

# **BISHOP'S HATFIELD GIRLS' SCHOOL**

## **POLICY ON DRUG USE AND MISUSE**

<b>Date of last review:</b>	<b>Summer Term 2015</b>
<b>Date of next review:</b>	<b>Summer Term 2018</b>
<b>School Based Policy</b>	

## **Policy on Drug Use and Misuse**

### **Documents referred to for advice/guidance/information:**

'Preventing drug misuse through Education - a policy for Hertfordshire' 1999  
 'Managing and making policy for drug-related incidents in schools' – SCODA 1999  
 'Drug, alcohol and tobacco education', curriculum guidance for schools at key stages 1-4 – QCA 2003  
 'The Key Components of a School Drug Policy' – Richard Boxer, Drug Education Consultant  
 'Drugs, Guidance for Schools' – DfES 2004  
 'Tackling drugs, changing lives' – Young People's Substance Misuse Team, Hertfordshire 2005 - 2006  
 National Curriculum 2008  
 Drug Advice for Schools, January 2012 – DfE and ACPO (non statutory)

### **Other school policies relevant to this policy:**

Equality  
 Child Protection  
 Anti-bullying  
 Behaviour

### **Aim of the policy on drug use and misuse: –**

- to clarify the content and the manner in which drug education is delivered in the school
- to clarify the management of drug-related incidents.

This policy will apply on the school premises and beyond, wherever pupils are within the care of the school staff and representing the school. This includes school trips and educational visits. The school will also have an interest in the health and well being of the pupils beyond these school boundaries and we would encourage parents and others in the community to adopt the same principles.

### **Monitoring and evaluation of the drug use and misuse policy**

The policy will be reviewed every three years.

### **Dissemination of Policy**

- The policy is published on the school's website and is therefore available to all

### **School's legal obligations and the context of drug education in the school curriculum**

The National Curriculum (2008) has three broad aims that provide an essential context. The curriculum aims to enable all young people to become:

- **successful learners** who enjoy learning, make progress and achieve

- **confident individuals** who are able to lead safe, healthy and fulfilling lives
- **responsible citizens** who make a positive contribution to society

Certain aspects of drug education are a statutory requirement as part of the National Curriculum Science Order. Drug education is also included in the programme of study for PSHE: Personal wellbeing (non-statutory) and schools have a statutory duty to promote pupils' wellbeing.

### **The National Healthy Schools' initiative**

The scheme sets quality standards for drug education. Bishop's Hatfield was an accredited school demonstrating that our policy and practice have been shown to meet this standard (due to funding constraints we no longer receive accreditation but we believe our policy and practice continue to meet the standard).

### **Definitions**

**Drug** - for the purpose of this policy a drug is any substance which affects the way in which the body functions physically, emotionally or mentally and includes tobacco, alcohol, volatile substances, over the counter and prescribed medicines and illegal drugs.

**Drug Misuse** - drug use that harms health or social functioning either dependent use (physical or psychological) or use as part of a wider spectrum of problematic or harmful behaviour.

### **The location of drug education in the curriculum**

Drug education is delivered mainly through Life Skills (PSHE: Personal Wellbeing) and Science lessons. However, all aspects of the curriculum which lead young people to have a sense of their own worth, a belief that they have some control over their lives and the confidence to act responsibly, contribute to drug education.

The drug education programme at Bishop's Hatfield Girls' School aims to provide pupils with knowledge, skills and an understanding of attitudes and values around health, enabling them to make healthy, informed, responsible choices whilst increasing their self esteem.

### **What does drug education involve?**

The key elements are:

- Developing positive attitudes and values that support self-esteem and wellbeing
- Gaining the personal and social skills necessary for emotional development, interaction with others, active participation in society and the ability to make informed and responsible choices
- Acquiring relevant and age-appropriate knowledge
- Raising awareness re: the information and support available via the FRANK service

Careful co-ordination ensures that the content of lessons and approaches used are appropriate to the needs, ability and ages of pupils. Drug education forms part of a spiral curriculum - one in which topics are revisited as part of a developmental programme to enable pupils to build upon prior learning.

### **Programme of Study relating to drug education provision – PSHE: Personal wellbeing KS3 (non-statutory)**

**Key concepts.** Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding

#### 1.1 Personal identities

- a) Understanding that identity is affected by a range of factors, including a positive sense of self.
- b) Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self-esteem.
- c) Understanding that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment.

#### 1.2 Healthy lifestyles

- a) Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices.
- b) Understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives, and that there is help and support available when they are threatened.

#### 1.3 Risk

- a) Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations.
- b) Appreciating that pressure can be used positively or negatively to influence others in situations involving risk.
- c) Developing the confidence to try new ideas and face challenges safely, individually and in groups.

### **Key processes**

#### 2.1 Critical reflection

Pupils should be able to:

- a) reflect critically on their own and others' values
- b) reflect on personal strengths, achievements and areas for development
- c) reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour

- d) develop self-awareness by reflecting critically on their behaviour and its impact on others.

## 2.2 Decision-making and managing risk

Pupils should be able to:

- a) use knowledge and understanding to make informed choices about safety, health and wellbeing
- b) find information and support from a variety of sources
- c) assess and manage the element of risk in personal choices and situations
- d) use strategies for resisting unhelpful peer influence and pressure
- e) know when and how to get help
- f) identify how managing feelings and emotions effectively supports decision-making and risk management.

## 2.3 Developing relationships and working with others

Pupils should be able to:

- a) use social skills to build and maintain a range of positive relationships
- b) use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences
- c) use the social skills of communication, negotiation, assertiveness and collaboration

## **Programme of Study relating to drug education provision – PSHE: Personal wellbeing KS4 (non-statutory)**

Key concepts. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding

### 1.1 Personal identities

- a) Understanding that identity is affected by a range of factors, including a positive sense of self
- b) Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self-esteem
- c) Understanding that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievement and employment

### 1.2 Healthy lifestyles

- a) Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices
- b) Understanding that our physical, mental, sexual and emotional health affect our ability to lead fulfilling lives and that there is help and support available when they are threatened

### 1.3 Risk

- a) Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of personal and social situations
- b) Appreciating that pressure can be used positively or negatively to influence others in situations involving risk
- c) Developing the confidence to try new ideas and face challenges safely, individually and in groups

### **Key processes**

These are the essential skills and processes in personal wellbeing that students need to learn to make progress.

#### 2.1 Critical reflection

Students should be able to:

- a) reflect critically on their own and others' values and change their behaviour accordingly
- b) reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour, acting positively on them
- c) develop self-awareness by reflecting critically on their behaviour and its impact on others.

#### 2.2 Decision-making and managing risk

Students should be able to:

- a) use knowledge and understanding to make informed choices about safety, health and wellbeing, evaluating personal choices and making changes if necessary
- b) find and evaluate information, advice and support from a variety of sources and be able to support others in doing so
- c) assess and manage risk in personal choices and situations, minimise harm in risky situations and demonstrate how to help others do so
- d) use strategies for resisting unhelpful peer influence and pressure, assessing when to use them and when and how to get help
- e) identify how managing feelings and emotions effectively supports decision-making and risk management.

#### 2.3 Developing relationships and working with others

Students should be able to:

- a) use social skills to build and maintain a range of positive relationships, reflect upon what makes these successful and apply this to new situations

- b) use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences
- c) work individually, together and in teams for specific purposes, making use of the social skills of communication, negotiation, assertiveness and collaboration
- d) demonstrate respect for and acceptance of the differences between people, and challenge offensive behaviour, prejudice and discrimination assertively and safely.

## **Differentiation**

Differentiated teaching is important and the needs of all pupils are considered when teachers plan/adapt schemes of work and lesson plans.

## **Teaching and learning styles**

Teachers use a wide variety of teaching styles in order to provide as many different learning experiences as possible. Before deciding upon the teaching method to be used, the learning objectives for the session are identified and the methods selected should be the most appropriate way of achieving the objectives. Research has shown that drug education needs to be taught using active and experiential learning and the Life Skills team receives training to ensure they feel confident about using active learning methods. Teaching groups receiving drug education as part of the Life Skills programme are given time to develop an appropriate environment, a trusting relationship and well established patterns of communication before embarking on drug education. All groups will have established clear ground rules. In relation to drug education the ground rules will include:

- no one will have to answer a personal question
- personal questions aimed at embarrassing another will not be allowed
- no one will be forced to participate in a discussion

Opportunities are also provided for them to learn and practise a range of personal and interpersonal skills.

Methods/techniques used include:

- Sharing ideas
- Discussion
- Listening exercises
- Audio/visual materials
- Case studies and scenarios
- Role play
- Questionnaires and quizzes
- Trigger drawings/photographs
- Values continuums
- Theatre in education

For more detailed information regarding teaching and learning styles please refer to the Life Skills handbook.

### **Delivery of the programme**

Co-ordinators responsible for planning, implementation and review of the programme:

Deputy Headteacher i/c Inclusion  
Teaching and Learning Leaders for Science and Health  
Subject Leader for Life Skills  
Staff teaching drug education:

Years 7 - 11 Life Skills team  
Years 7 - 11 Science team

### **Groupings**

Life Skills - Pupils are taught in form groups in Years 7 and 8, and in WORLD groups in Years 9, 10 and 11.

Science - Pupils are taught in bands.

### **Special Educational Needs**

In planning drug education for pupils with SEN, our teachers consider a range of responses. For example:

- Additional support given by staff
- Activities may be differentiated or adapted
- Programme aspects may need to be emphasised or expanded
- Revisiting knowledge and skills in different contexts
- Using strategies to increase access to drug education, such as ICT

### **Selection of teaching materials.**

In order to ensure that the teaching materials used are appropriate, the following checklist should be used when selecting/reviewing materials:

- is it likely to appeal to its proposed audience?
- is it up-to-date?
- is it age appropriate?
- does it take into account the pupils' cultural backgrounds?
- does it show sufficient images of individuals with different physical abilities?
- is it consistent with our agreed policy, aims and objectives?
- does it fit in with our existing style (materials and methodologies) of health/drug education?
- do we feel it is appropriate for the needs of our pupils in terms of language and images, attitude and knowledge required?
- does it patronise or respect its audience?
- does it enable us to take pupils emotional and intellectual readiness into account and link this to new learning?



- does it avoid racism, sexism and forms of stereotyping?
- could the resource be adapted or extended to suit the needs of our pupils?
- do we feel comfortable about using this resource?
- do we feel there is an undue bias in this resource?
- is it factually correct?
- will any staff training be needed?
- is it well designed, flexible, durable, easy to use and store?

### **Identifying the pupils' needs:**

Feedback from pupils regarding their learning needs is obtained from:

- Questionnaires / evaluation sheets
- Discussions

This information then helps us to identify:

- their current concerns
- their existing skills and knowledge

and enables us to deliver appropriate, planned programmes of study.

### **Identifying staff needs:**

Evidence includes:

- personal review and development plans
- discussions at regular meeting times.

### **Training and support for teachers:**

Information and support can be obtained from the school nurse and the local police community support officer as and when required.

Support for teachers involved in delivering drug education is provided by other members of the Life Skills team. In-service training can be provided to support their work in drug education.

### **Monitoring effectiveness of the Drug Education programme**

Pupils and staff are involved in evaluating drug education provision through:

- Discussion
- Completion of evaluation sheets in Life Skills lessons

### **External agencies**

In some situations we have found that it is appropriate to involve external specialists to support teacher's classroom work as they can provide a wide range of information and experiences. These contributions are an integral part of the school's planned drug

education programme. Both teachers and external specialists are clear about the purpose of the session and what is expected of them as materials, content, style of delivery, preparation and follow-up work are discussed before the session takes place. External specialists are only invited in:

- if the school has previous experience of the specialist, either first hand or by repute
- if the specialist is familiar with the school's policy about drug education
- who shares the school's values and approach to drug education
- whose contribution is consistent with the schools own practice

The teacher must be able to supplement knowledge, clarify areas of uncertainty and discuss reactions at later sessions and must remain with the class during the session. Pupils are expected to take some responsibility for the guest during the visit, including meeting, greeting and thanking him/her and pupils are prepared for this during Life Skills lessons. Members of staff must check that the visitor reports to the Main Office to sign in/out.

### **Confidentiality**

Teachers must not promise absolute confidentiality to pupils. If there is a disclosure or suspicion of possible abuse then the school's child protection procedures will be invoked and staff must pass this information on to the senior member of staff responsible for child protection.

### **Explicit/controversial issues**

Answering questions.

There may be occasions when individual pupils raise an explicit or controversial issue and in such cases the options available are:

- to deal with the question in front of the whole class
- to discuss the issue with the pupil individually
- to defer answering and discuss the pupil's concerns with the parents/carers to see how they would wish the matter to be dealt with
- to postpone answering until they have had a chance to consult with the Life Skills Co-ordinator

The school believes that individual teachers must use their skill and discretion in these situations and they must always refer to the Subject Leader for Life Skills if concerned.

## Outline summary of curriculum content

<b>Year 7</b>
<p><b>Life Skills (PSHE, Personal Wellbeing)</b>  Smoking, alcohol, illegal substances  Respect, valuing themselves and others  Understanding and sensitivity towards the needs and views of others  Responsibility for their actions  Communication skills  Assertiveness  Decision making  Recognising and using opportunities to develop a healthy lifestyle  Resolving conflict  Sources of advice/support</p>
<b>Year 8</b>
<p><b>Life Skills (PSHE, Personal Wellbeing)</b>  Smoking, alcohol, illegal substances  Respect, valuing themselves and others  Understanding and sensitivity towards the needs and views of others  Responsibility for their actions  Communication skills  Assertiveness  Decision making  Recognising and using opportunities to develop a healthy lifestyle  Resolving conflict.  Influence/pressure - resisting pressure.  The legal situation regarding drugs  Sources of advice/support</p> <p><b>Science:</b>  Medicines and Health / Legal recreational drugs / Illegal drugs / Calculating scientifically :How many units (A-level)</p>
<b>Year 9</b>
<p><b>Life Skills (PSHE, Personal Wellbeing)</b>  This forms part of an sre unit and focusses on the effects of drugs in relation to risk taking behaviour.  Respect, valuing themselves and others  Responsibility for their actions  Communication skills  Assertiveness  Decision making  Resolving conflict.  Influence/pressure - resisting pressure  Managing risk  Sources of advice/support</p>
<b>Year 10</b>
<p><b>Life Skills (PSHE, Personal Wellbeing)</b>  Smoking, alcohol, illegal substances – peer education.  Respect, valuing themselves and others  Responsibility for their actions</p>

Communication skills  
 Assertiveness  
 Decision making  
 Sources of advice/support

**Science:**

Smoking and Lung Cancer

**Year 11**

**Life Skills (PSHE, Personal Wellbeing)**

This forms part of an sre unit and focusses on the effects of drugs in relation to risk taking behaviour.

Respect, valuing themselves and others

Responsibility for their actions

Communication skills

Assertiveness

Decision making

Resolving conflict.

Influence/pressure - resisting pressure

Managing risk

Sources of advice/support

**Science:**

Effect of Prozac and Ecstasy on the brain.

## Response to possible drug-related incidents

### Searching and confiscation

#### General power to confiscate

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

Where the person finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This includes novel psychoactive substances or 'legal highs'. If school staff are unable to identify the legal status of a drug, it should be treated as a controlled drug. Staff should not attempt to analyse or taste an unidentified substance. In taking temporary possession staff should:

- ensure that a second adult is present throughout
- seal the sample in a plastic bag and include details of the date and time of the seizure/find and witness present
- take the substance straight to the Headteacher. It should then be stored in a secure location
- The Headteacher should notify the police without delay, who will then collect it and then store or dispose of it in line with locally agreed protocols. **Note** – the law does not require the school to divulge to the police the name of the pupil

from whom the drugs were taken but it is advisable to do so. The Headteacher will make this decision

- Record full details of the incident, including the police incident reference number
- Identify any safeguarding concerns and develop a support and disciplinary response

If the situation leads to a medical emergency the school emergency aid procedures will be followed immediately

### **Involving parents and dealing with complaints**

Schools are not required to inform parents before a search takes place or to seek their consent to search their child. Where pupils are suspected of concealing illegal drugs on their person, every effort should first be made to secure the voluntary production of any unlawful substances, for example by asking them to turn out their pockets. If the pupil refuses the Headteacher should be called in to deal with the situation. Intimate physical searches should never be made by a teacher.

### **Legal drugs**

The police do not need to be involved in incidents involving legal drugs but, depending on the circumstances, the school may wish to inform trading standards or police about the inappropriate sale or supply of tobacco, alcohol or volatile substances.

### **Follow-up**

The school will consider each incident individually and will refer to the DfE guidelines on responding to drug related incidents to determine the necessary response. The implications of any action we take will be carefully considered. The focus of any response will be the pupil not the substance and we will seek to balance the interests of the individual, other members of the school community and the wider community.

Responses will be cross-referenced with related school policies and guidance such as:

- Behaviour (see section on dealing with serious incidents) including Actions and Consequences
- Health and Safety
- Child Protection
- School Visits

Unless there are exceptional circumstances, we will inform parents/carers at the earliest opportunity so that we can work together to support the pupil and resolve any difficulties.

We have a range of professional colleagues who can give / obtain advice, support and information in drug or alcohol related situations. These include:

- The school's Attendance Improvement Officer

- Children's Services Drug Education Consultant
- The school nurse
- The local Police
- Local Drug and Alcohol agencies and counselling services, e.g. ADASH
- The FRANK campaign (to register, go to: [www.drugs.gov.uk/campaign](http://www.drugs.gov.uk/campaign))
- The Chairperson of the Drug Education Forum (DEF).

These colleagues can provide guidance and information, and may be able to help with a needs assessment to support us in developing an appropriate response. Contact details can be found on the DEF website [www.hertsdef.org](http://www.hertsdef.org) and in the Young People's Substance Misuse Services Directory.

Our aim is to enable all pupils to fulfil their potential. We will work with the pupil, their parents / carers and colleagues from other agencies to remove barriers to achievement and resolve any difficulties that exist. Drug related situations will be considered alongside other circumstances in the young person's life and not in isolation. Permanent exclusion, whilst it remains an option, will be used as the very last resort.

### **Smoking**

Schools are subject to the same smoke free legislation as other premises. Bishop's Hatfield Girls' School has adopted a smoke-free policy and the school and grounds provide a smoke-free environment. The smoking policy applies to all visitors to the school. Pupils identified by the school as having smoked cigarettes in the vicinity of or on the school premises while representing the school are disciplined according to the 'actions and consequences' document and parents/carers are informed.

### **Alcohol**

Pupils identified by the school as having brought alcohol into school/drank alcohol whilst on school premises are disciplined according to the 'actions and consequences' document and parents/carers are also informed.

### **Managing Medicines**

The taking of prescribed medicines by pupils which have been provided by parents/carers and which have been left in the safe keeping of the school office will be distributed according to the instructions provided by the parent/carer. Pupils should never carry prescribed medicines, with the exception of inhalers, on their person during the school day.