



St Mary Magdalene C of E School
with
Christ Church C of E Primary School

DRUGS EDUCATION POLICY AND GUIDELINES FOR MANAGING DRUG RELATED INCIDENTS IN SCHOOL

This policy was:	Written in	April 2020		
	Review date	Autumn 2021		
	Approved by	Dr P Gregory	Mrs J Eastaugh	
		<i>Co-Chairs of Governors</i>		
				
		Mrs C Harrison	Mrs V Wainwright	
		<i>Federation Co-Headteachers</i>		
				

Galatians 5:1- 'It is for freedom that Christ has set us free. Stand firm, then, and do not let yourselves be burdened'

Purpose

The Koinonia Federation is committed to the health and safety of its members and will take action to safeguard their wellbeing. The aim of this policy is to acknowledge and clarify the Federation's role in drug prevention and drugs education and ensure it is appropriate to pupils' needs. The policy will provide information about procedures in response to any drug-related incident and provide guidance to teachers, support staff and outside visitors.

Context

The policy was written with reference to the following Government initiatives and guidance:

- DfE Keeping Children Safe in Education: Statutory guidance for schools and colleges (2020)
- HM Government, Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (2018)
- Criminal Exploitation of children and vulnerable adults: County Lines guidance (2018)
- Drug Strategy Reducing demand, restricting supply, building recovery, global demand, Home Office (2017)
- DfE Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies (2014)
- DfE & Association of Chief Police Officers Drug advice for schools (2012)

The drug policy stands alone complementing the PSHE and other relevant school policies.

There are links between the drug policy and the following policies:

- Child Protection/Safeguarding Policy
- Health & Safety Policy
- PSHE and Citizenship policy
- Behaviour Policy

Aims of the policy

The aims of the Federation drug policy are:

- To provide a support document in relation to drug issues for the whole Federation community, including staff, pupils & parents/carers.
- To help our pupils acquire the knowledge, values and skills that will enable them to make informed and responsible choices about using drugs.
- To assist in achieving consistent approaches to drugs education and responding to drug-related incidents.

The Federation's definition on drugs

For the purpose of this document and the understanding of the term **drug**. The Federation's definition and what the term includes is as follows: *'...a natural or synthetic substance used with the intention of bringing about a physical or physiological change in the body. The intended effect can be directed towards changes in medical perceptual or behavioural states, for either medical or recreational purposes'*

Consultation

The following people were consulted about the development of the policy:

- Teachers
- Parents/Carers
- Governors
- Wider Federation Staff

Consultation was carried out using the following methods:

- Copy of policy to staff for comment
- Governors meeting
- Staff meeting discussion

Location

A copy of the drugs policy can be accessed on the Koinonia Federation website.

Roles and Responsibilities

The Executive Co-Head teachers will take overall responsibility for the policy and its implementation and will ensure that all staff dealing with substance issues are adequately supported and trained. The Governing Body will review of drug related policies on a regular basis. In the event of legislative changes or in response to an incident the policy will be reviewed sooner. The Co-Chairs of Governors will also play a key role in the event of any substance related incident.

Federation drugs co-ordinators

Name of co-ordinators: Samantha Reid, Kyla Butterworth & Zoe Pett

Responsibilities of the Federation drugs co-ordinators:

- Co-ordinate the drugs education programme (CWP) throughout the school as part of the PSHE Curriculum.
- Support staff with planning and delivery of lessons and provide them with access to training and appropriate resources.
- Co-ordinate the monitoring and evaluation of the drugs education programme.

Lead governor on drug issues

Name of Co-Chair of Governors: Peter Gregory and Judith Eastaugh

Role & duties of the Co-Chairs of Governors:

1. To be involved in the development & review of the Federation drug policy.
2. To represent the Governing body with regard to drug issues within the Federation.
3. To play a role in ensuring the policy is made known to the Federation Community.

Teaching Drugs Education

Aims of drugs education:

1. To provide accurate information about substances.
2. To help all pupils acquire the knowledge, values and skills that will enable them to make informed and responsible choices about using drugs.
3. To increase understanding about the implications and possible consequences of drug use and misuse.
4. To widen pupil understanding about related health and social issues, e.g. crime effects of different drugs (legal and illegal).
5. To promote positive attitudes and values about drug use in a healthy lifestyle by raising pupil's self-confidence and the ability to resist pressure to misuse drugs.
6. To enable pupils to identify sources of appropriate support.

Teachers are responsible for delivering drugs education, together with support from outside agencies in PSHE lessons, science lessons, and through cross curricular links in subjects such as Drama and English.

Starting where the pupils are

A needs assessment is carried out with pupils prior to any drugs education taking place. This could take the form of any of the following: write & draw, questionnaires, group discussions or structured games. The content of any drugs education session has been structured into the Federation Spiral PHSE Curriculum and has been developed to ensure that the content delivered is age, stage and context appropriate.

Foundation Stage

Pupils will be taught and assessed making use of the EYFS Early learning goal

- To know ways to keep healthy and safe.

Key Stage One Pupils will be taught:

- That taking exercise and eating the right types of and amounts of food help humans keep healthy.
- About the role of drugs as medicines.
- Know substances can be harmful if not properly used.
- Know safety rules about medicines, tablets, solvents and household substances.
- Know some people need medicines to live a healthy life.

Key Stage Two Pupils will be taught:

- That medicines are drugs but not all drugs are medicines and the important role of medicines and their effects.
- About the effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health.
- About the importance of exercise for good health.
- How to make simple choices and exercise some basic techniques for resisting pressure from friends and others.

Key Stage Three pupils will be taught:

- About the mental and physical effects of legal substances such as alcohol, vaping and tobacco and the legal ages individuals can purchase them.
- About illegal substances, their effects, their classifications and the laws around them.
- About peer pressure; students will consider lifestyle choices and explore scenarios where people might come into contact with legal and illegal substances.

Key Stage Four and Five pupils will be taught:

- About making safe choices; building on learning in Key Stage Three to bring together ideas about personal relationships, staying physically and mentally healthy, legal and illegal behaviour and peer pressure.
- At Key Stage 4 students will be asked to consider the wider impact of personal choices on those close to them, those in our wider society and wider world.

Key Stage Five pupils will be taught:

- The effects and dangers of alcohol, caffeine, tobacco and over the counter medicines.
- The legal implications, effects of and consequences of drug taking.

PSHE sessions for key stage five students will also:

- Increase students' knowledge and understanding to clarify their misconceptions about drugs.
- Develop students' personal and social skills to enable them to make informed decisions and keep themselves safe and healthy.
- Enable students to explore their own and other people's attitude towards drugs, drug use and drug users.

Outside Visitors

Teachers lead on teaching drugs education in the classroom and outside visitors are only used for support as part of an integrated programme of work.

Visitors will be advised on their integration into the drugs education programme and the expectations of their input will be made clear from the beginning. A teacher will always be present in the classroom during any lesson carried out by an outside visitor. However, it is recommended that other staff within the community be used to support the provision of drugs education, such as school nurses.

Monitoring and evaluation

It is vital that drugs education is continually monitored and evaluated for teaching & quality. Evaluation will be carried in the following way:

- Quizzes to measure knowledge levels
- Problem solving e.g. case studies
- Draw & write revisited
- Story writing
- Role play

Staff Training

Any staff training needs should be referred to the PSHE & Science Leads.

Incident Management

There are a range of potential drug-related incidents that may arise within the school involving pupils, parents and staff. The Federation community is aware of these and have agreed the guidelines for response. Appendix 1 contains flowcharts, which give guidance on managing situations involving drugs without medical authority. The Greenwich Drug Education Team, in partnership with the Metropolitan Police, have developed these flowcharts. These guidelines are for use in school on a day-to-day basis and on the following occasions:

- School Visits
- Residential Visits
- At other school events, such as Open Afternoons

Assessment

A number of factors must be taken into consideration when carrying out an assessment of a drug-related incident. The areas to be taken into consideration are:

- The reliability of evidence
- The state of the pupil
- Medical requirement
- The nature and quantity of the drug involved
- Legal status
- The attitude of the pupil to the discovery
- Personal needs

There are a range of responses that the school may choose to implement when a drug-related incident occurs, depending on the results of the assessment. The following are possible responses that the school may choose to implement:

- In-school counselling services
- Pupil assistance programmes
- Counselling referrals
- Case conferences
- Inter-agency education programmes such as YOS
- Fixed-term exclusion
- Permanent exclusion
- Working with our secondary phase police officer and GRASP

The Statement of Principles on Pupil Discipline and Behaviour (Appendix 2) states 'has a zero tolerance of offensive weapons and drugs in school and the misuse of alcohol' (section f).

Smoking/Vaping

By law smoking or vaping is not permitted anywhere in the grounds of any campus within the Koinonia Federation. We are fully committed to upholding the law and our no smoking/vaping stance.

Recording of incidents

All drug-related incidents must be recorded carefully and appropriately. This will take place in the following way:

- By completing the Record of Drug-Related Situation form (Appendix 3)
- This form will then be seen by the co-executive headteacher, the campus leader, the DSL, the co-chair of governors and the police (if appropriate). It may also be shown to any other outside agencies on a need to know basis.

Confiscation & Searching

If a pupil is suspected to be in possession of an illegal drug, then a search will take place to confiscate the drug immediately, in order to prevent an offence being committed.

If a search does take place then the pupil/s will be asked to turn out their pockets and bags. This will be done in the presence of two members of staff, one being a member of the Senior Leadership Team. If the illegal drug is not discovered and the pupil is still suspected of possession then a personal search may have to take place. In this situation the police would be called. The pupil's parents/carers would be called as soon as possible in a drug-related incident, as long as the school felt that there were no child protection concerns.

Storage & Disposal

If drugs are found on the premises then the following will take place in front of a witness:

1. The substance will be separately packaged and labelled with the date, time and place of finding.
2. The package will then be signed and countersigned by the members of the staff dealing with the findings.
3. The package will be stored in the locked safe until it is handed over to the police.

Adult substance use

If an incident occurs that involves a parent/carer or a member of staff, then an assessment will be made of the situation in line with that referred to above. If any members of staff have any concerns about the welfare of any pupil linked to substance misuse, then they will follow the procedures set out in the Federation's Child Protection/Safeguarding Policy.

Confidentiality

Teachers and learning support staff cannot offer or guarantee absolute confidentiality. Once a disclosure has been made then the Executive Co-Headteachers or a member of the Senior Leadership Team should be informed.

Medical Assistance

If there is a medical emergency related to an incident involving substances, a qualified first aider will be called for and our emergency medical procedures followed. Please refer to our First Aid & Supporting Pupils with Medical Conditions Policy.

Vulnerable, at-risk pupils

The following methods are used to identify those pupils who are vulnerable to drug misuse:

- Child protection register
- Social Services involvement
- Behaviour policy
- In school activities with Home School Link Worker

Any monitoring carried out will be done in the following way:

- Child protection register
- Interviews with Social Workers
- Behaviour policy
- Work with the Home School Learning Support Worker

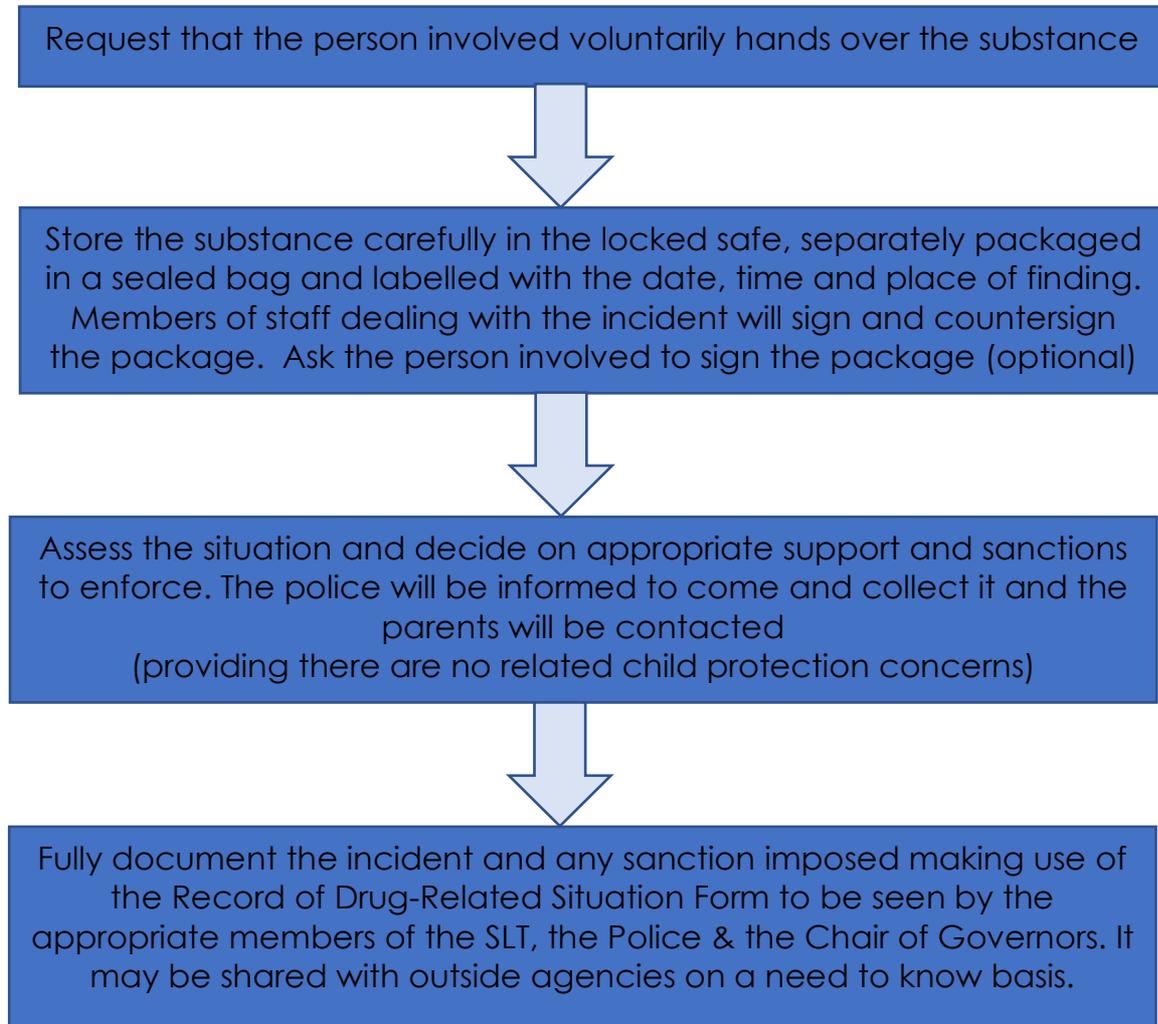
Support offered to these pupils includes but is not limited to:

- Educational Psychologist involvement
- Social Worker involvement
- Social Services support
- Behaviour team involvement
- Home School Learning Support Worker involvement
- School police officer

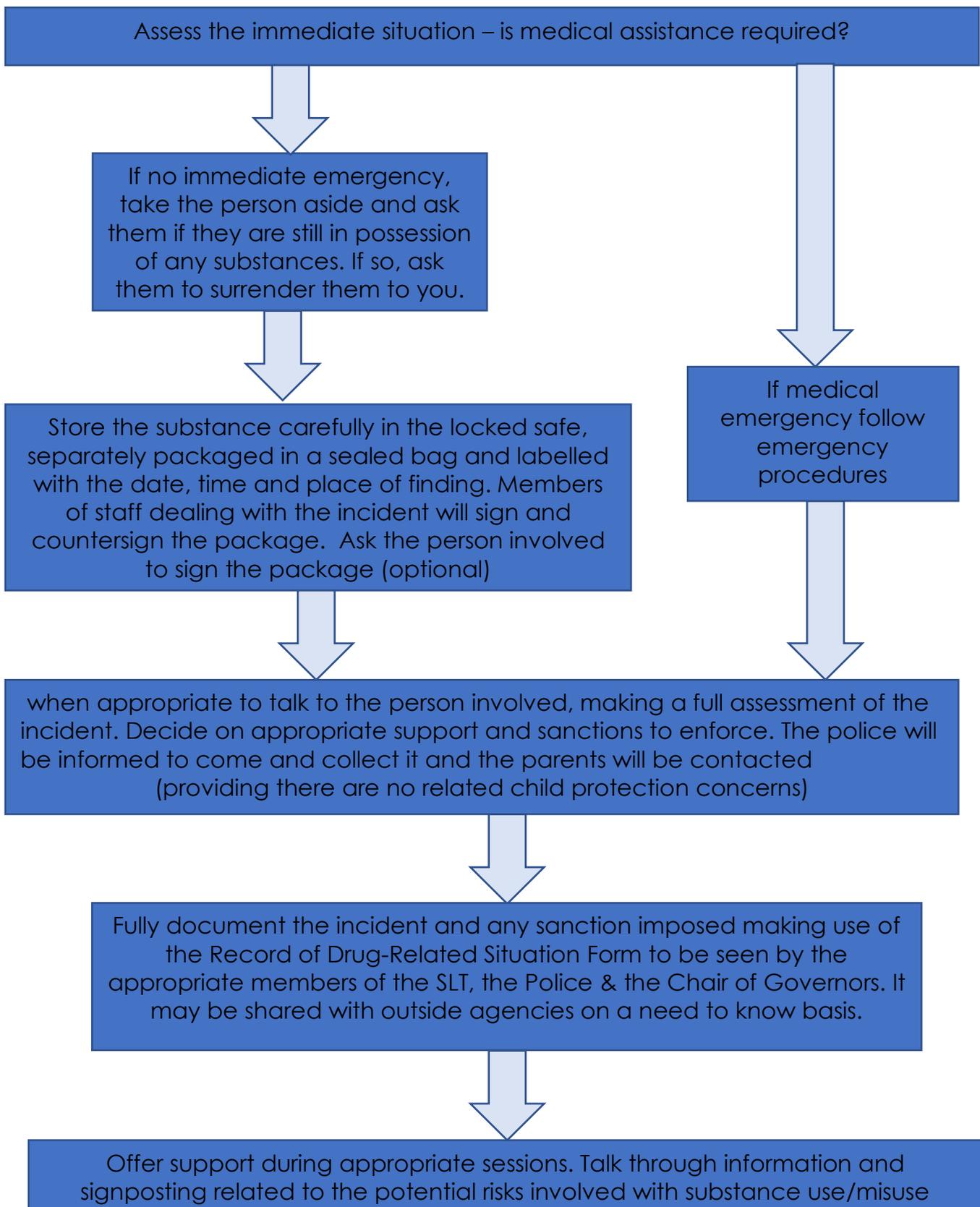
Appendix 1: Incident Management Flowcharts

Potential incidents that may arise:

1. Possession or suspicion of possession of drugs on the premises

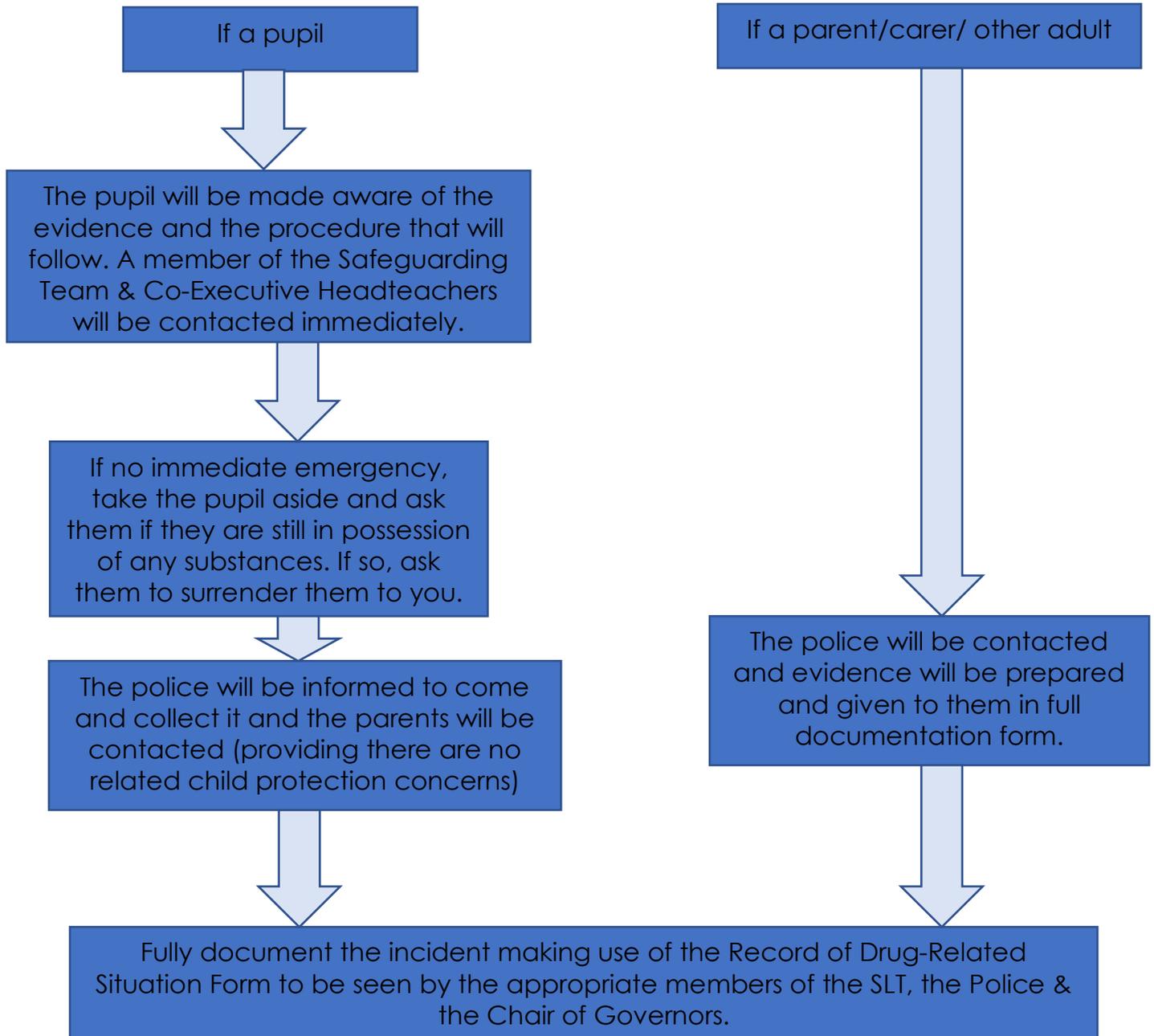


2. Use of drugs on the premises (including intoxication)



4. Evidence of dealing on or off the premises

Definition of supply: the selling, giving or sharing of any controlled substance. There need not be any exchange of money.



4. Drugs found on the premises

Store the substance carefully in the locked safe, separately packaged in a sealed bag and labelled with the date, time and place of finding. Members of staff dealing with the incident will sign and countersign the package.



The police will be contacted and evidence will be prepared and given to them in full documentation form.



Fully document the incident making use of the Record of Drug-Related Situation Form to be seen by the appropriate members of the SLT, the Police & the Chair of Governors.

5. A pupil discloses information about their drug use

Follow Federation Safeguarding procedures by logging the incident on CPOMS and inform a member of the Safeguarding Team.



Assess the situation in terms of any potential use on the premises by the pupil. Re-iterate the Federations rules on use of substances on/off the premises.

6. Overdose situation

Follow emergency procedures



Inform Parents/Carers or emergency contact in the event incident is related to a member of staff



When appropriate, the appropriate member of staff will talk to the person and assess the situation. Offer support and access to outside agencies. Fully document the situation on CPOMS and on-going monitoring to be undertaken.

Appendix 2: The Statement of Principles on Pupil Discipline and Behaviour

The Governing Body:

(a) believes that everyone is created in the image of God and is of infinite worth. The school's behaviour policy is based on Christian values. In our Christian community relationships are based on these core values: loving, caring attitudes; concern for the whole person; justice and respect for others. Reconciliation and forgiveness are central to the Christian gospel and the notion of a fresh start and reintegration programme for excluded pupils is a key part of the school's behaviour policy however on some occasions a serious or persistent breach of the behaviour policy may lead to a permanent exclusion for the protection of the rest of the school community and/ or in the best interests for the student;

(b) believes that dialogue with pupils, parents, carers and staff is important in developing the principles on which the behaviour policy is based and therefore this school will consult those involved with the school community, as appropriate, when the policy is reviewed and ensure that any impact on the home/school agreement is assessed;

(c) aims to provide an environment in which all pupils and staff feel safe and secure *and in which pupils are affirmed, develop resilience and a sense of belonging so that they can talk openly with adults at the school about any problems;*

(d) believes that pupils learn by example and it is expected, therefore, that all adults in the school will model good behaviour;

(e) does not tolerate violence and takes firm action against:

- threatening behaviour, abuse or any form of bullying: everyone in the school community has a right to respect and an atmosphere which is conducive to learning;

- offensive weapons, alcohol and drugs in school and sanctions the confiscation, retention or disposal of pupils' property in accordance with DFE guidelines which enables staff to search for prohibited items without consent;

- the misuse of the internet, *social media*, *messaging apps* and mobile phones;

- pupils, parents, or *others* who harass members of staff on, or off, school premises and ensures that pastoral care is available to staff accused of misconduct;

(f) will not discriminate against any pupil on the grounds of: religion, *belief*, or *lack of religion*, or *belief*; race; gender; disability; sexual orientation; *gender reassignment*; *marriage or civil partnership*; or *pregnancy or maternity*;

- (g) promotes positive behaviour through active development of pupils' spiritual, social, cultural, emotional and moral sense;
- (h) sets clear expectations of behaviour through clear codes of conduct including behaviour beyond the school gate;
- (i) praises, supports and rewards good behaviour and improvements in behaviour, as appropriate, and provides a range of opportunities in which pupils can excel and be rewarded;
- (j) applies a wide range of sanctions fairly, consistently and appropriately, taking account of pupils' special educational needs, disability and the needs of vulnerable children;
- (k) ensures that all staff are given access to appropriate training, opportunities to share and to develop their skills, are equipped to manage behaviour and are aware of any system of referral for particular types of behaviour;
- (l) ensures that senior staff are highly visible at particular times of day to support staff and maintain a sense of calm and order;
- (m) ensures that all new staff are made aware of the behaviour policy *and these principles*;
- (n) ensures commonly agreed teaching, classroom management, *intervention* and behaviour strategies are used;
- (o) *ensures that there is an effective pastoral system in place which can address root causes of disruptive behaviour and enables early signs of mental health problems to be referred or addressed appropriately*;
- (p) ensures that multi-agency assessments are considered for pupils displaying continuous disruptive behaviour;
- (q) ensures that parents are kept informed of their child's behaviour (good and bad) and that common ways of working together are explored to assist pupils in making improvements in their behaviour.

In addition to the above, the Governing Body expects the Co-Executive Headteachers and Campus Leaders to:

- (i) draw on the following DFE guidance when drawing up or reviewing the behaviour policy
 - screening, searching and confiscation;
 - use of reasonable force;

- dealing with allegations of abuse against teachers and other staff;
- behaviour and discipline in schools advice for headteachers and school staff;
- *preventing bullying; and*
- *mental health and behaviour in schools.*

(ii) comply with the legal requirements in drawing up the behaviour policy, ie, to include measures which:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure pupils complete assigned work; and
- regulate the conduct of pupils.

Appendix 3: Record of Drug-Related Situation Form

Drug-related incident checklist and record form for school staff

Tick to indicate the category:

Drug or paraphernalia found ON school premises	<input type="checkbox"/>	Pupil in possession of unauthorised drug	<input type="checkbox"/>
Pupil disclosure of drug use	<input type="checkbox"/>	Parent/carer expresses concern	<input type="checkbox"/>
Emergency/Intoxication	<input type="checkbox"/>	Pupil supplying unauthorised drug on school premises	<input type="checkbox"/>
Disclosure of parent/carer drug misuse	<input type="checkbox"/>	Incident occurring OFF school premises	<input type="checkbox"/>

Name of pupil*:	Name of school:
Pupil's form*:	(*For school records only)
Age of pupil:	Male/Female
Ethnicity of pupil:	Time of incident: am/pm
Tick box if second or subsequent incident involving same pupil	Date of incident:
Report form completed by:	

First Aid given?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Ambulance/Doctor called? (Delete as necessary)	<input type="checkbox"/> Yes <input type="checkbox"/> No
First Aid given by:		Called by:	
Drug involved (if known): (e.g. Alcohol, Paracetamol, Ecstasy)		Time:	
Senior staff involved:		Drug found/removed?	Yes/No
		Where found/seized:	
		Name and signature of witness:	
		Disposal arranged with (police/parents/other):	
		At time:	
		If police, incident reference number:	

Name of parent/carer if informed*:	(*For school records only)
Informed by:	At time:

Brief description of incident (including any physical symptoms):

Other action taken: (e.g. Connexions or other agency involved, Educational Psychologist report requested, case conference called, pupils/staff informed, sanction imposed, local authority/GP/Police consulted)

(continue on blank sheet if necessary)