

Drugs & Drugs Abuse Policy

Last amended 02.07.18 by Heather Watson

Reviewed by Fiona Coffin, Assistant Headteacher, May 2018

Reviewed and approved by Student Welfare Committee 16.05.18

Ratified by Trustees 27.06.18

Next review date March 2020

This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

Within this policy the term Headteacher refers to the Headteacher of the school. The term CEO refers to the CEO of the Trust.

The governors of the Twynham Learning Academy Trust (the Trust) are charity trustees and company directors and for the purpose of this policy these terms are interchangeable.

This policy reflects the legislation at the time that it was last reviewed. Any changes in legislation will take precedence over anything printed in this policy.

The Trust is aware of the pressures that some young people face to misuse drugs. Our drugs education programme will be non-judgemental but our stance cannot be value free. The ethos of our schools is to respect and support all members of the community. However, whilst we acknowledge our pastoral role, we also wish to act responsibly in protecting the majority of our students from involvement in drug use whilst in school. We also see drug-related behaviour as a risk to the learning environment. For these reasons we will implement a zero tolerance policy with regard to incidents involving illegal drugs on school sites.

“Drugs” refers to all drugs including medicines, volatile substances, alcohol, tobacco and illegal drugs.

We aim to help young people to be assertive, moral and well-informed. Our Drugs Education Programmes will aim to be:

- Scientifically accurate
- Age-related
- Responsible
- Up-to-date
- Explicit
- Active and involving

Education

We aim to make students, parents and guardians

- Responsible, with a positive attitude to healthy life-styles
- Confident, assertive and strong in self-esteem to resist peer group pressure and the lure of advertising
- Aware of the moral implications
- Well-informed, with up-to-date information concerning the physical and mental effects of drug misuse, including the risk of HIV infection
- Aware of the social consequences of drug misuse for the individual and for society

Our Education Programme aims to

- Challenge drug kudos (including drug logos)
- Cover relevant issues at each phase
- Have a multi-agency approach and delivery
- Incorporate active learning techniques to promote social skills, self-esteem and assertiveness, so that students can make informed choices
- Incorporate a variety of teaching and learning

Drug Involvement Response

Possession or use of illegal drugs is not tolerated in our establishment; neither will any drug-related behaviour which may endanger others in our community. Everyone concerned with our establishments should know the likely consequences of such conduct.

We aim to have a consistent approach for drug offences and a support programme (involving non statutory and statutory services) which will be essential for school re-admission. The system is intended to act as a deterrent, but cases will be treated on an individual basis. It is recognized that permanent exclusion can move the problem into the community and exacerbate it but all members of the community must be aware that permanent exclusion can be the consequence of possession or drug-related behaviour.

We acknowledge the risks of involvement in drugs and wish to both deter and provide early support for students suspected of drug misuse. We will therefore:

- Ensure that all parents/guardians of students are aware of the policy
- Provide a support procedure/facility for students suspected of drug use, involving wherever possible their parents/guardians
- Provide drug education evenings for parents/guardians
- Involve the parents/guardians in the support of children whose behaviour has given cause for concern with suspicions linked to drug use

Procedures for Dealing with Drug-Related Incidents in School

For any drug incident the utmost priority will be placed on safety. Medical needs will be addressed first.

- Police will be informed, although students need not be named
- Parents will be contacted
- Drugs will be confiscated in the presence of a witness and locked away until handed to the Police
- Usually students will be isolated temporarily whilst investigations take place
- A repeated offence would increase the severity of the outcome
- Where students are re-admitted to school a Pastoral Support Plan with multi-agency involvement will be initiated. Each incident will be recorded.

Suspected Drug Abuse

- Where drug abuse is suspected, the Designated Teacher must be informed
- Relevant staff will be asked to monitor that student
- Where suspicion is strong, the school will tactfully involve parents to ask for advice
- Where the behaviour of a parent/guardian under the influence of drugs places the child at risk, staff should consider invoking the Child Protection Procedures and inform the Designated Senior Person(s) for Child Protection.

Equality Impact Assessment – Initial Screening Record

| | |
|-----------------------------------|----------------------------|
| 1. What policy is being reviewed? | Drugs & Drugs Abuse Policy |
| 2. Upon whom will this impact? | Students, Parents, Staff |

3. How would the work impact upon groups; are they included and considered?

| The Equality Strands | Negative impact | Positive impact | No impact |
|--|-----------------|-----------------|-----------|
| Minority ethnic groups | | | √ |
| Gender | | | √ |
| Disability | | | √ |
| Religion, faith or belief | | | √ |
| Sexual orientation | | | √ |
| Transgender | | | √ |
| Age <small>(N/A to pre-school and school children)</small> | | | √ |
| Rurality | | | √ |

4. Does data inform this work, research and/or consultation, and has it been broken down by the equality strands?

| | NO | YES | Uncertain |
|---------------------------|----|-----|-----------|
| Minority ethnic groups | √ | | |
| Gender | √ | | |
| Disability | √ | | |
| Religion, Faith or belief | √ | | |
| Sexual Orientation | √ | | |
| Transgender | √ | | |
| Age | √ | | |
| Rurality | √ | | |

Does the initial screening highlight potential issues that may be illegal? NO

Further comments:-

Do you consider that a full Equality Impact Assessment is required? NO

Initial screening carried out by Jy Taylor, Assistant Headteacher, 10th June 2013,
reviewed by Fiona Coffin, Assistant Headteacher, May 2018

Comment by Headteacher: