



DRUG EDUCATION POLICY

Rationale

The past decade has seen an increase in the prevalence of drug use in society. The acquisition of the knowledge, understanding and skills which enable students to consider the effects of drugs on themselves and others is of vital importance. The ability to make informed and healthy decisions about the use of drugs is part of a broad and balanced health education curriculum.

Drugs - A Definition

'A substance people take to change the way they feel, think or behave'
(United Nations Office on Drugs and Crime)

This definition includes all illegal and legal drugs including alcohol, tobacco and medicines

"The majority of young people of school age have never used an illegal drug. Of those who do experiment with illegal drugs very few will go on to become problem drug users. However, most will at some stage be occasional users of drugs for medicinal purposes and many will try tobacco and alcohol. Every school therefore has a responsibility to consider its response to drugs and all schools are expected to have a policy which sets out the school's role in relation to all drug matters." (Drugs: Guidance for Schools DFES 2004)

Local and National guidance

The following documents were used when drawing up this policy:

- Drugs: Guidance for Schools DFES 2004
- Drug, alcohol and tobacco education -curriculum guidance for schools at key stages 1-4 (QCA 2003)
- Leicestershire Constabulary Guidance for School on involving the police around drugs
- Leicestershire Healthy Schools 'A Toolkit for Schools'
- 'School Drug Policy Review Process' Blueprint Programme 2004 (www.drugeducationforum.co.uk)
- Policy and Practice in Drug Education – Healthwise

Purpose

The purpose of this policy is to:

- clarify the legal requirements and responsibilities of the college;
- reinforce and safeguard the health & safety of students and others who use the college;
- clarify the college's approach to drugs for staff, students, governors, parents/carers and the wider community;
- give guidance on developing, implementing and monitoring the drug education programme;
- enable staff to manage drugs on college premises, and any incidents that occur, with confidence and consistency, and in the best interests of those involved;

- ensure that the response to incidents involving drugs complements the overall approach to drug education and values and ethos of the college;
- provide a basis for evaluating the effectiveness of the college drug education programme and the management of incidents involving illegal and other authorised drugs;
- reinforce the role of the college in contributing to local and national strategies.

Scope of the Policy

This policy applies to all staff, students, parents/carers, visitors and partner agencies working on the Rawlins site and extends to ALP, the Youth Centre, educational visits and school transport.

Roles and Responsibilities

The Drugs Remit Group is responsible for drawing up and reviewing this policy. The Remit Group also monitors drug-related incidents. The PSHE Co-ordinator plans and co-ordinates the drug education curriculum.

The members of the Drugs Remit Group are:

AP (Inc & Int) – Chair, PSHE Coordinator, AP (Ext Curric), Director of Post 16, Student Managers and B4LCO.

We also have a Governor with a lead role for drugs education

Aims of the Drug Education Programme

The Drug Education Programme is an integral part of the learning process for all students which aims:

- to enable students to make healthy, informed choices by increasing knowledge, challenging attitudes and developing skills;
- to foster and develop self-esteem;
- to provide accurate information;
- to increase understanding about the implications and possible consequences of use and misuse;
- to practise the skills necessary to deal with a situation when drugs are offered;
- to widen understanding about health and social issues;
- to seek to minimise the risks that users and potential users face;
- to enable young people to identify sources of appropriate personal and professional support;
- to identify and meet the needs of all students including those with SEN.

Elements of the Drug Education Programme

The programme is laid down in schemes of work and includes:

Knowledge and Understanding

- The legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and civil justice systems in relation to drugs, alcohol and tobacco laws (Ct1a)
- The work of Parliament, the Government and the courts in making and shaping the laws on use, misuse and supply, and the re-classification of substances (Ct1c)
- The alternatives and long and short term consequences when making decisions about personal health (PSHE 2a)
- The effects of solvents, alcohol, tobacco and other drugs on bodily functions (Sc22m)
- The health risks of alcohol, tobacco and other drug use (PSHE2e)
- The statutory and voluntary organisations that relate to drug alcohol and tobacco use (PSHE3)

Skills

- To recognise influences, pressures and sources of help related to drugs and to respond to them appropriately (PSHE1d).
- To research a topical political, spiritual, moral, social or cultural issue relating to drugs by analysing information from different sources, showing an awareness of the use and abuse of statistics (Ct2a)
- To use assertiveness skills to resist unhelpful pressure related to drugs (PSHE2b)
- To seek professional advice confidently and to find information about drugs issues (PSHE2g)
- To recognise and follow health and safety requirements and develop the skills to cope with emergency situations that require basic aid procedures, including resuscitation techniques and their relation to drug use (PSHE2h)
- To use imagination to consider other people's experiences and to be able to think about, express, explain and critically evaluate views on drugs that are not one's own (Ct 3a)
- To challenge prejudice and discrimination assertively regarding drug use and take initiative in giving and receiving support (PSHE3c)

Attitudes

- To consider, through the legal and human rights and responsibilities underpinning society, attitudes towards the law and the role of the criminal justice system in relation to drugs in the UK and elsewhere (Ct1a)
- To research young people's attitudes and values in relation to substance use (Ct2a).
- To feel positive about oneself (PSHE 4b)
- To consider social and moral dilemmas (PSHE 4g)

Confidentiality

Honest and unbiased information should be given according to the agreed policy. Staff should be aware that individual advice about a student's personal use of substances is not appropriate, but that the provision of information about other sources of information/support agencies/help-lines is. This will normally be available either through the college's Multi-Agency Coordinator (B4LCO) or the CHAT drop-in clinic. Staff should be aware of confidentiality issues. Students should also be made aware of the boundaries of confidentiality should they choose to make a disclosure to a member of staff (see section 4.3 Drugs: Guidance for Schools DfES 2004)

Organisation of the Drug Education Programme

A member of staff holds the post of Co-ordinator of PSHE and there is a nominated governor for Drug Education.

All students in the college have access to a planned programme for drug education. The programme is taught

- as part of the Key Stage 4 Health Education Programme by a small team of PE staff.
- as part of the Key Stage 4 Citizenship programme
- as part of the Key Stage 4 Science course.

Training Resources/Provision

Regular CPD will be made available to staff, including basic drug awareness, safe disposal of drug related paraphernalia, drug education training for teachers and specific training on supporting young people with drug related problems for staff with a pastoral responsibility.

Professional development may take a variety of forms such as:

- Training courses
- Shadowing or co-teaching with other members of staff
- Visiting other schools
- Team teaching

Methodology [Teaching/Learning styles]

Drug education should help students make informed choices and establish a healthy lifestyle. The teaching methods used are as important as the content of the lessons.

Due to the nature of Drugs Education, staff will strive to create an atmosphere of trust where pupils feel able to talk about their views and feelings. Drug Education activities are planned to take many forms. Activities may include group work, paired work, individual work, drama and role play to explore issues, debate, problem solving or team building activities, listening to visiting speakers or watching presentations/dramas.

Materials for Drugs Education lessons are regularly evaluated and reviewed, after each module is taught, by the PSHE co-ordinator and staff involved.

Assessment, monitoring, evaluation and reviewing

Students will be encouraged to use self assessment by reflecting on what they have learned, setting their own targets and monitoring their own progress using check lists, diaries, displays, portfolios and before and after comparisons. They will also use peer assessment and teacher assessment.

The PSHE Co-ordinator will monitor Drug Education using lesson observations, samples of students' work and discussion with those members of staff involved

Evaluation is a key element in improving the programme. Feedback from teachers and questionnaires from students, staff and parents will all contribute to this.

How we handle a drug-related incident

See the college "Guidelines for Dealing with and Managing Drug-related Incidents".

Dissemination of the Policy

The existence and availability of the policy will be noted in the college prospectus and letters to parents. The full policy and the content of the Drug/Health programme will be published on the college web site and provided on request to any interested party.

Procedures for Policy Monitoring and Evaluation

We are committed to monitoring and evaluating the effectiveness of the Drug Education Programme. This policy will be kept under regular review, in consultation with all interested parties [students, parents, staff, governors, health professionals] and in the light of any formal evaluations.

Responsibility for this lies with the AP (Ext Curric) and the Health PSHE Co-ordinator.

Relationship to other policies

This policy is linked with the following policies

PSHE

Sex and Relationships

No Smoking

Child Protection

Bullying

Race Equality

Managing Student Behaviour

Inclusion

Equal Opportunities

Special Needs

Notes

1. Support for students and families

- New Direction - Leicestershire County Council is a partner in the DART (Drug and Alcohol Response Team) network. This is a local network of statutory and non-statutory agencies committed to providing high quality and consistent advice, support and treatment to young people with substance misuse problems. It is recommended that schools promote and use the services of **New Direction 0116 222 9559, Drug Advice Centre, 96 New Walk, Leicester LE1 7EA Tel 0116 222 9555 Fax 0116 222 9552**, Drugs advice and support services for Leicester, Leicestershire and Rutland for drug users and their families.
- Mentoring may be a suitable option for some young people at risk of misusing substances or who have already had involvement and who would benefit from this form of guidance. Contact: Rainer 12 Upperton Road, Leicester, 0116 254 1420, text 07810 183517 or email rainerleicester@btconnect.com www.raineronline.org

Appendix One

Leicestershire Healthy Schools Programme: **External contributors to drug education in schools briefing paper.**

The purpose of this paper is to give schools a quick checklist for external contributors' input to drug education in schools.

'Teachers should always maintain responsibility for the overall drug education programme. External contributors should not be used as substitute teachers, nor should they constitute the entirety of a schools drug education programme. When working directly with pupils they should add a dimension to the drug education programme that the teacher alone cannot deliver'. (DfES Drugs Guidance for Schools Document p 38).

External contributors role:

'Used appropriately external visitors have a valuable role too play in supporting schools and working alongside teachers'. (DfES Drugs Guidance for schools document page 39). **Contributions could include**

- To support schools and work alongside teachers
- To assist in programme planning
- Supporting staff through training or team teaching
- To provide support for both parents and carers
- Provide classroom input
- Support pupils of the school who may need support, guidance or specialist help

External contributors:

Schools are strongly recommended to liaise with their LEA's and their local Healthy Schools Programmes, who will inform the schools of a wide range of individuals and agencies who can support drug education programmes.

List of contributors:	Write down Contact numbers
<ul style="list-style-type: none">• School nurses• Youth workers	
Other agencies	Write down Contact numbers
<ul style="list-style-type: none">• Community pharmacists• Specialist drug or alcohol services	

<ul style="list-style-type: none"> • Health promotion specialists • Young people services • The police • Theatre-in-education groups • DART, Drug Action Response Team • Primary Care Trust Representatives 	
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Vetting external contributors and child protection:

Schools should ensure that:	checked YES (Tick)	checked NO (Tick)
<ul style="list-style-type: none"> • Non CRB checked visitors should work alongside the teachers and <u>NOT</u> be left alone with groups or individuals or pupils 		
<ul style="list-style-type: none"> • Visitors if unsupervised or working regularly in the school have had a Criminal Records Check (CRB) check 		
<ul style="list-style-type: none"> • All visitors need to be clear about the school policies on <ul style="list-style-type: none"> ✓ Confidentiality and disclosure ✓ The child protection procedures ✓ The schools values and approach to drug education and managing substance related incidents ✓ Any other relevant policies 		
<ul style="list-style-type: none"> • Visitors are clear about the required learning outcomes 		
<ul style="list-style-type: none"> • The visitors input and involvement are integrated into the schools programme, not just a one off event 		
<ul style="list-style-type: none"> • Visitors should be clear about their roles and responsibilities and boundaries when working <ul style="list-style-type: none"> ✓ Within the curriculum ✓ On a one to one basis ✓ Supporting teachers in following up disclosures ✓ Supporting teachers and the school community 		

Schools should ensure that:	Checked YES (Tick)	checked NO (Tick)
<ul style="list-style-type: none"> • Visits reflect ✓ The overall aims of the schools drug, alcohol and tobacco education programme ✓ Is pupil centred ✓ The messages are consistent with the over all aims of the programme ✓ The education meets the skills, knowledge and attitudes of pupils ✓ Meets the needs of the pupils 		
<ul style="list-style-type: none"> • The visitors are competent educators and facilitators and do not input out off their remit and expertise 		
<ul style="list-style-type: none"> • Involving ex-users: • When considering using ex-users schools need to ✓ Be very careful ✓ Without sensitive handling they may arouse interest ✓ Glamorise drug use or describe experiences which young people may find it hard to relate to ✓ In some cases they may without knowing it imply that their own drug use represents a safe limit ✓ They need to be a skilled facilitator in pupil learning and not simply because of their former status (a user) 		

Pupil participation:		
<ul style="list-style-type: none"> • Where possible pupils are given a voice and are involved at the onset of the programme and follow-up work i.e. writing invitations and thank you letters 		

Used appropriately visitors will enhance the drug, alcohol and tobacco education already being delivered within the establishment by adding a dimension that the teacher, facilitator alone could not deliver. It also enhances and addresses some of the PSHE and Citizenship learning opportunities whereby pupils' reflect and evaluate what they have learnt from the outside visitors.

Resource list

Department for Education and Skills *The DfES Drugs Guidance for Schools Document* External contributors to drug education (page 38-40)

Julian Cohen (2004) *The New Primary School Drugs Education Pack* using outside experts in a limited and planned way (page 17)

QCA Guarding Standards (2003) *Drug, alcohol and tobacco education curriculum guidance for schools at key stages 1-4 teacher's booklet*

The use of visitors to support drug, alcohol and tobacco education (page 24-25)

Tacade and London drug Policy Forum (1997) *Making the most of visitors - using outside agencies in school drug education*

Association of Chief Police Officers (ACPO) Drugs Sub-Committee with Roehampton Institute (1999) *executive Briefing: Drug Education in schools: Identifying the added value of the police service within a model of best practice*

Websites:

Details of local agencies can be found on the Home Office National drugs Strategy website at www.drugs.gov.uk

Appendix Two

Guidance for schools: Drugs – Involving the Police

(Issued by Leicestershire Constabulary November 2004)

The misuse of drugs in Leicester, Leicestershire and Rutland is a growing issue for all areas, from the larger urban centres to the most rural communities. Misuse of drugs is often associated with levels of poverty, deprivation and crime. While there is some correlation, the growth in drug misuse is such that it affects all our communities irrespective of social disadvantage or privilege and new ways of tackling substance misuse issues have to be found.

Whilst schools should have an effective education programme and policy and procedures for dealing internally with drugs related incidents, there are occasions when circumstances arise which cause schools to involve the police.

Police drug operations within schools are an emotive subject that require careful planning and clarity of search powers. Recent publicity about the use of "sniffer" dogs has caused further questions as to the legality of certain actions.

It has been decided therefore to provide head teachers with this specific advice and guidance on what to expect if the decision is taken to contact the Leicestershire Constabulary.

DfES "Drugs: Guidance for schools" (February 2004 - Ref: DfES/0092/2004)

All schools should refer to the document "Drugs: Guidance for schools" published by the DfES in February 2004. This is a comprehensive document which outlines how to deal with substance misuse incidents, what should be included in a schools drug policy, and who should be involved in the consultation, dissemination and evaluation of the policy. Appendix 3 provides a summary of the relevant laws.

Police Involvement

Schools have no legal obligation to report an incident involving illegal drugs to the police. Nevertheless, not informing the police may prove to be counter-productive for the school and wider community.

The law permits school staff to take temporary possession of substances suspected of being illegal drugs for the purposes of preventing an offence from being committed or continued - provided that all reasonable steps are taken to destroy the substance or deliver it to a person lawfully entitled to take custody of it (see DfES guidance para 4.7 for further advice).

Cannabis has been re-classified as a Class C drug. As such it remains an illegal substance. Small quantities of this substance coming into the possession of staff may be disposed of independently but with a second member of staff present and the incident being recorded.

The following are the most common Class A & B drugs and substances suspected of being any of these should be retained for disposal by the police: heroin; ecstasy; LSD; cocaine; crack cocaine and amphetamines.

When suspected illegal substances are handed over to the police, there is no obligation to identify the person from whom they were taken. However, the police will expect to be given any information that may assist in identifying those dealing in drugs.

Schools should be aware that once a police officer (as opposed to a member of school staff) finds illegal drugs on a pupil, the school's discretion as to what action to take no longer exists.

Urgent action required

Where a school has recovered drugs from a pupil, or suspects that a particular pupil is in possession of an illegal substance the police may be asked to attend. Where the pupil is suspected of having possession but has refused to hand it over to a member of the teaching staff, only a police officer has powers available to search under the Misuse of Drugs Act 1971. The police officer attending will seek to obtain the reasonable grounds required for searching from information given by school staff.

Non-urgent action required

Schools may have cause to suspect that illegal drugs are in wider circulation in or around the school. If the decision is taken to involve the police in seeking a resolution, initial contact must be with the Local Policing Unit (LPU) Inspector. This can be done by calling 0116 2222222 and asking for the LPU Commander for your area.

Joint discussions about the perceived problem need to take place before a decision is made as to whether/what type of police action is required. From a police perspective, any operation will only be based upon recent and credible intelligence.

Head teachers are not empowered to authorise the police to conduct general searches of pupils or their personal property. Under normal circumstances the police will not use passive¹ or proactive² dogs to search pupils and their property unless there has been sufficient evidence to obtain a search warrant under the Misuse of Drugs Act from a magistrate. (See DfES guidance para 4.10.2 and appendix 10). There are serious implications for schools when "sniffer" dogs are used. These are outlined in appendix 10 of the DfES guidance and need to be considered carefully.

Because of limited resources, demonstrations of drugs searches by police dogs are not available on request but are sometimes arranged as part of a wider response to suspected drug use. Where such a demonstration is arranged it will not be used surreptitiously as a detection exercise and participating volunteers will be sought from staff and not pupils.

If Police are invited to become involved in dealing with suspected illegal drug possession, the school should have procedures in place of how to deal with the aftermath of such operations. Involvement of the police should be covered in the schools drug policy or as a separate set of procedures (see DfES guidance, appendix 10 to ensure that all eventualities have been covered). These guidelines must be read in conjunction with the Drugs: Guidance for schools document, which outlines police involvement (section 4.6).

Options other than police action

- 1) Existing Drugs Education Programme that is being delivered in the school
- 2) Heightened awareness via assemblies
- 3) Further support via Healthy Schools Advisors who provide training, guidance and support on drugs policies and best practise for drugs education to Local Education Authority (LEA) primary and secondary schools:

Tel: 01572 758484 (Rutland)

Tel: 01530 278125 (County)

Tel: 0116 2222624 (City)

Policy adopted at the Full Governing Body meeting held on Tuesday 23 March 2004

¹ Dogs will be led by Police Employee and will indicate possible presence of an illegal substance by sitting.

² Dogs will search property and retrieve any potential substances.