



DRUG EDUCATION POLICY

PHASE	SECONDARY Aston Academy
POLICY LEAD	DENISE RICHARDSON (ACET LEAD ON INCLUSION)
DATE OF APPROVAL BY TRUSTEES	24th JULY 2017
DATE OF RECEIPT BY LOCAL GOVERNING BODY	OCTOBER 2017
FREQUENCY DATE	EVERY TWO YEARS
NEXT REVIEW DATE	JUNE 2019

This is the Drug Education Policy for Aston Academy

Aston Academy
Aughton Road
Swallownest
Sheffield
S26 4SF

Mission Statement

At Aston Academy we are committed to providing high quality learning and teaching, enabling everyone to reach their full potential, whatever their age, ability, gender or ethnicity.

We believe that every person is unique and we work together in an inclusive environment of mutual respect and consideration, valuing everyone's contribution.

Through our partnership with the local and wider community we aim to support our young people in successfully taking their place in society.

With your commitment we will make a difference.

The policy will be reviewed annually at the end of the academic year by the Faculty Leader of the RE / PSHCE Faculty where minor updates will take place e.g. curriculum changes as a result of student needs analysis and reviews; help and advice contact detail changes.

Major reviews will take place biannually unless circumstances dictate otherwise e.g. new DfE guidance is brought out, in which case the policy will be updated in the light of it, to reflect good practice.

Academy prospectus will make parents / carers, students and staff aware of the availability of the drugs policy. Personal copies, if required, will be available from the reception of any ACET partner academy. A copy of the policy will be held and stored by the Faculty Leader of RE / PSHCE Faculty, Principal, the Site Manager and the Governor with responsibility for drug education. External agencies involved in consultation will be given the option of having their own copy. New staff will be made aware of the policy and its contents, as appropriate, by their line manager.

This policy links to other policies within the academy. They include:

- The medicines in schools policy
(storage and accessing medicines protocol)
- Risk Assessment Guidance
(drug incidents and care of medicines on academy educational visits)
- Behaviour and Rewards Policy
(drug related incidents)
- Health and Safety Policy
(purchase/storage of solvents, hazardous chemicals and medicines)
- Safeguarding, Child Protection and Confidentiality Policy
(drug related incidents)

ACET plays a crucial role in educating students about drugs, to help reduce harm from drugs and help students make informed and healthy decisions about drugs. This policy aims to bring about a whole academy approach to drug related issues. It will help staff to manage incidents with confidence, consistency and in the best interest of all those involved.

The purpose of this policy is therefore to:

- Clarify the legal requirements and responsibilities for ACET academies
- Reinforce and safeguard the health and safety of students and others working in ACET
- Clarify the ACET approach to drugs for all Staff, Students, Governors, Parents/Carers, external agencies and the wider community
- Give guidance on developing, implementing and monitoring the drug education programme
- Enable staff to manage drugs on academy premises, and any incidents that occur, with confidence and consistency, and in the best interests of those involved
- Ensure that the response to incidents involving drugs complements the overall approach to drug education and the values and ethos of ACET
- Provide a basis for evaluating the effectiveness of the drug education programme and the management of incidents involving illegal and other unauthorised drugs

- Reinforce the role of all academies within the trust in contributing to local and national strategies.

To whom this policy applies:

This policy applies to the whole ACET community – all staff, students, parents and external agencies working with ACET academies (agreement may be made with some external agencies to allow them to work under their own confidentiality policy if deemed appropriate e.g. confidential drop-ins). Academy boundaries include the actual academy site, students' journeys to and from academy sessions, and activities which take place organised via the academy such as academy visits/trips/residentials, (including educational visits abroad) and work experience.

Definitions and terminology:

The definition of a drug given by the United Nations Office on Drugs and Crime is:
“A substance people take to change the way they feel, think or behave”

The terms ‘drugs’ and ‘drug education’ within this document refer to all drugs including medicines (over the counter and prescription), volatile substances, ketamine, khat, alkyl nitrites, alcohol, tobacco, e-cigarettes, legal highs and illegal drugs.

The possession, misuse or supply of these drugs within the academy boundaries is unacceptable. However, in any incident involving drugs priority will be placed on safety, meeting any medical emergencies with first aid and summoning appropriate help before addressing further issues. The major concern for ACET in managing drugs is the health and safety of the academy community and meeting the pastoral needs of students.

Some students may require medicines that have been prescribed for their medical condition during the day; refer to the **Medicines in Schools Policy** for further guidance.

If alcohol is authorised at the academy (e.g. parent/carer/community events) the arrangement for storage or use will be discussed with the principal.

Any solvents or hazardous chemicals legitimately used by academy staff or students will be stored securely by appropriate staff responsible for their use and managed to prevent inappropriate access or use. Further detail is available in the **Health and Safety Policy**.

Staff with key responsibility for drugs:

The Principal will have responsibility for drug related incidents and all members of staff will refer incidents to him/her. In the Principal's absence the Assistant Principal should be informed. The Head of RE/PSHCE is line managed by the Leadership Team Link member who therefore oversees the planning and coordination of drugs education.

Each ACET academy will have a specified member of staff who has overall responsibility for the coordination of the drugs education programme in their respective academy but individual class teachers will liaise closely with them to

ensure that the programme is up to date and meets the needs of the students and that careful monitoring and evaluation of the quality of teaching takes place.

Drugs Education

Drugs education is a main component of drug prevention. Drug prevention aims to minimise the number of young people engaging in drug use; delay the onset of first use; reduce the harm caused by drugs; and enable those who have concerns about drugs to seek help.

The aim of drug education is to provide opportunities for students to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions.

Drug education is taught via the PSHCE programme and Science lessons and scheme of work reflects the non-statutory frameworks for PSHCE at all Key Stages, the statutory Citizenship programme of study and the statutory requirements within the National Curriculum Science Order.

This is the basis of what will be covered in each Key Stage:

Foundation stage: National Curriculum supports children in developing an understanding of what keeps them healthy and safe.

KS2 Pupils build a knowledge and understanding of drugs relevant to their developmental age. They learn skills to recognise and manage risk and resist pressures. They consider ways to keep themselves and others safe and how to seek help and advice.

KS3 Students learn more about the effects and risks of drugs and the laws referring to drugs. They learn the skills to recognise and manage risk and to resist pressures. They continue to develop the skills to make choices for a healthy lifestyle and learn about where to go for help and advice.

KS4 Students build on their knowledge and learn more about the effects of drug misuse on family, friends, community and society. They gain greater understanding through clarifying their opinions and attitudes in discussions and debate and considering the consequences of their decisions.

In order to aid continuity, progression and transition, reference is made to the *'QCA drug, alcohol and tobacco education curriculum guidance for academies at key stages 1-4'* and the *'Rotherham Healthy Academies Scheme of Work, PSHE and Citizenship primary phase'*. Details are also discussed between staff at liaison meetings before students transfer classes/academies.

Links are also made within PSHCE sessions to other common aspects of PSHCE for example resisting pressure in relationships education; personal safety; emotional health and wellbeing.

In order to ensure that the work remains credible and relevant to the students' their existing knowledge, beliefs, experiences and understanding is established using needs analysis. This helps to develop aims and learning objectives and provide a baseline against which the programme can be evaluated.

PSHE and Citizenship are integrated into the academy curriculum at phases 1-3. Key Stage 4 students (including Y9) will access a full programme of PSHCE drop down sessions during the course of the academic year. Schemes of work are coordinated by the PSHE Leaders within each academy to ensure that the themes run coherently throughout each year and that the drug education is built upon year after year to develop knowledge attitudes skills and understanding appropriately for the age group. Resources, spaces, and external agencies have been timetabled to maximise their potential.

Staff involved in the delivery of the Drug Education programme will meet with their PSHCE leads to discuss the programmes and review how the work has gone to inform what has worked well and suggest possible changes for improvement for next year.

Appropriate external agencies will be used who can add value (expertise we cannot ourselves offer) but these visitors will be carefully planned and integrated into the drug education programme; the teaching of drug education will be the responsibility of the teacher.

If a student is absent for substantial parts of the drug education programme, this will be addressed appropriately on their return to academy. 'At risk' students may receive additional targeted drug education sessions when working within small group settings (Know the Score- Rotherham's Young Peoples Drug and Alcohol Service will liaise with staff to come in to academy to work with at risk young people 01709 836047)

Staff, parents, and the governing body can see each academy's PSHE scheme of work upon request for further details of the content of the drug education planning.

Methodology and resources

Teachers will build on what the students already know; teaching will be structured so students know what is to be learnt and how. A variety of teaching methods and strategies will be used in the teaching of drug education to cater for the range of attainment levels and learning styles of our students and their diverse needs; active participation will be encouraged. Due to the sensitive nature of the subject of drugs, ground rules will be developed with each group to foster mutual respect and a safe environment where students feel safe to discuss their views; students will be reminded of the academy's confidentiality policy if personal disclosure should take place and where they can access help and advice confidentially.

Staff support and training

All new staff will be made aware of the Drug Policy and its contents by their line manager. All academy staff will have general drug awareness knowledge (an information leaflet given as a minimum e.g. 'A parents Guide to drugs') and an understanding of this policy and their part in it.

This policy also helps to address staff need with regards to their training needs and personal development to ensure good standards of delivery and up to date content of drug education. In order that drug education is taught effectively teachers need to have the appropriate confidence and knowledge and are able to employ appropriate teaching methods. Opportunity will be given to enable staff to access CPD

opportunities in drug education, this could include team teaching; observation; coaching/mentoring; teaching networks; training courses. CPD learning will be disseminated with other colleagues, in staff meetings as appropriate, in order to maximise the learning opportunity for all staff.

Assessment, monitoring, evaluation and reviewing

The compulsory Science national curriculum drugs element will be formally assessed and recorded as part of the science work.

For the other drug education work, regular monitoring of student progress will be planned to take place throughout the drug education scheme of work – initial needs assessment; assessment throughout the work and final assessment at the end of the work to enable changes to be made to improve the experience for the next group of students. Assessment will identify knowledge and understanding gained and its relevance to the students; skills which have been developed and put in to practice; how feelings and attitudes have been influenced during the programme. This will be done by students using formative assessment where the students review and reflect upon their progress and understanding how they can improve their learning. Students can also assess their learning in a summative way measuring what they know, understand or can do. Overall pupil progress will be assessed by the class teacher.

Methods will include:

- Student assessment- students reflecting on what they have learnt setting their own targets and monitoring their own progress using check lists, diaries, displays, portfolios, before and after comparisons (e.g. draw and write technique comparison)
- Peer-group assessment- students reflecting on what they have learnt, providing feedback to each other and reflecting on their roles in the group, using oral feedback, graffiti sheets, video/audio tapes
- Teacher assessment- observing, listening, reviewing written work and students' contribution to drama, role play, discussions and through end of unit tests/tasks

The teaching of drug education will be monitored by:

- Looking at teachers short, medium and long term planning
- Lesson observation and feedback by the PSHE coordinator.
- Looking at samples of students work
- Teachers comments on the scheme of work/lesson plans and feedback about what has been covered
- Student feedback on what has been covered (regular agenda item on student meetings)
- PSHE regular agenda item at Local Governing Body meetings

Evaluation will take place to find out how effective the teaching activities and materials have been in achieving the aims of the programme and meeting the needs of the students. The views of teachers, students, any non teaching assistants, parents and participating external agencies will be sought. Feedback from monitoring and assessment of students' learning and the achievement of the aims and learning outcomes will all contribute to the evaluation process.

Evaluation activities may include:

- Questionnaires at the end of drop down sessions
- Specific feedback from students/teachers on specific aspects of the programme e.g. external speaker; Theatre in Education

- Comparison with the baseline of the students knowledge, understanding and skills at the start of the programme

The drug education provision will be reviewed regularly as standard agenda items at appropriate meetings.

Management of drugs within Academy

- Prescribed medicines /Non-prescribed medicines –
Out of date/unused medicines should be collected by parents/carers to be disposed of.
- Volatile substances –
The Academy should arrange for their safe disposal given their dangerous nature in accordance with Health and Safety regulations.
- Alcohol –
Parents/carers should be informed and given the opportunity to come and collect the alcohol, unless this would jeopardise the safety of the student
- Tobacco/E-cigarettes –
Parents/carers should be informed and given the opportunity to come and collect the tobacco, unless this would jeopardise the safety of the student
- Drugs Paraphernalia¹:
Needles or syringes found on academy premises will be placed in a sturdy, secure container (e.g. tin with lid) using sturdy gloves (dirty needles should not be disposed of in domestic waste) in accordance of statutory regulations on dealing with sharps. Students will be taught to tell a member of staff a.s.a.p. and not to touch. If paraphernalia is found on academy site regularly the member of staff with responsibility for drugs in academy will inform 'Know the Score' Rotherham Young Peoples Drug and Alcohol Project (01709 836047) so that they can try to organise some outreach workers to visit the site out of academy hours to make contact with the users.
- Illegal drugs:
The law permits staff to take temporary possession of a substance suspected of being an illegal drug for the purpose of preventing an offence from being committed or continued in relation to that drug. **As soon as possible the member of staff with responsibility for drugs in the academy will be notified of any drug related incident so that they can lead the decision making process.**

It is advised that:

1. A second adult witness, usually a member of staff, be present throughout
2. Seal the sample in a plastic bag write date; time; witness names on it.
3. Store in a secure location which has limited access (e.g. the safe)
4. Guidance suggests that the police are informed but it is not statutory and you are not breaking the law if police are not informed. However ACET advises that the Police Community Liaison Office should be informed and consulted. If the academy decides to dispose of the drug themselves always have 2 adult witnesses as a minimum and add bleach/household chemical to the substance and flush it down the toilet
5. Details of the incident will be recorded
6. Inform parents (unless to do so would jeopardise the safety of the student)

¹ *Drugs Paraphernalia* relates to materials which may be used to aid the consumption of drugs for example needles, syringes and swabs. It is impossible to formalise and exhaustive list due to its transient nature. However if staff suspect an object may be used in relation to drug consumption this is enough to place it within the category of drugs paraphernalia.

7. If formal action is to be taken by the police the student should be interviewed at the police station with their parent/ carer/adult present (e.g. duty social worker) Only in exceptional circumstances should arrest or interviews take place in academy
8. If this occurs on a academy trip attempts will be made to consult with the member of staff who has responsibility for drugs in academy. (Parental letters giving permission for students to go on trips could include a clause that if the student breaches the rules and is returned home the parents/carers should meet the cost of these arrangements).

Searches

Staff should not personally search students e.g. pockets; bag; clothing, instead they will try to persuade the student to hand over any drugs/paraphernalia in front of another adult witness. Permission should be sought to search locker; desks etc but the search can go ahead if permission is not given, however personal property within the locker/desk (e.g. bag/pencil case) should not be searched. If permission is refused then parents/carers can be asked to come in to academy (to try to persuade) or if the academy wishes to proceed along formal lines the police should be called. After any search parents/carers should be informed that it has taken place even if drugs are not found.

Sniffer dogs and drug testing will not be used as a method of detection by ACET as it is not consistent with the pastoral responsibility of the academy in creating a supportive environment; it can lead to labelling and be damaging to the students concerned and it is not an effective use of academy resources. However, if these methods are considered in the future it will be with the consultation of the full ACET community to ensure that it is first included within the Drug Policy and has the agreement of the whole academy community.

Care will be taken to investigate drug incidents fully, using open ended questions in order to establish the nature of incidents, and to use a range of responses as appropriate. A second adult witness, usually a member of staff with responsibility for drugs, should have been involved at all times.

Possible incidents could include:

- Paraphernalia on academy site
- Inappropriate knowledge of drugs
- Possession
- Supply
- Under the influence
- Disclosure
- Information

To determine the seriousness of the incident the following should be investigated:

- One-off or long term?
- Legal or illegal drug?
- Quantity?
- Motivation?
- Careful or reckless?
- Home circumstances?
- Does the student know and understand policy and rules?
- Coerced or ring-leader?

In response to the incident each academy will try to balance the needs of the

individual with those of the wider academy community, and aim to provide students with the opportunity to learn from their mistakes and develop as individuals. As drug problems rarely occur in isolation our response will try to take a holistic approach rather than focus solely on drugs.

Possible responses could be:

- Early intervention and targeted prevention
- Referral
- Counselling
- Behaviour support plans
- Inter-agency programmes
- Fixed period exclusion
- Pastoral support programmes
- A managed move
- Permanent exclusion

Responses should be justifiable in terms of:

- Seriousness of incident
- Needs of student and community
- Consistency with published academy rules, codes and expectations, statutory and legal requirements.
- Consistency with disciplinary action² for breaches of other academy rules (such as theft/violence/bullying)

Parents/carers under the influence of drugs on academy premises

The member of staff who is responsible for drugs in the academy should be called asap. Staff will try to maintain a calm atmosphere. The focus will be on the welfare of the student not the moderation of the parent/carers behaviour. If staff are concerned about releasing the child into the care of a parent/carer under the influence the academy might choose to discuss with parent/carer if alternative arrangements can be made (e.g. another parent/carer to accompany the child home)

If this happens repeatedly the academy may look at invoking child protection procedures; if the parent/carer becomes abusive/violent the academy may wish to involve the police.

Police involvement

The academy's Community Police Liaison Officer will be contacted over incidents where students have been taking drugs or are heavily under the influence of drugs whilst on academy premises. It will be important for each academy's Community Police Liaison Officer to talk to the student and their parents / carers about the laws relating to drug abuse. Students found selling drugs will be reported to the police and will face additional sanction/s from the academy.

The needs of students including referral and external support

² See disciplinary guidance

When teaching drug education each academy will be sensitive towards:
Those members of the academy community, who need regular medication in order to remain healthy, students who may have siblings, parents/carers or family members who use drugs.

We will endeavour to enable students to access support ensuring vulnerable students are identified and receive appropriate support through the curriculum, the pastoral system, or referral to other services: e.g. academy nurse, learning mentor, youth worker, KTS drop-ins and small group work/ individual work with at risk students, connexions, smoking cessation service.

Notice boards will continue to be available for students, staff (teaching and non-teaching) and parents identifying where support and advice on drug issues can be found locally and nationally. Also we will put some appropriate information in newsletters and student materials (e.g. student planners)

Confidentiality

Staff cannot and should not promise total confidentiality. Boundaries of the academy's confidentiality policy will be made clear to students before the student has the chance to perhaps disclose information that they would rather not be passed on. If a student requests that a member of staff does not disclose some sensitive information the request should be honoured unless it is unavoidable in relation to:

- Child protection (students' safety is under threat or a life is in danger)
- Co-operating with a police investigation
- Referral to external services
- A legal obligation
- There is a belief that a criminal offence has been committed

If sensitive information needs to be passed on we will try to secure the student's permission or at least inform the student, if at all possible, before the information has to be shared with others and try to explain why it has to be shared.

If staff are in any doubt regarding whether an issue needs to be passed on they must consult the appropriate member of their Leadership Team with responsibility for Child Protection.

Involvement of parents/carers

Research has shown that parents/carers have a crucial role in preventing problem drug use, we will involve parents in drug education by providing extended learning tasks for students; this will give opportunity for an opening for the discussion of drugs to take place in the home; drugs will not then be a 'taboo' subject. ACET will offer parents the opportunity to consult with each academy regarding the content of the drug policy and awareness of the content of drug education throughout the academy. Drug education resources will be available for parents/carers to look at and we will plan to raise their drug awareness in order to increase parents/carers' knowledge about drugs. We will also provide information in newsletters and parents/carers information board about

access to information about drugs and local and national sources of help e.g. South Yorkshire Parents Drugs Helpline (01709 371222).

The role of the Governors

ACET has a Governor with specific responsibility for the provision of drug education. Governors will play a key role in the development of the drug policy as part of their general responsibilities for the strategic direction of the trust.

Key Responsibilities:

Executive Principal: Josie Sanigar

Principal with responsibilities for drug related issues:

Dominic Curran

Principal with responsibilities for Child Protection:

Dominic Curran

Governor with responsibilities relating to the provision of drug education:

Jenny Hudson

Faculty Leader RE/PSHCE:

Emily Hopfinger

Police Community Liaison Officer:

PC Paul Hamshaw

Useful Links:

Department for Education - Drugs Advice for Academy

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

Talk to Frank

<http://www.talktofrank.com/>