glues)
- use information sources to assess the risk of unfamiliar materials
- take responsibility for the consequences of their own actions for themselves and other

As each Key Stage progresses the emphasis is on developing students' knowledge, understanding, skills and attitudes on drugs.

Knowledge – age appropriate information about the law on drug misuse; the physiological effects of drugs; a realistic account of the implications for the individual, the family and the wider society; support agencies available.

Skills development – accessing information, assertiveness, communicating, coping, decision making, listening, negotiating, problem solving, resisting negative peer pressure, promoting positive peer pressure.

Attitudes, values and beliefs – opportunities for young people to explore and clarify their own and others values and attitudes and to consider how these affect behaviour and lifestyle. Positive attitudes towards healthy lives are promoted.

Drugs education at Leventhorpe will be co-ordinated by the PSHE co-ordinator working with the pastoral leaders. Careful co-ordination ensures that the content of lessons and approaches used are appropriate to the needs, ability and ages of students and contributed to by the students themselves.

MANAGING DRUG RELATED ISSUES ON AND OFF THE PREMISES

The decision to exclude a student permanently is recognised as a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. However, there will be circumstances where a student will be excluded for a first or 'one off' offence. Possession of or supplying a controlled substance and drug or substance related abuse are cited in the School's Behaviour Policy as being in this category. Where a school decides to exclude permanently, for possession or/and supply of controlled substances, and/or use of a controlled substances on school premises, the Secretary of State would not normally expect the Governors' Discipline Committee or an Independent Appeal Panel, to reinstate the student.

The law permits School staff (accompanied by a witness) to take temporary possession of a substance suspected of being a controlled drug for the purposes of protecting a student from harm and from committing the offence of possession. In such instances the substance must be taken straight to the Headteacher who would then hand the substance to the police (School Liaison Officer or Community Officer) for identification and advice.

School staff should not attempt to analyse or taste an unidentified substance.

It is open to a member of staff, accompanied by a member of senior management, to search a student or a student's locker where he or she has reasonable cause to believe it contains unlawful items, including drugs.

Where students are suspected of concealing drugs (including nicotine or alcohol) on their person, efforts should be made to secure the voluntary production of any unlawful substances, for example by asking them to turn out their pockets. If a student refuses, a member of senior management should be contacted immediately.

They will decide the most appropriate course of action which may be to involve the police. Under no circumstances should any decision be made without consultation with the Head Teacher.

A record of any drug-related situation must be documented. This responsibility lies with the Assistant Headteacher (Pastoral).

Sanctions and pastoral care support for students at risk.

The Headteacher retains the responsibility for deciding how best to respond to particular incidents as it is recognised that a variety of responses may be necessary. These will involve contact with parents but may also involve outside agencies concerned with substance misuse.

The School seeks to balance the interests of the student involved and other members of the School. Each incident will need to be examined individually and the final disciplinary decision will consider a range of factors, likely to include:

- the age of the student
- student's previous school record
- the drugs involved
- was the action solitary or were others involved
- was it an offence of possessing, using, supplying or selling
- where the drug came from (within family, off street, from a friend)
- what is the attitude of the student and how is s/he likely to respond
- what support can the student expect from parents
- what support can the school expect from parents
- what support can the school offer
- are there any particular circumstances unique to the student

The promise of confidentiality is not realistic, especially when there is a risk to the safety of a student or other people.

PROCEDURAL GUIDELINES AND THE ROLES OF THE HEADTEACHER AND GOVERNING BODY

The Headteacher takes overall responsibility for the policy and its implementation, for liaison with the Governing Body, parents, LA and appropriate outside agencies. The Headteacher will ensure that all staff dealing with substance issues are supported and trained.

It is an offence under the misuse of Drugs Act 1971.

- to supply or offer to supply a controlled drug
- to be in possession of a controlled drug

The school has a statutory duty to inform the police if a serious criminal offence has taken place on school premises. In accordance with national recommendations the

school will contact the police should suspected illegal substances be found on the premises.

In instances involving substance possession, misuse or supply, parents will be informed at the earliest opportunity by the headteacher or his/her representative.

The school will consider each substance incident individually and recognises that a variety of responses will be necessary to deal with incidents. The school will seek to balance the interests of the student involved and other school members.

The school's response may include the following:

- 1 Contact with the school's Police Liaison Officer and through him/her the appropriate authority or agency.
- 2 Temporary or permanent exclusion. It is probable that a student guilty of bringing an illegal substance into the School premises will be permanently excluded.

Students and parents should know that the relevant rules apply when they are involved in visits off the school premises and on school journeys and field trips.

STAFF DEVELOPMENT

The School will develop a resource library of drug related information, which staff can access.

Specialist advisers from Hertfordshire Health promotion and Hertfordshire Education Services are consulted about curriculum issues. Information and support is also obtained from Police/school liaison officer.

More detailed and specific training will be provided for the School PSHE co-ordinator.

All staff are responsible for implementing this policy and a dissemination training session will form part of the School's service training provision.

Any induction training offered to new teachers joining Leventhorpe should cover the School's approach to drug education and the disciplinary procedures for dealing with drug-related incidents.