



REVIEWED BY GOVERNING BODY - NOVEMBER 2019

ADOPTED BY GOVERNING BODY - DECEMBER 2019

Section 1: POLICY STATEMENT

- 1.1 Chenderit School is committed to creating a community that is safe, where we value one another and the importance of working together for the good of all.
- 1.2 At Chenderit School we have established a strong and supportive community where staff and students strive to "Aim High, Work Hard and Be Nice". Our students are valued as individuals and are actively encouraged to pursue excellence, not only academically, but in all other spheres of school life.

Our aim is to unlock each student's potential and to celebrate every individual's progress and achievements. We encourage our students to embrace all opportunities at school and, through these, to develop into increasingly resilient, independent, adaptable, respectful and resourceful learners. We have high expectations of our school community and pride ourselves on our safe and supportive environment in which students are able to enjoy, flourish and achieve.

Section 2: INTRODUCTION

- 2.1 At Chenderit we recognise that drugs are widely available to some young people in our society, and that this is a problem that must be faced squarely both at school and at home. Our policy is meant to be positive and effective, involving both home and school, and we hope that - whilst it encourages a sympathetic and sensible approach - it will also act as an effective deterrent.

Section 3: STATUTORY FRAMEWORK AND OTHER GUIDANCE

- 3.1 The policy has been developed in light of DfE guidelines (DfE and ACPO drug advice for schools Advice for local authorities, headteachers Sept 2012) school staff and governing bodies and developed in consultation with parents, students, the school leadership team and the governors. The full policy will be published as part of the staff handbook and on the school shared area of the school staff network. The policy will also be given to the BodyEdge team who run a confidential clinic at the school. Elements of the policy will be in the school prospectus and parents will be able to request a copy via the school should they require one.
- 3.2 This policy has been drawn up taking into account the guidance from the DfE reflected in the school's Drug Education programme which is taught as part of the PSHE and Science curricula. Both the policy and drug education programme have links with other areas within the school including the Relationships & Sex Education policy, BFL policy and Child protection and safeguarding policy.

Section 4: THE PURPOSE OF THE POLICY

4.1 The purpose of this policy is to:

- clarify the legal requirements and responsibilities on us as a school;
- reinforce and safeguard the health and safety of students and others who use the school;
- inform all members of the school community as to the school's position on drugs and drug education;
- enable staff to manage drugs on school premises, (including incidents that occur involving illegal and unauthorized drugs) with confidence and consistency, and in the best interests of those involved and
- develop a whole school approach that provides a basis for evaluating the effectiveness of the drug education programme.

Section 5: WHAT DO WE MEAN BY DRUGS? (Terminology)

5.1 According to the United Nations Office on Drugs and Crime, a drug is a substance that affects the way in which the body functions physically, emotionally or mentally e.g. **A substance people take to change the way they think, feel or behave.** In this policy the term drugs or drug education refers to all illegal drugs (those controlled by the Misuse of Drugs act 1971), all legal drugs including alcohol, tobacco, volatile substances (those that give off a gas or vapour which can be inhaled, referred to as VSA in this document) all psychoactive substances (sometimes known as 'legal highs') and all over the counter and prescription medicines.

- *Drug Taking* – this is the consumption of any drug (including medicines, volatile substances, alcohol, tobacco, psychoactive substances and illegal drugs)
- *Drug Use* – is drug taking through which harm may occur whether through intoxication, breach of the school rules, the law or future possible health risks. There is no dependence on the drug.
- *Drug Misuse* – is drug taking which harms health or functioning. It may take the form of physical or psychological dependence or be part of a wider spectrum of problematic or harmful behaviour.
- *Drug Addiction* – is drug taking which is perceived to be, or actually needed for an individual to function in a 'normal' way.
- *Possession* – is when a person is found to have drugs or drug paraphernalia either in their locker, bag or about their person or knowingly storing them in a known location such as under a bush or behind a fence post.
- *Supply* – is when a person is found to have either a sufficient quantity of drugs not to be for personal use only or if found to be passing or selling drugs to another person(s).

Section 6: APPLICATION

6.1 The School seeks to prevent the misuse of any substance, including alcohol, volatile substances and tobacco by all members of the school community in a 'school context'. This is defined as anywhere at any time on school property, travelling to and from school, anywhere during school hours, regardless of dress, at any time in school uniform, regardless of location, anywhere and at any time on any school visit or activity. Furthermore, the school seeks to discourage students strongly from using drugs at any other time. The school does monitor

the activities of students travelling to and from school and will support other agencies such as the police and private security companies with the use of trained drug detection dogs in taking action to safeguard students.

- 6.2 In accordance with the national non-smoking policy we are a non-smoking site which extends to students, staff and visitors. Alcohol is not to be consumed on the school premises whilst students are in attendance, however certain exception may be made to this which are at the discretion of the Headteacher. Such exceptions may include a celebration toast on special occasions, e.g. Christmas celebration. Governors must agree all other circumstances when this may be permissible, e.g. gallery exhibitions or celebration evening.
- 6.3 Staff found to be misusing substances where there may be a risk of this interfering with their work or their role within school will be dealt with under the school disciplinary procedures.
- 6.4 Prescribed medications may be used in accordance with the Supporting Students in School with Medical Conditions Policy.
When managing drug issues, the schools' first concern is the health and safety of all members of the school community, and meeting the pastoral needs of the student(s) concerned.

Section 7: THE PURPOSE OF DRUG EDUCATION

- 7.1 Drug education is taught on a regular basis as part of the planned PSHE one hour per week for KS3 and on a termly rotation with RS in KS4, and through the science curriculum. The programme covers all the required elements of the science curriculum orders and the PSHE framework. The programme aims to increase students' knowledge, understanding and skills about drugs with a key focus that all our students are equipped with the necessary skills they need to keep safe in a society where drugs are available. This may include inviting organisations/agencies such as security companies with trained drug detection dogs into school as part of our educational programme.

The drug education programme complements and is part of a whole school approach, which promotes the physical, personal and social development of both students and staff within the school. (see appendix 4)

Section 8: STAFF WITH OVERALL RESPONSIBILITIES FOR DRUG ISSUES AND CURRICULUM CONTENT

- 8.1 Senior member of staff with overall responsibility for all drug issues at Chenderit (This includes overseeing the planning and co-ordination of drug education, monitoring and evaluation) .
- 8.2 Member of staff responsible for the drug education curriculum (PSHE): Head of PSHE.
Member of staff responsible for the drug education curriculum (Science): Head of Science.
- 8.3 Senior member of staff responsible for the management of drug incidents (This

includes ensuring all staff are fully aware of the procedures for managing incidents, who they should inform and who has authority regarding issues such as searching school property and informing the police): Jane Cartwright and Roddy Lloyd-Jones, although other members of the senior team may deal with incidents on a day to day basis.

8.4 The Link governor for PSHE is Ian Walker

Section 9: RESOURCES

9.1 Drug education lessons include the use of resources produced by BBC education and Channel 4 education which show both fictional and true life stories. Websites are also used to allow students access to up to date information and research various aspects of drug education. The use and demonstration of trained drug detection dogs. (Principal websites are: Talk to Frank and NHS websites and A-Z Drugs DVD).

Section 10: USE OF VISITORS AND OUTSIDE AGENCIES

10.1 Visitors are used to enhance students learning and give them the opportunity to speak to people who have experience/expertise in the field of drugs. These include the Northampton County Council School Nurse Team, Aquarius/CAN and BodyEdge (See appendix 1 for contact information) and specialized security companies with the aid of trained drug detection dogs. All visitors are informed of the schools' non-smoking policy and the child protection and safeguarding policy.

10.2 Students may be referred to outside agencies when needed and the school will seek to involve the student and their carers in any decision about this. (Refer to school inclusion, and child protection and safeguarding policies). Agencies which may be used by the school are:

- BodyEdge
- Social Services
- Aquarius/CAN

Section 11: STAFF SUPPORT AND TRAINING

11.1 The school will develop a programme of drug awareness training for all staff. The local police may be involved as part of the Child Protection and Safeguarding updates in refresher training for staff.

11.2 All staff (including site managers, lunchtime supervisors, teaching assistants, relevant governors and new members of staff) will be trained on:

- Policy and practice

The Science department have training as part of their normal training cycle.

Section 12: MANAGEMENT OF DRUG RELATED INCIDENTS

12.1 Any incidents concerning drug issues should immediately be reported to JCC, Headteacher, RLJ as Designated Safeguarding Lead or JVH / ALS Deputy Safeguarding Lead or other senior staff, if unavailable. All investigations into the use of drugs within the School are dealt with swiftly and all students will be treated equally. Help is provided for anyone genuinely seeking it within the school's programme. Anyone reporting or disclosing a drugs/substance misuse problem will receive help through the school pastoral system, referral to BodyEdge and outside agencies, if required. All incidents will be recorded on our electronic safeguarding software My Concern. Parents/carers will be informed as soon as possible.

1. A. Concerns or suspicions about drug/substance misuse, possession or another person being under the influence.

In the first instance this should be reported to the tutor and Head of Learning for further investigation. If the substance in question is tobacco the school's Behaviour for Learning on smoking section will be enforced (see appendix 3)

B. Student found in possession of alcohol or illegal drugs

The student/s should be accompanied at all times and watched closely.

The Headteacher, Deputy Headteacher or other senior staff will be informed immediately for further investigation (the school's on-call system will be used).

Any student found/suspected to be in possession of a substance as defined in this policy will be required to empty their pockets, bags etc in the presence of the Headteacher, Deputy Headteacher or other senior staff and one other member of staff (this will be gender relevant) (see 9)

In the case of more than one student being involved they will be kept separately and monitored at all times.

- Students will be asked to explain the incident;
- The member of staff reporting will be asked for the evidence;
- Tutor/Head of Learning will be asked for additional information on the student's background;
- Student's behavioural log will be used to inform the investigation and
- Students found in possession will be at risk of fixed/permanent exclusion, dependant on circumstances (see 8)
- We reserve the right to involve the Police if required.

2. Dealing with a student who appears to be under the influence of a substance

The school's first priority will be the safety of the students. Medical assistance will be called if deemed necessary.

Further investigations will be carried out by the Headteacher, Deputy

Headteacher or other senior staff. (See 1B)

3. Confiscation of substances

Any substance found will be sealed in an envelope, if appropriate, the details recorded on our electronic safeguarding software My Concern and / or a Student Incident Form and stored in the safe cupboard (a witness will be present throughout this process).

Police will be informed if necessary to dispose of item and/or deal with students involved. Where staff are unable to identify the legal status of a drug, it will be treated as a controlled drug and Police will be informed. Parents will be informed and asked to collect alcohol if relevant.

4. Administration of medicines

See Supporting Students in School with Medical Conditions policy..

5. Discovery of drug paraphernalia

On the discovery of drug paraphernalia it should be removed and passed to the Headteacher or Deputy Headteacher. If suspected drugs are found then these should be put in a sealed envelope and stored in the safe cupboard in the presence of a witness and recorded on our electronic safeguarding software My Concern and / or Student Incident Form completed. The Headteacher, Deputy Headteacher or other senior staff should be informed so any further investigations may be carried out and the police contacted if required.

6. Dealing with an adult who appears to be under the influence of drugs/alcohol when

a. collecting a student

The first priority is to the safety of the student and school community. Staff should deal calmly with the person and discuss with them alternative arrangements for the student. Should the adult become difficult then a member of the Leadership Team or Designated Senior Lead DSL (child protection) should be called for support (and the police contacted if this is deemed necessary).

b. on the premises for a meeting

Staff should deal calmly with the adult and suggest an alternative date for the meeting, and use the school's on-call system if necessary to gain further support. Should this be at a parent's evening then the Head of Learning or Learning Manager or another LT member should be informed. Should the adult become abusive or violent the member of staff should leave the scene and contact LT (who will contact the police if appropriate).

c. unauthorised access on site

Calmly ask them to leave the site – ensuring that the welfare of the students is the priority here. Notify the front office immediately and use the on-call system (or if necessary the nearest member of staff). Staff should not deal with it alone. The police may be informed of unauthorised access to the school site and

dependant on the circumstances may be asked to attend.

d. smoking or drinking on site

They will be informed of the school policy and calmly asked to stop and if they refuse they will be asked to leave the premises (see 5c). The only exceptions to this are those as defined under paragraph 2 of the Application section.

7. The role of the police

The police will not normally be involved in incidents involving legal drugs, however they may be informed of inappropriate sale or supply of tobacco, alcohol or volatile substances to students in the local area, or where the quantity of tobacco, alcohol, volatile substances or physocative substances warrants police involvement.

The school will normally inform the police of any incident regarding illegal drugs or substances which staff are not able to identify as legal. If a quick response (10-15min) is needed then staff should ask for a Grade 2 response and specify the gender of the student/s involved.

8. Support and discipline

The sanctions will depend on the seriousness of the incident, the needs of the student and wider school community, and consistency will be applied across incidents, in line with the school's Behaviour for Learning policy and DfE guidance.

Students found in possession will be at risk of fixed/permanent exclusion, dependant on the circumstances. For example:

If a student has no known drug history where found to have a small amount of cannabis in their possession they will normally be given a fixed-term exclusion and be referred to support agencies.

If a student has a previous history of drug related incidents they may have a fixed or permanent exclusion and police involvement.

Any fixed-term exclusion, managed move or permanent exclusion will be supported by some or all of, referral, behavioural support plans and pastoral support programmes.

9. Policy on searches

See section 1b. Students may be asked to empty their pockets and bags and lockers can be searched without the student's permission. If it is deemed a more detailed search is required then the Police will be called. Further information can be found on the DfE website and Behaviour for Learning policy.

10. Policy on the use of drug detection dogs and urine testing

The Headteacher has the right to use drug detection (sniffer) dogs and/or urine testing, however any decision to do so will be consistent with the school's pastoral responsibilities to create a supportive environment for all members of the community.

11. Staff restrictions on drinking and other drug use during school hours and on trips

See paragraph 2 Application section. Teachers have a duty of care to students and this should take priority at all times. The lead member of staff on any trip should inform colleagues about the expectation not to drink or smoke whilst with students. Once students are in bed it is the responsibility of the lead member of staff to ensure that there is always one person able to deal with an incident/able to drive should the need arise.

12. Policy on the management of staff

The welfare of staff with a drug problem is important and any member of staff asking for help will be given the appropriate occupational health advice and support. Inappropriate conduct by staff will be dealt with as per the school disciplinary procedures. Any member of staff who appears under the influence of drugs/alcohol will be sent home. When determining fitness to teach and discipline and the disciplinary actions, the Headteacher and Governors will be guided by DfE guidance.

12.2 CONFIDENTIALITY

Teachers cannot and should not promise total confidentiality. Teachers, when dealing with disclosures from students should inform students that they may not be able to keep the information confidential and should give the student the opportunity to stop their disclosure. If a student discloses information which is sensitive, not generally known, and which the student asks not to be passed on, the request should be honoured unless this is unavoidable in order for teachers to fulfil their professional responsibilities in relation to child protection, co-operating with a Police investigation and referral to external services. If information needs to be passed on the student should be informed first and given an explanation for why this needs to happen.

Section 13: WORKING WITH PARENTS/CARERS

- 13.1 Along with all other subjects parents are informed of the drug content of the PSHE curriculum through a course booklet issued at the beginning of each year. Parents are encouraged to talk with students about drug issues and all Year 7 students are given leaflets to take home with them about drugs.

Parents are always informed of any incidents involving their child and drugs (see section on management of drug issues). Parents have the opportunity to speak to the Head of PSHE and Science at open evenings and subject evenings, and drug information literature is available at these times.

Section 14: THE ROLE OF GOVERNORS

- 14.1 There is a link governor for PSHE (see section on Key Responsibilities), who has an interest in this area of the curriculum and who is informed of any incidents within the school related to drugs. Governors may be involved in cases of exclusions relating to drugs and their subsequent appeals.

Section 15: LIAISON WITH FEEDER SCHOOLS

- 15.1 The majority of young people of school age will not use illegal drugs, however all students including those in primary school are likely to be exposed to the effects and influences of all drugs in the wider community and be increasingly exposed to opportunities to try both legal and illegal drugs. With that in mind, copies of the policy are given to Middleton Cheney, Kings Sutton and Chacombe as our main feeder schools. Copies of their policies are also given to us so that we can have a consistent approach to drug education. Other partner schools can, of course, request a copy of this policy at any time.

Section 16: MONITOR AND REVIEW

- 16.1 This policy is monitored and reviewed on an annual basis

APPENDIX 1

CONTACT INFORMATION

CAN, Drug & Alcohol team 01327 242525/01536201973

Youth & Schools Liaison Officer 01327 303282 - (Northamptonshire Police)

Solve IT 01536420604

Body Edge
Contact to BodyEdge is on a student 'drop-in' referral system which takes place on school site once every two weeks on Body Edge's prescribed day.
Speak to the Inclusion Centre if you require further information.

APPENDIX 2

BEHAVIOUR FOR LEARNIN POLICY – SMOKING (Tobacco, Vapour Pens, Shisha)

Smoking on School Premises and on Journeys to and from School

**Please note: “Smoking” is the term used to represent smoking a cigarette, shisha device, vapour electronic e-cigarette or similar equipment.

Conduct Code

- Smoking is not permitted on any part of school premises by any member of the school community including students, staff, parents, contractors and other visitors. For students, this also applies on journeys to and from school including school transport.
- Any student caught smoking or in a group of smokers, will be expected to comply with the procedure outlined below. (The inclusion of all students in a group as ‘smokers’ is an attempt to be fair, since experience shows that cigarettes are generally ‘passed round’, and it would be patently unfair to punish only the student caught with cigarette in hand). This is referred to as ‘smoking by association’. See below.
- This code will be extended to apply during school trips, work experience and residential placements.

Procedure for Students

- The school’s Behaviour Policy issues a B6 – internal exclusion in the Internal Exclusion Room (IER) – for; “Possessing prohibited substances tobacco, smoking paraphernalia including e-cigarettes, shisha pens, pipes or similar equipment”.
- A B7 – a fixed term exclusion – is evoked for; “Consuming tobacco or alcohol on school premises” and/or for “sharing, selling or seeking to sell prohibited substances”.
- The school Behaviour for Learning policy also makes reference to smoking by association. This is where a student is directly aware of the purposeful breaking of a school rule eg. standing with a student who is smoking or knowingly aware of students who have smoking paraphernalia on their person but not saying anything.

APPENDIX 3 DRUG EDUCATION PROGRAMME

In England and Wales there is a statutory requirement to teach specific aspects of drug education. This is contained in the KS3 National Curriculum for Science.

Health - the effects of recreational drugs (including substance misuse) on behaviour, health and life processes.

Also in Key Stage 3 (B2.1 Health and Lifestyle) students should be taught:

- (i) The differences between recreational and medicinal drugs
- (ii) Describe the effects of drugs on health and behaviour
- (iii) Describe the effect of alcohol on health and behaviour
- (iv) Describe the effect alcohol has on contraception and pregnancy
- (v) Describe the effect of tobacco smoke on health and pregnancy

Also in Key Stage 4 - Topic 2 – Motion and forces - Physics

Describe the factors affecting a driver's reaction time including drugs and distractions

Topic 5 – Health, disease and the development of medicines – Biology

Explain the effect of lifestyle factors on non-communicable diseases at local, national and global levels, including:

- a. Alcohol on liver diseases
- b. Smoking on cardiovascular diseases

The PSHE Framework (non-statutory guidance) outlines elements which influence drug education.

At Key Stage 3, that students should be taught:

- (ii) how to keep healthy and what influences health, including the media
- (iii) that good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health
- (iv) basic facts and laws including school rules about alcohol and tobacco, illegal substances and the risk of misusing prescribed drugs

At Key Stage 4, that students should be taught:

- (i) to think about the alternatives and long and short term consequences when making decisions about personal health
- (ii) to use assertiveness skills to resist unhelpful pressure
- (iii) the causes, symptoms and treatments for stress and depression and to identify strategies for prevention and management
- (iv) about the link between eating patterns and self-image including eating disorders
- (v) about the health risks of alcohol, tobacco and other drugs use, early sexual activity and pregnancy, different foods choices and sunbathing. Also to think about safer choices they can make
- (vi) to seek professional advice confidently and find information about health and safety requirements and develop the skills to cope with emergency situations that require basic first aid procedures, including resuscitation techniques.

Resources have been personalised to Chenderit from national resources e.g. Talk to Frank and are used as a basis for our programme of study. The PSHE programme follows the national guidance of the PSHE Association POS KS 3-5. The programme not

only aims to educate students in terms of the facts about the different drugs but also as an exploration of students attitudes and values and the development of skills. Students need to understand why they want to say 'no' to drugs as well as being given the skills to resist the pressure they may find themselves in. As well as science lessons, drug education is taught as part of the PSHE lessons which they have one hour per fortnight.

Curriculum

Key Stage 3 PSHE

Various (what is a drug?)
VSA (awareness of potentially dangerous substances)
VSA (effects of VSA on health and society)
Alcohol (what do we already know about alcohol)
Alcohol (how can we make sensible choices about alcohol)
Smoking (attitudes to smoking)
Smoking (effects of smoking)
VSA (illustrating the dangers and consequences of sniffing)
Alcohol (why is alcohol a socially acceptable drug?)
Alcohol (what are the consequences of consuming alcohol)
Various (challenging stereotypes)
Various (consequences of misusing drugs)
Various (risk taking)
Various (linking risks, effects and legal status of drugs)
Alcohol (what is safe drinking)
Alcohol (what else do I need to know about alcohol?)

Key Stage 3 Science

Structure and functions of the body systems
Health and Lifestyle

Key Stage 4 PSHE

County Lines drug networking' - talking about drugs (drugs in society)
Talking about drugs (the scientific facts about drugs)
Talking about drugs (the media and drugs)
Various (awareness of how drug use affects lives)
Alcohol (why do people drink? Why might people not drink?)
Alcohol (what is safe drinking)
Various (the legal aspects of drugs)
Various (looking at the risks involved in drug use)
Crack & Cocaine (crack & cocaine awareness)
Various (developing knowledge of drug abuse)

Key Stage 4 Science

Keeping Healthy: tobacco, alcohol, drugs and medicine
Homeostasis: Ecstasy, alcohol and caffeine
Brain and Mind: Ecstasy

Extra-Curricular Activities may include:

Year 10 – 'Prison, Me, No Way!' day, including possible prison visit for selected students.
'Chelsea's Choice' a drama based on a young girl's survival of Child Sexual Exploitation.
Assemblies and/or workshops offered via external agencies e.g. Target CIRV.

ASSESSMENT, MONITORING, EVALUATION AND REVIEWING

Assessment - The elements of drug education that form part of the science curriculum are assessed in accordance with the requirements of the National Curriculum.

Elements are also as well as part of overall PSHE provision. Students are assessed regularly for knowledge, understanding and attitudes in drug education and it is both formative and summative. This is done through a variety of methods including peer, self and teacher assessment.

Monitoring - The drug education programme is monitored through whole school monitoring procedures as part of PSHE and Science. This is through the school's quality assurance framework of whole school reviews, subject reviews and year group work sampling.

Evaluation – The school's QA framework and results are evaluated by the governor's curriculum and students, families and community committee.

Reviewing – Students complete reviewing questions at the end of each module and are given the opportunity to suggest improvements/revisions to courses. Reviewing the content of drug programmes also forms part of the departmental development plan every 2/3 years. Review of the drugs policy forms part of the governor's curriculum and students, families and community committees' role and is done on a rolling programme along with all other policies.