

AKELEY WOOD
SCHOOL

Drug & Alcohol Policy

April 2017

Updated: April 17

New review date: April 18

Signed:

A handwritten signature in black ink that reads 'Rebecca Chapman'. The signature is written in a cursive, flowing style.

Mrs Rebecca Chapman

Deputy Head of Senior School

KEY FACTS:

- ✦ **This policy's purpose is to enable schools to create their own Drugs & Alcohol policy.**
- ✦ **It ensures schools approach educating pupils about drugs and alcohol within a framework of good practice. It links to other key policies.**
- ✦ **While promoting pupils' well-being, it sets out how to develop clear procedures for dealing with incidents.**
- ✦ **Schools take responsibility for developing their own policy, to reflect school setting and community needs.**
- ✦ **Pupils should be involved in the consultative process.**
- ✦ **Final versions should be signed off in governance by the Assistant Director of Education/Education Executive.**
- ✦ **A named member of staff should oversee incidents.**
- ✦ **It is recommended that the headings and structure of this policy is reflected in the individual schools' policy.**

1 Introduction

- 1.1. The aim of this document is to provide Cognita schools, including early years registered settings, with a framework from which to develop their own school policy.
- 1.2. The aim of a drug and alcohol misuse policy is to acknowledge and clarify the school's role in drug prevention and education and ensure it is appropriate to meet pupils' needs. The school policy should provide information about drug education as well as procedures to respond to any drug-related incident.
- 1.3. This framework aims to offer a model of good practice for developing procedures to manage any substance related incidents for pupils, teachers, support-staff and outside agencies or individuals.
- 1.4. The school policy aims to ensure that the approach taken on the issue of drugs is a whole-school one and is part of our commitment to and concern for the health and well-being of the whole school community. Teachers will need to be confident and skilled to teach drug education and pupils needs to receive up to date, relevant and accurate information as well as support.
- 1.5. This policy should be read in conjunction with the PSHE/SMSC policies, medicines, health and safety, SEN and Disability as well as the school's statement of behaviour and sanctions.

2 Statutory Duties

- 2.1. Schools have a statutory duty to promote pupils' wellbeing and hence have a clear role in preventing drug misuse as part of their pastoral care.

- 2.2. Although there is no statutory requirement to have a drug policy, it is the advice of the DfE, and a requirement for all Cognita schools, that they should have one as a clear procedure for managing any incidents. It is essential to protect staff, parent/carer(s) and children and young people.
- 2.3. Alcohol and tobacco education is non-statutory for independent schools in as far as it is included in National Curriculum Science; to which independent schools are not required to adhere. All Cognita schools should, however, include such matters in their curriculum offer.
- 2.4. The Statutory Framework for the Early Years Foundation Stage (2014) requires the following (3.56): 'Providers must not allow smoking in or on the premises when children are present or about to be present.' While there is no specific requirement to hold a no-smoking policy per se, Cognita Schools are required to continue to maintain as such. This includes offsite trips and visits. Furthermore, practitioners must not be under the influence of alcohol or other substances.
- 2.5. The ISI Handbook (2014) states as follows: '*..except in relation to the Early Years Foundation Stage requirements, it is not the duty of ISI inspectors to check on the national smoking ban from 1st July 2007 or to include it within health and safety requirements.*'

3 Developing a Drugs Policy

- 3.1. It is strongly recommended that individual schools take responsibility for developing their own policy to ensure it reflects the school's setting and community needs. It is also strongly recommended that the policy draws upon and reflects good practice especially in dealing with drug related incidents.
- 3.2. Using the advice on developing a policy as a starting point, members of the senior leadership team and governors should personalise the content to reflect the school's position and agreed procedures.
- 3.3. Once the draft has been produced, it should be circulated to those members of staff who deal with drug education and/or those who have responsibility for managing any potential incidents for comment. The school should actively involve pupils in the consultation process.
- 3.4. The final version should be presented to the Assistant Director of Education/Education Executive for their approval and adoption as school policy. This should be formally recorded in the minutes of the governance meeting and the policy signed and endorsed with its date of adoption and review date.
- 3.5. The policy should be publicised and disseminated to the whole school community. Pupils, parents/carers, those in a governance role for the school, and all staff should be made aware of, and have access to the school drugs policy. This should ensure that everyone in the school community is fully aware of the school's position on drugs and how any substance-related issues will be dealt with.

4 A Policy Framework

- 4.1. The purpose of the policy is to identify the functions of the policy, showing how it reflects the whole school ethos and the whole school approach to pupil health and wellbeing.
- 4.2. You should state to whom the policy applies - for example, all visitors, staff, pupils, parents/carers, those in a governance role for the school and partner agencies working with you. You may also want to specify that the policy applies to any contractors working on site and to anyone hiring the school premises or running a club on site.
- 4.3. State where the policy applies - clarify the 'boundaries' or scope of the policy e.g. travelling to/from school by bus/public transport, pupils in pre and post statutory education and learning, after school clubs and all who use the facilities of the school etc.
- 4.4. Links with other school policies - make reference to the school's other policies that provide additional related guidance for example: the school's mission or vision statement, curriculum policies (PSHE, Science etc.), behaviour, safeguarding, health and safety, medicines, confidentiality, first aid, pastoral support, school trips and visits (Learning Outside the Classroom) and the staff code of conduct (HR).
- 4.5. Definitions and terminology - define the term 'drugs' and clarify the meanings of other key terms. The definition should include reference to medicines, volatile substances, alcohol, tobacco, illegal drugs, other unauthorised substances and New Psychoactive Substances (NPS) often referred to as 'Legal Highs'. 'Drugs here are taken to mean those that are legal, such as alcohol, tobacco and solvents, over the counter and prescribed drugs, and illegal drugs such as cannabis, ecstasy, amphetamines, heroin, crack/cocaine, LSD etc.
- 4.6. The school's stance on drugs, health and the needs of pupils
 - You must include a statement that it is inappropriate and unacceptable for young people to bring substances into school, have them on their person, consume them before, during and after school and on the way to or from school, including on school visits etc. Cognita Schools has a strict no smoking policy. ***'The school believes that the possession and/or use of such drugs in school, during the school day or while travelling to/from school is inappropriate. The drugs/substances covered by this policy are not to be bought, sold or otherwise exchanged or brought onto school premises during the school day, or while pupils are on school visits. Individual exceptions may be made for pupils who require prescription medicines where appropriate.'***
 - Indicate that the first concern in managing drugs is meeting the health and pastoral needs of individual pupils in the context of the health and safety of the school community.
 - Outline the school rules with regard to illegal drugs and substances and New Psychoactive Substances outlining how breaches of rules will be dealt with (this should be cross referenced with a statement in the behaviour policy and specifically outline what sanctions are likely to be applied in the event of an incident).
 - Outline the school rules with regard to authorised drugs and make links to the school policy on medicines.
- 4.7. Staff with a key responsibility for drugs - **specify the named member of staff who will oversee and coordinate drug issues and their key roles and responsibilities.**
- 4.8. Drug Education Policy

- The school should provide a planned drug education programme delivered by teachers and supported where appropriate by other agencies with an expertise in the field.
- The school should actively cooperate with agencies such as the Local Authority, police, health and drug agencies, including any named projects or voluntary & independent sector providers who are commissioned by the LA with partners to work with schools.
- The school should make a statement about its commitment to providing staff with access to on-going advice, support and training as part of their own professional development.

4.9. Staff support and training

- Include a commitment to providing drug awareness training in the induction of all staff working at the school and for anyone in a governance role. There should be specific continuing professional development opportunities for drug education teachers. Ensure a commitment that all First Aiders are up to date on drug-related First Aid.

4.10. Management of an incident

- Describe the school's policy on dealing with drug paraphernalia and suspected illegal and unauthorised drugs including storage, disposal and safety guidance for staff.
- Make explicit the school's policy on searches, including personal searches and searches of school and pupils' property.

- Outline the procedures for managing parents/carers under the influence of drugs on school premises.

4.11. Police involvement

- Outline the agreed criteria for if and when police should be informed, consulted or actively involved in an incident, and what action is expected if police involvement is requested. Include the name and contact details for the school's liaison officer.

4.12. The needs of pupils

- Outline the mechanisms for addressing the wider support needs of pupils and how pupils are made aware of the support available to them including support in school and the family support process.

4.13. Information sharing

- Describe the safeguarding procedures to be followed if a pupil's safety is considered under threat, including incidences of parental drug or alcohol misuse, ensuring that links are made to other relevant school policies.
- Specify the school's approach to sharing information including how the agreement of the pupils and where necessary, parent/carers will be secured whilst ensuring that pupils' rights and needs are protected and safeguarding procedures adhered to.

4.14. Involvement of parent/carer(s)

- Outline the policy and procedures for informing and involving parents/carers about incidents involving illegal and other unauthorised drugs.

- Outline the school's approach to encouraging parental involvement in developing and reviewing the policy and the drug education programme.
- 4.15. Liaison and working with other agencies
- State the agreed criteria and protocols for working with external agencies.
 - List the partner agencies with whom agreed protocols and roles have been negotiated for targeted and specialist support for pupils and their families.
- 4.16. Staff conduct and drug use
- Restate the school's policy in relation to staff drinking, smoking and other drug use in line with the Cognita HR policy. Ensure that this is cross referenced to the school's staff code of conduct.
- 4.17. The role of the Head teacher
- The Head teacher takes overall responsibility for the policy and its implementation, for liaison with the Assistant Director of Education/Education Executive and any governance meetings, parent/carer(s), and appropriate outside agencies and bodies such as the LA. The Head will ensure that all staff dealing with substance issues are adequately trained and supported. Cognita schools cannot knowingly allow premises to be used for the production or supply of any controlled drug (eg; the preparation of, or smoking of cannabis). Where it is suspected that substances are sold on the premises, details of those involved, as well as much information as possible, will be automatically passed to the police
- 4.18. The role of the Assistant Director of Education/Education Executive
- Clarify the role of those in a governance role and their **specific responsibility in policy for the development and oversight of the drug education programme, and any contribution to any case conferences called, or formal reviews against the application of the school's exclusion procedure.**
 - Clarify the arrangements for ensuring that Assistant Director of Education/Education Executive are well informed on drug issues as they affect the school.
 - State the process and timescale for the Assistant Director of Education/Education Executive to review the policy.

5 Implementation of the Policy

- 5.1. Schools are strongly advised to adopt the procedures set out in DfE and ACPO Drug Advice for Schools (DFE-00001-2012) when dealing with incidents involving substance misuse or supply on the premises/during the school day or during school trips and visits etc.
- 5.2. The school should ensure that all staff, parents/carers and pupils are reminded of these procedures on an annual basis.
- 5.3. Situations requiring first aid will be dealt with immediately as per the school's agreed policies and procedures. Information about emergency help for people who have had a bad reaction to drugs can be found at <http://www.talktofrank.com/emergency-help>.
- 5.4. In cases of substance misuse or supply on the premises during the school day or during school visits, the case will be discussed with the young person and a written record

taken (see Appendix A). Parents/carers will be informed by the Head Teacher as soon as possible. The support of outside agencies will be sought if appropriate.

- 5.5. While there is no legal obligation to inform the police, they may be involved at the discretion of the Head Teacher in consultation with the Assistant Director of Education/Education Executive and staff who know the young person well. The school will consider each incident individually and will employ a range of responses to deal with individual incidents. The Assistant Director of Education/Education Executive will be involved in all drug-related incidents as they are concerning other matters relating to the school.
- 5.6. Schools should have an agreed sanctions procedure that recognises different types of incidents (including any repeat incidents) which will be applied consistently in all cases. This should be reflected in the scale/seriousness of sanctions (e.g. fixed term exclusions for first or minor offence, permanent exclusion for second or serious offence such as supplying to others or class of drug involved).
- 5.7. The Head Teacher should take responsibility for any liaison with the media following the requirements of the Cognita Communications Officer.
- 5.8. If there is a significant seizure of a suspected illegal substance schools should:
 - Inform the police at an early stage; and
 - Take steps to minimise handling the substance to aid future forensic investigation.

6 Specific Procedures

- 6.1. Schools are an important source of support for pupils experiencing problems with drugs and must ensure that all staff (teaching and non-teaching) understand the limits of confidentiality, balancing the desire to maintain confidentiality and support the young person with the duty to safeguard and promote the welfare of the young person and others.
- 6.2. **Local Safeguarding Children Board (LSCB) policies and procedures must be followed.**
- 6.3. **Staff cannot and should not promise total confidentiality.** There are important reasons why personal and sensitive information needs to be shared in relation to Child Protection (e.g when working with the police, referral to external agencies etc). The Data Protection Act and Crime and Disorder Act all allow personal information to be shared if there is an over-riding public interest in the first instance or to prevent crime and disorder in the second. However, in assessing the suitability of sharing information, all efforts should be made to encourage the young person to give their informed consent. **If a decision is taken to share confidential information, a written record of any concerns including the reasons for breaching a pupil's confidentiality should be made.**
- 6.4. The following questions should also be considered:
 - How serious is the situation?
 - What immediate and significant risk does the young person face?
 - What implications (both positive and negative) could keeping a confidence have?
 - Could significant harm result from keeping the young person's disclosure confidential?

- Young people must, whenever possible, be made aware of the limitations of confidentiality before they disclose a confidence. If a confidence needs to be broken, the school should explain to the young person (and parents/carers as appropriate);
 - why the confidence was broken, who will be/has been informed, what will be/was disclosed, how the information will be used and that their privacy will be respected and information; why the confidence was broken, who will be/has been informed, what will be/was disclosed, how the information will be used and that their privacy will be respected and information
- 6.5. Parental substance misuse has the potential to impact negatively on outcomes for children and young people. Hidden Harm: Responding to the Needs of Children of Problem Drug Users (ACMD: 2003) estimated that 2-3 per cent of children are affected by problematic parental substance use. This estimate only covers parents with serious dependencies on heroin and crack cocaine, and does not account for children affected by alcohol or other drug use in the household.
- 6.6. **Substance use in itself is not a reason for considering a child to be suffering or at risk of suffering significant harm although it may be a contributing factor.**
- 6.7. The school designates – Rebecca Chapman DSL, to liaise with the police to agree a shared approach to dealing with any drug-related incidents. PC Nikk tipping 07974 970705 nicola.tipping@thamesvalley.pnn.police.uk
- 6.8. Legal drugs - the police will not normally need to be involved in incidents involving legal drugs, but schools may wish to inform trading standards or police about the inappropriate sale or supply of tobacco, alcohol or volatile substances to pupils in the area.
- 6.9. Controlled drugs (including New Psychoactive Substances) - in taking temporary possession of suspected controlled drugs, schools must adopt the following procedures and ensure these are outlined in their school policy:
- **Ensure that a second adult witness is present throughout.**
 - **Seal the substance in a plastic bag and include details of the date and time of the seizure/find and the witness present.**
 - **Store it in a secure location, such as a safe or other lockable container with access limited to senior members of staff. Do NOT dispose of the substance since disposal can now only be done by the constabulary.**
 - **Notify the police without delay who will collect it and then store or dispose of it in line with locally agreed protocols. The law does not require a school to divulge to the police the name of the pupil(s) from whom the drugs were taken but the police advise that this is disclosed. The school should determine their position on this in advance to ensure consistency of approach.**
 - **Record full details of the incident, including the police incident reference number if they are involved.**
 - **Inform parents/carers, unless this is not in the best interests of the pupil.**
 - **Identify any safeguarding concerns and respond appropriately.**
 - **If there is a significant seizure of a suspected illegal substance, schools should inform the police at an early stage; and take steps to minimise handling to aid future forensic investigations**

6.10. Searching, Screening and Confiscations

- (DfE: 2014) states that ‘school staff can search a pupil for any item if the pupil agrees’ noting that the ability to give consent may be influenced by the child’s age or other factors. **Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items include alcohol and illegal drugs. The law says that the person conducting the search may not require the pupil to remove any clothing other than outer clothing.** The Association of Chief Police Officers (ACPO) recommends that drug dogs and drug testing should not be used for searches where there is no evidence for the presence of drugs on school premises.

6.11. Children and young people often find visitors to school a useful and informative part of their learning, but equally research suggests that for visits to be successful there should be a shared understanding about the nature and content of the session/s. Government guidance is that schools should exercise caution with the use of visitors as there is some evidence that particular messages can have a detrimental impact on young people’s intentions to resist using drugs including alcohol. Particular caution should be used when visitors have had firsthand experience of problematic drug use.

6.12. Schools should ensure that visitors are appropriately qualified and trained to deliver work with children and young people in a school setting. They should also be aware of good practice that recommends the avoidance of shocking images and inappropriate descriptions of drug use and have a clear understanding of the aims and objectives of the session and have seen, and understood the school’s drug education policy. Visitors should have been briefed on any particular sensitivities that there may be in the student group – these may include identified drug issues by particular students or their families – as well as any broader needs within the group. Teachers should negotiate the content of the session which is linked to the broader drug education and PSHE delivered by the school and relevant to the identified needs of the pupils. Visitors should be made aware by the teacher that they are aware of the school’s protocols for dealing with any disclosures or distress shown by pupils during the session.

6.13. Teachers should be present at all times when such a visitor is in the class, and be ready to be an active participant in these sessions. They should ensure that they reflect on the learning from particular sessions with pupils and visitors, assessing the learning, and building skills to support and enable pupils to make healthy choices and to avoid risk-taking behaviour. Teachers should follow-up any unresolved issues or concerns and extend the learning begun by the visitor.

7 National Support & Advice from Organisations

- Drinkline: a free and confidential helpline for anyone who is concerned about their own or someone else’s drinking: 08009178282.
- Family Lives: a charity offering support and information to anyone parenting a child or teenager. It runs a free-phone helpline and courses for parents: telephone 0800 800 222.

- FRANK: national drugs awareness campaign to raise awareness among young people, their parents/carers www.talktofrank.com. Schools can receive free resources, updates, newsletters etc.
- Smokefree: NHS Smoking Helpline www.nhs.uk/smokefree.
- For advice on First Aid/What to do in an emergency, FRANK: Advice on what to do to help someone who's having a bad reaction to drugs
www.talktofrank.com/emergency-help.
- Resuscitation Council (UK): Guidelines for resuscitation procedures
www.resus.org.uk/pages/GL2010.pdf.

8 Related Policies, Guidelines, Templates and Forms

- Special Educational Needs
- Safeguarding: Child Protection Procedures
- Safeguarding: Dealing with Allegations of Abuse against Teachers & Other Staff
- Compliments & Complaints Procedure
- Learning outside the Classroom: Educational Visits
- Accidents & Incidents Recording & Reporting
- Health & Safety
- Equality & Diversity
- Data Protection
- PHSE Policy
- School Exclusion Procedures
- Supervision
- Social, Moral, Spiritual & Cultural Development
- Staff code of conduct
- School disciplinary procedures
- Anti-bullying
- Use of reasonable force

Appendix A : Drug situations – medical emergencies

The procedures for an emergency apply when a person is at immediate risk of harm. A person who is unconscious, having trouble breathing, seriously confused or disorientated or who has taken harmful toxic substance, should be responded to as an emergency.

The main responsibility is for the pupil at immediate risk, but you also need to ensure the well-being and safety of others. Put into practice your school's first-aid procedures. *If in any doubt, call medical help.*

Always:

- assess the situation
- if a medical emergency, send for medical help and ambulance

Before assistance arrives

If the person is conscious:

- ask them what has happened and to identify any drug used
- collect any drug sample and vomit for medical analysis
- **do not** induce vomiting
- **do not** chase or over-excite them if intoxicated from inhaling a volatile substance
- keep them under observation, warm and quiet

If the person is unconscious:

- ensure that they can breathe and place in the recovery position
- **do not** move them if a fall is likely to have led to spinal or other serious injury which may not be obvious
- **do not** give them anything by mouth
- **do not** attempt to make them sit or stand
- **do not** leave them unattended or in charge of another pupil
- notify parents/carers

For needle stick(sharps) injuries:

- encourage wound to bleed. **Do not** suck. Wash with soap and water. Dry and apply waterproof dressing
- if used/dirty needle seek advice from a doctor

When medical help arrives

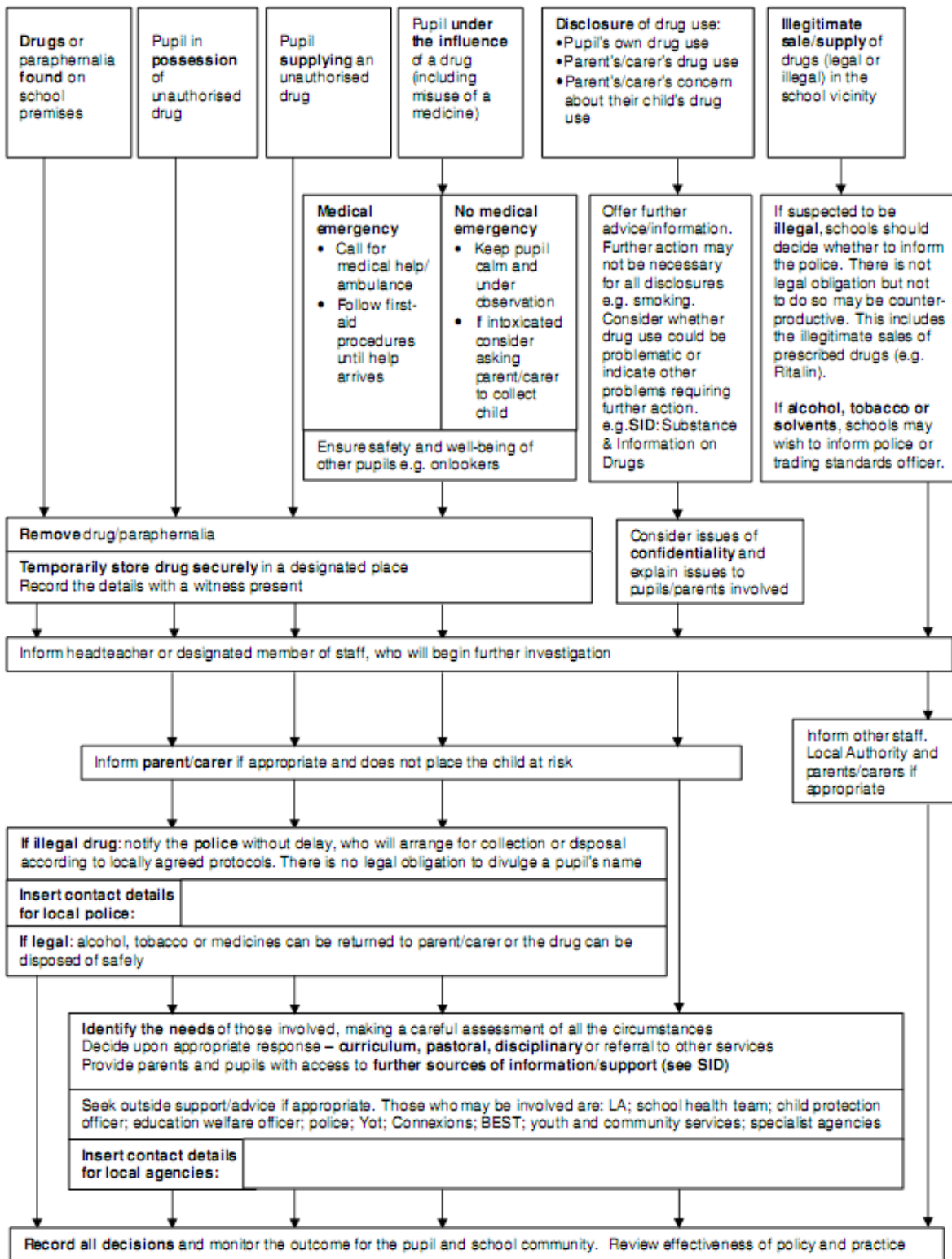
- pass on any information available, including vomit and any drug samples

Complete a medical record form as soon as you have dealt with the emergency.

This form is based on Appendix 9 of *Drugs: guidance for schools*.

"Drugs" refers to all drugs including medicines (prescription and "over the counter"), volatile substances, alcohol, tobacco and illegal drugs

APPENDIX B: Responding to incidents involving drugs



Appendix C: Record of incident involving unauthorised drug

1. For help and advice, telephone the LA
2. Complete this form WITHOUT identifying the pupil involved
3. Copy the form
4. KEEP the original, adding the pupil's name and form – store securely

Tick to indicate the category:

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

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

First Aid given? YES NO

Ambulance/Doctor called? YES NO
(Delete as necessary)

First Aid given by:

Called by: Time:

Drug involved (if known): (eg. Alcohol, paracetamol, Ecstasy)
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 informed * :	(* for school records only)
Informed by:	At time:

Brief description of incident (including any physical symptoms):
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Other action taken: (e.g. Connexions or other agency involved, Educational Psychologist report requested, case conference called, pupils/staff informed, sanction imposed, LA/GP/Police consulted)
--