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## DRUGS PROTOCOL

### DRUG EDUCATION AND THE MANAGEMENT OF DRUG-RELATED INCIDENTS

#### Context

We recognise that many of our students will encounter illegal drugs and the misuse of other drugs and substances. There are complex motivations behind a young person's decision to first experiment with alcohol, tobacco, volatile substances and illegal drugs. Along with parents, it is the school's responsibility to help to reduce the harm that drugs and substance misuse can inflict on young people and to play a role in reducing and preventing the use of illegal drugs and the abuse of other drugs and substances. We acknowledge that we cannot solve the problems of drug misuse in society but recognise that education can play a key role in ensuring that young people know the risks of taking drugs, have the knowledge and skills to resist and know how to access support and help if needed.

Related policies: Behaviour and Discipline Policy, Protocol on Intimidating and Aggressive Behaviour, Child Protection Policy; Confidentiality Protocol

#### Protocol Rationale

- The School is committed to safeguarding the health and safety of its members and will not knowingly permit or tolerate possession, consumption, supply or offer to supply any restricted drugs on school premises or during off-site school related activities
- The School acknowledges the importance of its pastoral role in the welfare of young people, and through the general ethos of the School, will seek to persuade students in need of support to come forward.
- The School actively co-operates with other agencies such as the Police, Social Services, LEA and Health and Drug Agencies to deliver its commitment to Drugs Education and to deal with incidents of substances use and misuse. Visitors who support the School will be informed of the values held within this Protocol.

#### Aims of the Protocol

- To clarify the legal requirements and responsibilities of the school;
- To reinforce and safeguard the health and safety of students and others who use the school;
- To provide clarity over the school's approach to drugs for all staff, students, governors, parents/carers, external agencies and the wider community;
- To enable staff to manage drugs on the school premises, and any incidents that occur, with confidence and consistency, and in the best interests of those involved;
- To ensure that the response to incidents involving drugs complements the overall approach to drug education and the values and ethos of the school;
- To provide a basis for evaluating the effectiveness of the school's drug education programme and the management of incidents involving illegal and other unauthorised drugs;
- To reinforce the school's contribution to local and national drugs' strategies.



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## Terminology

The term 'drugs' and 'drug education', unless otherwise stated, is used throughout this document to refer to all drugs:

- all illegal drugs (those controlled by the Misuse of Drugs Act 1971);
- all legal drugs, including alcohol, tobacco, volatile substances (those giving off a gas or vapour which can be inhaled), ketamine, khat and alkyl nitrites (known as poppers);
- all over-the-counter and prescription medicines.

## Roles of the Governing Body and Headteacher

The Governing Body has responsibility for establishing this Protocol in consultation with the Headteacher and staff of the school.

The Principal has overall responsibility for the implementation and monitoring of the Protocol through:

- Liaison with the Governing Body, parents, the LA and appropriate outside agencies;
- The appointment of a substance Co-ordinator who has responsibility for the Protocol, including the curriculum organization of drug education;
- Liaison with the media, taking guidance where appropriate from the LEA and ensuring that any reporting of incidents remains in the best interests of students, their families and the school.

The school recognises that it is the responsibility of all staff to ensure that the Protocol is fully implemented.

## Drug education in the curriculum

### Objectives OF Drug Education

Through the drug education in our school we seek:

- To minimize the risks that users and potential users face;
- To enable informed choice;
- To provide accurate information;
- To create an environment where students feel able to explore and discuss drug-related issues;
- To increase understanding about the implications and possible consequences of use and misuse;
- To enable students to identify sources of appropriate personal support;
- To encourage understanding about related health and wider social issues

### Outcomes of Drug Education

Students will:

- increase their **knowledge** and understanding and clarify 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
- develop their 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
  - be enabled to explore their own and other peoples' **attitudes** towards drugs, drug use and drug users, including challenging stereotypes and exploring media and social influences.

#### Organisation of Drug Education in the School

Drug education is taught mainly through the PSHE programme. However, further opportunities to reinforce learning will occur in other areas of the curriculum. The substance coordinator will maintain a curriculum audit and thus ensure teachers are aware of this Protocol. An outline of programmes will be attached to this Protocol as they are developed, planned and reviewed.

#### **Teaching methodology**

A range of outside agencies are used to support this aspect of the curriculum, primarily GDAS, Infobuzz and the local police drugs squad, who lead targeted sessions.

In addition to this, aspects of Drugs Education are included in the schemes of work for other subjects such as Science. Teaching methodology is informed by and upholds the key principles outlined in the school's Teaching and Learning Protocol .

Parental support and understanding for drugs education is achieved through adult education sessions run through an evening meeting in school led by the Local Authority Drugs Education consultant and follow up based on parental feedback.

Overall responsibility for the PSHE programme is taken by the Principal, Coordination of Programmes of Study, assessment and aspects of monitoring are undertaken by the PSHE Learning Lead.

#### **Meeting the needs of the all students**

Ability based teaching groups in the delivery of the main school curriculum, including PSHE; enable teachers to tailor drugs education and support to the needs of each individual, including those with SEN. In addition to the main curriculum Drugs Education programme, individual workshop and counselling programmes are provided, where appropriate, by the Inclusion Manager and external providers. Where child protection issues are evident, a wide range of external agencies, including police counsellors are involved. In these cases the drug education programmes are developed to address the specific needs of the individuals paying particular attention to these students existing knowledge, understanding and experience to ensure that the teaching is highly relevant and engaging.



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## **Assessment**

Assessment practices aim to identify:

- what knowledge and understanding students have gained and its relevance to them;
- what skills they have gained and put into practice;
- how students' feelings and attitudes have been influenced during the programme.

Assessment includes formative review and reflection on progress and understanding through self and peer assessment tasks and summative assessment which measures what students know, understand and can do through teacher assessment tasks.

## **Monitoring, evaluation and reviewing**

The PSHE coordinator and Vice Principal with responsibility for PSHE are responsible for the overall monitoring of drug education, including:

- lesson observations and feedback to teachers;
- work sampling;
- teachers making regular comments of the scheme of work/lesson plans;
- feedback and focus group discussions with students;
- drug education and the PSHE programme as a regular discussion item at House and Pastoral Board meetings.

## **Staff Training**

Initial teacher training requires newly qualified teachers to be familiar with the programme of study for citizenship and the framework for PSHE, relevant to the age they teach. Initial teaching training is supplemented in the NQT year with focus sessions on drug-related issues in the NQT induction and support programme.

Staff, other than NQTs, who are new to the school receive supplementary training as part of the induction programme for new staff.

Training is provided for PSHE teachers as necessary to support them and to ensure content and methodology of the explicit drugs education programme are in line with current guidelines and best practice.

All staff receive annual general refresher drug awareness training which includes reinforcement of the school's drug and other related policies, including the steps involved in managing drug incidents and identifying and responding to students' needs.

## **Management of drug-related incidents**

### Rationale

The school acknowledges that each drug-related incident should be treated individually and recognises that a variety of responses may be necessary to deal with the incidents. The school will carefully consider the implications of any action it may take and seek to balance the interests of the individual(s) involved, the other school members and the wider community. There will not be an



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automatic sanction applied to any drug-related incident in school. Any response will be taken after considering all the facts and information about a young person and the circumstances in which any drug-related incident has come about. The school response will be part of a supportive network developed to ensure that the school uses its powers to protect the long-term welfare of all the students in the school.

The school is committed to the health and well-being of all its students and will endeavour to help any individual work through his/her difficulties.

A drug incident can be defined as falling into one of the following categories:

- drugs or associated paraphernalia are found on school premises;
- a student demonstrates, perhaps through actions, an inappropriate level of knowledge of drugs for their age;
- a student is found in possession of drugs or associated paraphernalia;
- a student is found to be supplying drugs on school premises;
- a student, 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 student discloses that they or a family member/friend are misusing drugs.

There is a range of possible responses that the school may implement, for example (not in hierarchical order):

- Establish an individual teaching plan, personal support programme or other support plan;
- Change things at school e.g. teaching set, tutor group, subject options;
- Make sure the student is not a victim of bullying or similar treatment;
- Use the rewards system for appropriate behaviour changes;
- Encourage positive input to school e.g. participation in peer education programmes;
- Assessment by the educational psychology service;
- Consultation with support services;
- Access to counselling;
- Statementing;
- Application of the school's sanction system for inappropriate behaviour;
- Supervision of break/lunch times;
- Referral to the school nurse and/or referral to Infobuzz, the local drug support agency;
- A letter home to parents/carers;
- The parents/carers being asked to attend school;
- Involvement of the police – The school will consider involving the police for serious offences or where there is lack of cooperation from the students or parents. In addition the school may impose internal sanctions to help the student benefit from the experience and use the incident as a deterrent within the school;
- Fixed term or permanent exclusion – may be used when other options have been explored or where it is demonstrated that there is significant risk to the safety or welfare of staff or students.

#### **Staff with key responsibilities for drugs-related issues in school**



- Oversight and management of drug issues in school – Vice Principal, Assistant Vice Principal, Behaviour and Attendance
- Monitoring and Review of whole school Drugs Education programme – Principal
- Development and delivery Drugs Education Programme in PSHE – PSHE Learning Lead
- Drugs Information and guidance referral –Assistant Vice Principal, Behaviour and Attendance, Heads of House

### **The use of medicinal, prescribed and other legal drugs in school**

The possession and use of drugs (including alcohol, tobacco, solvents or hazardous chemicals) in school, on the way to or from school and during any school supervised event or visit is totally unacceptable other than medicinal and prescribed drugs which should be handed to the school's nurse on arrival at the school and taken or administered in the medical room when necessary. They should not be carried around the school by students. All other drugs covered by this Protocol must not be brought on to the school site. The only exception to this is the use of alcohol by adults when attending specified social functions.

### **Smoking**

Newent Community School is a smoke-free school. The response to students found smoking on site follows a five stage structure as outlined below:

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|----------|---|
| Stage 1: | Letter 1* sent home and 1 after school detention  |
| Stage 2: | Letter 2* sent home and 1 after school detention  |
| Stage 3: | Letter 3* sent home. Day in G6 (including break and lunch) Compulsory session with Medical Officer, who can offer support and advice about giving up smoking. |
| Stage 4: | Letter* sent home. 2 days in G6 (including break and lunch)   |
| Stage 5: | Meeting with parents  |

### **Electronic cigarettes**

Electronic cigarettes are battery-powered devices designed to deliver nicotine in a toxin-free vapour. These devices generally tend to simulate tobacco smoking. Unlike conventional cigarettes e-cigarettes do not generate smoke from combustion; instead they generate vapour that contains nicotine.

In June 2013 the Medical and Healthcare Products Regulatory Agency (MHRA) announced that they would regulate all NCP as medicines by 2016 to “ensure that high-quality products can be made available to help support smokers to cut down their smoking and to quit. “  
Meanwhile, the MHRA has said that, as a result of concerns over the quality of currently unregulated products, e-cigarettes **cannot be recommended for use** at present.

**Role models:** Many public health advocates are concerned that the availability and use of NCPs that resemble cigarettes, as some NCPs do, could “re-normalise” smoking, so encouraging their use among children and acting as a gateway to smoking. Existing unlicensed products have no minimum



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age of sale and persons under the age of 18 can purchase them. However, this will change once they become licensed under medicines regulation. Licensed nicotine containing products will have an age limit – likely to be 18 years of age.

Electronic Cigarettes are banned from Newent Community School and Sixth Form Centre.

### **Staff and Smoking**

Please refer to the Code of Conduct and No Smoking Protocol which can be located in the Staff Handbook.

Whilst not enforceable, in terms of being good role models for our students, it is appreciated by the Principal and Governors, that staff who do smoke, do so away from the immediate vicinity of the school.

### **Students arriving at school under the influence of drugs, including alcohol and volatile substances**

If the behaviour of a student arriving at school indicates that the student may be under the influence of drugs, they will be taken to the medical (or interview) room and questioned while an assessment is made of their condition. In most cases, the student's parents will be contacted and they will be asked to take the student home. If the decision is made that the student can remain in school, the parents will be informed at the earliest opportunity so that they are aware of the situation.

### **Caffeine / energy drinks**

Having too much caffeine can lead to symptoms which may include anxiety, restlessness, excitement, stomach complaints or twitching muscles. The quantity that would be needed to bring on these symptoms varies as people have different levels of sensitivity to caffeine (and can build up tolerance over a period). This means that one child may experience side effects much more readily than another, even if they have both received the same amount of caffeine. Very rarely, caffeine has been found to trigger dangerous heart arrhythmias in those with a pre-existing condition.

Students and parents are discouraged from purchasing and consuming caffeine/energy drinks. Where the influence of caffeine/energy drinks is deemed to be impacting a student's behaviour the drink(s) will be confiscated and parents contacted to discuss the student's consumption of these products.

### **Legal highs / unauthorised substances**

When we refer to 'drugs' in this Protocol, this also includes alcohol, tobacco, medicines, volatile substances (e.g. aerosols, solvents, glue or petrol) and new psychoactive substances ("legal highs").

Legal highs' are more accurately called 'novel psychoactive substances'. These chemicals are designed to imitate the effects of illegal drugs: either stimulants, cannabis or hallucinogens. The police will not normally need to be involved in incidents involving legal drugs, but the school may wish to inform trading standards or police about the inappropriate sale or supply of tobacco, alcohol or volatile substances to pupils in the local area.

Young people are becoming increasingly aware of, and in some cases using, new psychoactive substances (NPS). These are designed to mimic the effect of illegal drugs but are structurally



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different enough to avoid being classified as illegal substances under the Misuse of Drugs Act. Despite being labelled as legal these substances are not always safe to use and often contain controlled drugs making them illegal to possess. New psychoactive substances for the purposes of this Protocol are deemed unauthorised substances and treated in line with the drug management protocol contained in this Protocol . If there is uncertainty about what the substance is, it will be treated as a controlled drug.

## **The use of Illegal drugs in school**

### Discipline and sanctions

The boundaries of acceptable behaviour in the school are outlined in the behaviour Protocol . Discipline and sanctions applied in the case of a drug-related incident will take into account many factors including the nature of the incident, the age of the student(s) involved and the circumstances surrounding the incident. In applying sanctions the school recognises the need to balance the interests of the student(s) involved and the well-being of the whole school. The Principal and Governing Body will seek to help any student to work through his/her difficulties, and in keeping with this, permanent exclusion is seen as a last resort since this may only compound or transfer the problem. Students giving or selling substances to others endanger the health and welfare of other students and will be dealt with appropriately.

### Protocols for a search

The law permits school staff to take temporary possession of a substance suspected of being a controlled drug for the purposes of protecting a student from harm and/or committing an offence of possession.

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

When a student is suspected of concealing illegal or other unauthorised drugs it is not appropriate for a member of staff to carry out a personal search – a search including searching outer clothing an inside pockets. Every effort should be made to persuade the student 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 member of staff wishes to undertake a personal search of outer garments, pockets and bags, s/he must secure consent for the search from the student and have a second adult witness present. If the student refuses and the member of staff wishes to proceed, then the parents/carers could be notified and encouraged to persuade the child to give consent, where the child is not at risk. Where the search is still refused and following contact with parents/carers, 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 to others following an arrest.

### Confiscation and disposal of unauthorised drugs



Where it is necessary to confiscate suspected illegal drugs, a senior member of staff will take *temporary* possession of the substance for the purpose of preventing an offence from being committed or continued in relation to that drug. When taking temporary possession, a second adult witness should always be present throughout. The sample should be sealed in a plastic bag with a label including details of the date and time of the seizure/find and the witness present. The sample should then be stored in a secure lockable location; usually the school safe and prompt action is taken to ensure its disposal. This is achieved either:

- By disposing of the substance, i.e. flushing the substance down the toilet, in the presence of a witness and recording the action taken; or
- By handing the substance to the Police for disposal. Where possible the police will be contacted to arrange for collection. If it is necessary to take the substance to the police station, the name of the officer who will receive the substance will be obtained prior to departure. A record will be kept of the action taken.

Where drugs paraphernalia has been found or confiscated, it should be placed in a secure container using gloves and secured as outlined above.

Under no circumstances should a member of staff retain any suspected illegal substance or drug-related paraphernalia as they will render themselves liable for prosecution for possession. All substances and paraphernalia should be passed immediately to a senior member of staff. Under no circumstances will the substance be kept overnight on the premises or in the possession of any member of staff.

### **Police involvement**

The school reserves the right where appropriate to contact with regard to any incident. There is no legal obligation on the school to inform the police of incidents, although it is recognised that they may be able to provide relevant support and advice. Parents will always be contacted where there is police involvement.

### **Confidentiality**

Please refer to the Confidentiality Protocol which can be located in the Staff Handbook.

The possession and use of illegal drugs will be of immediate concern to school staff. It is important that any action taken is in the best interest of the students concerned, the whole school and wider community. Where these interests are in conflict it may be necessary to give priority to the whole school.

The school may maintain confidentiality and is not obliged in law to take any action in the following circumstances:

- Being told that a young person has used an illegal drug
- Observing possession or use of illegal drugs outside the school day or off the school premises.



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There will of course be occasions where, although not legally obliged to do so, the school will feel it appropriate to inform parents and/or police.

The school has a statutory requirement to breach confidentiality:

- When a third party or child is at risk from serious harm
- When life is in immediate risk
- When a member of staff is required to give evidence in a court of law.

We recognise the limitations of confidentiality in a school setting and therefore, we will provide information and/or opportunity for students and parents to access confidential advice, information and support through an appropriate outside agency.

### **Recording of an incident**

The Vice Principal with responsibility for management of drugs in school makes a full record of every drug-related incident including the time, date, place, people and people present, which is held securely and in accordance with the Data Protection Act 1998. These records may be used in any related court proceedings.

### **Dealing with rumour and hearsay**

The school will deal responsibly with any information gained through rumour or hearsay. The decision to attempt to substantiate the information will depend on the circumstances involved; recognising that opening up discussion on rumours can be harmful. A record will be kept of any action taken.

### **Dealing with the media**

In the case of contact or interest from the media or any drug-related issue, the Principal will be informed and will normally make any response. The Governing Body and where appropriate, parents will be kept informed. Guidance will be sought from the LEA Press Office.

### **Parent / carer or family members misuse of drugs**

The school recognises the impact that parental or family member drug misuse can have on a student and his/her education. Students whose parents/carers misuse drugs may be at greater risk of emotional and/or physical harm, but this is not always the case. Staff should be alert to behaviour which might indicate that a student is experiencing difficult home circumstances. A student may respond to parental or family member drug misuse in a variety of ways, including disturbed or anti-social behaviour; becoming reliant on drugs themselves; running away from home; losing concentration in class and showing reluctance to form friendships. Where problems are observed or suspected, or if a student chooses to disclose that there are difficulties at home and it is deemed a child protection issue, it should be referred to the designated Child Protection Officer or the Principal / Vice Principal.

When dealing with parents/carers under the influence of drugs on school premises, staff should attempt to maintain a calm atmosphere. On occasion, a teacher may have concerns about



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discharging a student into the care of a parent/carer. In such instances, the member of staff should refer to a senior member of staff, who may discuss with the parent/carer if alternative arrangements could be made, for example, asking another parent or carer to accompany the student home. The focus for staff is always the maintenance of the student's welfare and not the moderation of the parent's/carer's behaviour.

Where the behaviour of a parent/carer under the influence of drugs repeatedly places a child at risk or the parent/carer becomes abusive or violent, staff should consider whether to invoke child protection procedures and/or the involvement of the police.

### **Parents/Carers**

The school recognises the importance of working in partnership and sharing the responsibility of education of students with parents. This is achieved by keeping them informed and involved at all times.

Effective communication and cooperation with parents are essential to the successful implementation of this Protocol .

### **Staff conduct and drugs**

The Principal has a responsibility for the health, safety and welfare of students and staff at all times. Under the Health and Safety at Work Act 1974 the school has a duty to:

- ensure the health, safety and welfare at work of all members of staff;
- ensure that all members of staff do not injure themselves or endanger the public or colleagues.

Under the Management of Health and Safety at Work Regulations 1999, the school has a duty to assess the risks to health and safety of its staff. The school can be liable to prosecution if it knowingly allows a member of staff to continue working under the influence of alcohol or drugs if that member of staff's behaviour places themselves or others at risk. Equally, members of staff are required to take reasonable care of themselves and others who could be affected by their actions at work.

Where a member of staff is deemed incapacitated by the influence of alcohol or drugs, the head teacher will take action to prevent any student or member of staff being placed at risk by the actions of that member of staff. The misuse of illegal drugs, prescription medicines or problem drinking by staff is regarded as a health matter and appropriate occupational health and advice will be provided. Staff misuse of drugs, however, can be a disciplinary matter. Where circumstances and evidence warrants, it can lead to barring or restriction of a member of staff's employment, for instance, if it leads to criminal activity or to behaviour that involves an abuse of the teacher's position of trust or a breach of standards of propriety expected of the profession. The school has a statutory duty to inform the DCFS and provide specific information when they cease to use a person's services (or might have ceased to use the person's services if they had not withdrawn them) on the grounds of their misconduct, unsuitability to work with children or where a relevant health issue is raised.

### **Referral and external support**

The school will refer students to other services where needed. Where possible, and where this does not compromise the student's safety, the school will seek the involvement of the student and the student's parents/carers in such a decision. Where the student is thought to be 'suffering, or at risk



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of suffering significant harm', the protocols for the Area Child Protection Committee will be applied. The school will proceed in accordance with the school's confidentiality protocol.

The school ensures that students have access to up-to-date information on sources of help for illegal drugs use, referral will be made using the local authority common misuse of drugs screening tool, School Nurse Smoking counselling service for tobacco and drugs and social services for alcohol. Information about support groups is prominently displayed so that those who need help but who are reluctant to approach school staff can easily access it. Information boards can be found in the library, G6 and the medical room. The drug education programme provides details of services and help lines, explains how they work and aims to develop students' confidence in using them.

### **Pastoral care and support for students at risk**

The school seeks to provide all students with support and guidance through the pastoral system. Where students are identified as being at risk, every effort will be made to ensure they receive the appropriate balance of support and guidance to enable them and their family to overcome their difficulties. The school maintains strong links with a range of specialist agencies, such as Teens in Crisis, which can offer individual and, where appropriate confidential support.

### **Monitoring and Review**

The Senior Leadership Team shall review this protocol from time to time to ensure that it meets legal requirements and reflects best practice.

If Staff have any questions about this protocol or suggestions for additions that they would like to be considered on review, they may do so by emailing the Principal or Business Manager.

The School will continue to review the effectiveness of this Protocol to ensure it is achieving its stated objectives.

### **Date of Review**

January 2015