



Drugs Policy

This is the school plan which informs this policy:

1: Supporting Education

| | Aim | Lead CR+ | Gov committee |
|---|-----------------------------------------------------|----------|---------------|
| 1 | To improve GCSE results to 0 or above | AT | Curriculum |
| 2 | To maintain ALPS 2 | JCB | Curriculum |
| 3 | To improve attendance to 96% and lateness to 2.5% | AT | Inclusion |
| 4 | To improve student behaviour further | AT | Inclusion |
| 5 | To recruit, retain and train the best quality staff | JCB | Inclusion |
| 6 | To include every child in our comprehensive school | AT | Inclusion |
| 7 | To maintain a broad and balanced curriculum | JCB | Curriculum |
| 8 | To base our curriculum on <i>powerful knowledge</i> | JCB | Curriculum |

2: Supporting understanding

| | | | |
|----|---------------------------------------------------------|-----|------------|
| 9 | To adapt teaching so all learners make good progress | JCB | Curriculum |
| 10 | To improve engagement in independent learning | JCB | Curriculum |
| 11 | To offer top-quality guidance education | AT | Inclusion |
| 12 | To maintain outstanding personal development & welfare | AT | Inclusion |
| 13 | To engage all parents and carers in children's learning | AT | Inclusion |
| 14 | Using our community so children see a range of futures | AT | Inclusion |

3: Supporting change

| | | | |
|----|---------------------------------------------------------|-----|------------|
| 15 | To embed Tallis Habits in all our teaching and learning | JCB | Curriculum |
| 16 | To embed Tallis Character in all our interactions | AT | Inclusion |
| 17 | To reduce teacher workload | JCB | Curriculum |
| 18 | To ensure equality and diversity in all our activities | AT | Inclusion |
| 19 | To improve boys' achievement | AT | Inclusion |
| 20 | To encourage positive use of electronic devices | JCB | Curriculum |
| 21 | To model and encourage sustainability | CC | Resources |

Carolyn Roberts November 2019
 Governors Committee: Inclusion
 Approved by Governors: November 2019
 Date of Review: November 2020

Aims

At Thomas Tallis school we aim to keep students safe in a world where drugs exist. We recognise that our students are likely to come into contact with both legal and illegal drugs in their lives and it is therefore important to educate students about the risks of drugs, whilst also protecting our community from harm.

It is also important to clarify the school's legal responsibilities, entitlements and obligations and to support all members of our community by providing clear guidance and procedures on drug related issues, to ensure clarity and consistency. Our systems for dealing with drug related incidents are explained in our Behaviour Policy and will not be covered in any detail here.

This Policy applies to students, staff, parents and carers and any visitors whilst on the school premises. For the purposes of this policy, all restrictions also apply to students' journeys to and from school, on school trips and anywhere while in school uniform (see Behaviour Policy for more information).

The Designated Safeguarding Lead (DSL) has overall responsibility for issues relating to drugs, including:

- developing, monitoring and reviewing the drugs policy
- ensuring robust multi-agency early help assessments and plans are put in place in order to provide additional support for young people at risk of drugs misuse.

Our Safeguarding Governor also leads on drugs issues.

Links

The drugs education of students takes into account the statutory requirements within the National Curriculum for science and the non-statutory framework for PSHCE. Other related policies and documents include

- Safeguarding Policy
- Behaviour Policy
- Harmful and Abusive Behaviour Policy
- Health and Safety Policy
- PSHCE Policy
- The school's Code of Conduct.

Definition

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". Here, "drugs" and "drug education" is used to refer to:

- a. all illegal drugs (those controlled by the Misuse of Drugs Act 1971)
- b. all legal drugs, including alcohol, tobacco, volatile substances (those giving off a gas or vapour which can be inhaled), ketamine, khat, alkyl nitrites (known as poppers) and new psychoactive drugs ('legal highs')
- c. all over-the-counter and prescription medicines.

There is clear evidence that drugs pose a significant risk to a child's health, wellbeing and education. Therefore, it is regularly made very clear that drugs falling into category a and b are not allowed on the school site. Drugs falling into category c may be allowed on site at the discretion of the head of year, or may be left at reception.

The Tallis Approach

Our approach is broadly divided into 3 areas, although they are clearly interlinked:

1. Prevention
2. Support
3. Sanctions

1. Prevention

"The aim of drug education is to provide opportunities for pupils 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."

DfES 2004 p18 Drugs:Guidance for Schools.

At Tallis we strongly believe that while sanctions may deter students from bringing drugs into school, education is the key to preventing students from making bad choices both in and out of school. Once students are committed to drug use, they are less likely to make sensible decisions, meaning the need for sanctions becomes much more likely.

Drug education in our school aims to enable pupils to make healthy, informed choices by increasing their knowledge, exploring attitudes towards drug use and developing and practicing good decision making skills. The programme we follow is based on national and local guidelines for good practice and appropriate to the age and experience of our pupils.

The following are some of the ways in which we aim to educate our students to the risks associated with drug use:

- a. PSHCE: we will provide all pupils with drug education as an integral part of our Personal, Social and Health Education (PSHE) and Citizenship programme.
- b. Assemblies: all year groups will have at least one drug-related assembly per year. This will cover the school approach towards drugs, the potential impact of drug use both in and outside of school and where to go to get help. It will be made very clear to students that any association with drugs linked to the school puts their place at Tallis at risk.
- c. School events and publicity: through policies such as this one, website links and events such as the "Support your Teen" evening provided at the school.
- d. Science: the scientific properties and impact of drugs will be covered within the science curriculum.
- e. Use of visitors and outside speakers: we use visitors to support our planned teacher lead programme of education, in line with national and local guidance. The Amy Winehouse Foundation provides very useful information and support to prevent drug use.

2. Support

While we aim to prevent drug use through education, at Tallis we are also keen to prevent students making choices that could result in their permanent exclusion. Therefore if we become aware that students are using drugs we have a duty to try and support them to reach a position where drugs no longer pose a risk to their education.

The following are some of the methods we use to support students to move away from drug use.

- a. Informal support: this may be regular discussions between parents and carers, students, mentors, tutors, heads of year, the school police officer or senior staff. The focus will not necessarily be specifically on drug use, but may revolve around educational performance, peer pressure, prioritisation and wellbeing.
- b. Working with parents and carers: partly through education and messaging, but also through meetings, workshops and providing guidance on where to look for help.
- c. School counselling/mentoring: via our multidisciplinary meetings students identified as being in need of more focused support and guidance, can participate either in a therapeutic group workshop or have individual mentoring or counselling. The aim of this approach is to try and address any possible underlying need.
- d. *The Amy Winehouse Foundation*: all students in all year groups receive the Foundation's direct workshops on an annual basis. Following these workshops, students may be identified as requiring further specialised intervention. Core assessments are undertaken by the foundation in discussion with parents where supported group work or specialised 1:1 work will occur.
- e. *Addaction*: following the core assessments, or after unsuccessful supported work, referrals can be made to addaction. *Addaction* is a specialised intervention which works with the individual to take responsibility, and develop further awareness, of their actions surrounding, or involving, drug use. While parental consent is required, sessions rarely include parental engagement.
- f. Referral (to social services or Child and Adolescent Mental Health Services (CAMHS): referrals can be made to other external services at any point during a student's supported intervention, depending on the student's presenting needs.

3. Sanctions

A drug related incident may include any of the following:

- A pupil who is suspected of being under the influence of a drug
- Finding drugs, or related paraphernalia on school premises
- Possession of drugs by an individual on school premises
- Use of drugs by an individual on school premises
- Supply of drugs on school premises
- Individuals disclosing information about their drug use
- Rumours of drug possession supply or drug use.
- Reports of drug possession supply or drug use

All of these incidents require a response which may include further prevention and support. However, we have a responsibility to safeguard our community. This means we will take clear and firm action with students who break the rules with regard to drugs, particularly those who put other students at risk of harm. Having clear and well publicised sanctions about drug misuse also has a role to play in terms of providing a deterrent to students.

Staff must always take seriously any incidents regarding drug misuse. Indeed, if they a) fail to take action in a drug-related incident or b) allow drug use to continue on school premises, they could contravene the Misuse of Drugs Act 1971. It should be noted that if the preservation of a confidence a) enables criminal offences to be committed, or b) results in serious harm to the pupil's health and welfare, criminal proceedings could ensue.

Parents and carers have the right to be informed of any drug-related incident that affects their child. An exception to this is when the child is deemed 'at risk' and the Child Protection Service has been contacted. In this case, the CPS will decide on the course of action. The first priority should always be the welfare of the child and other children who may be at risk.

In all cases, staff must contact the school Safeguarding Officer or Headteacher for guidance. It is recommended that staff seek the support of a senior member of staff as soon as possible when dealing with an incident regarding drugs. The following is the recommended course of action:

- a. If necessary, the student can be searched in line with the guidance in the school behaviour policy.
- b. If drugs or paraphernalia are found, the member of staff will take possession of the substance and inform the Headteacher, or if not available a senior member of staff.
- c. In the presence of a witness the article will be packed securely and labelled with the size and description of the substance, date, time and place of discovery.
- d. The package should be signed by the person who discovered it and stored in a safe place designated by the school Safeguarding officer or Headteacher
- e. The school's police officer should be contacted as soon as possible and arrangements should be made to hand the package over to them.

Guiding principles

- a. A designated member of staff is responsible for coordinating the management of drug related incidents, offering sources of support and liaising with outside agencies.
- b. Incidents will be dealt with after making an assessment of the situation and be reported to the Safeguarding officer and/or Headteacher.
- c. The school will always seek to respond appropriately to each individual case.
- d. In deciding the course of action, we will consider the age of the student, any previous offences inside or outside school and any evidence of peer pressure.
- e. Appropriate support will be offered, and may be required, as a part of any sanction given.
- f. Evidence of drug use or possession may result in a fixed term exclusion. More serious or repeated offences may result in permanent exclusion.
- g. Supply of drugs by any student within the school community is deemed as extremely serious and will, in most cases, result in permanent exclusion

