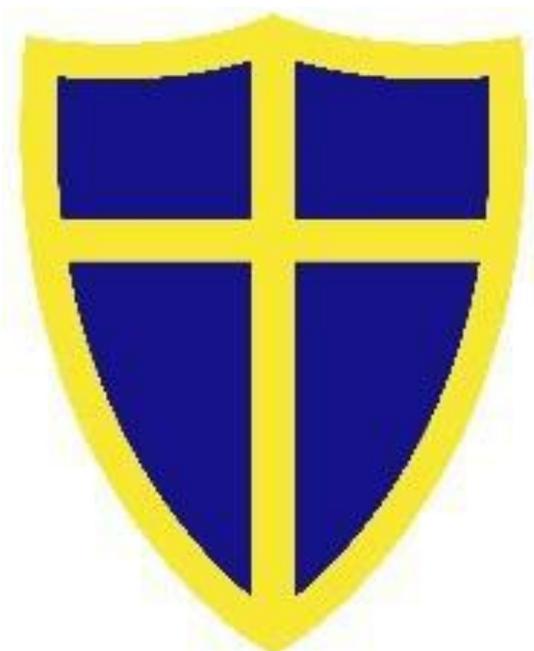


BLUE COAT CHURCH OF ENGLAND SCHOOL AND MUSIC COLLEGE



DRUG EDUCATION POLICY

Updated: January 2020
Policy duration: 3 years
Committee: PPS

The following terms shall be interpreted as indicated below when used hereinafter within this policy:

- a) 'Trustees' refers to the registered trustees of the Coventry Blue Coat Church of England School Foundation, registered charity number 511793
- b) 'Academy trust' refers to the holding body of the Academy namely, Blue Coat Church of England Academy Ltd, registered company number 7594562
- c) 'Blue Coat School' refers to the physical entity of Blue Coat Church of England School and Music College
- d) Any reference to either 'the school' or 'the Academy' contained within this policy is taken to refer to the appropriate given body within context

Assessment of Policy's Impact

The effectiveness of this policy and its impact will be assessed by the Teaching & Learning Committee who will monitor the outcomes and impact of this policy every 3 years. The evidence base for assessment will be presented as agenda items at the Teaching & Learning Committee meetings.

DRUG EDUCATION POLICY

1. Introduction

We recognise the increasing drug use in society. The acquisition of knowledge, understanding and skills which enable young people to consider the effects of drugs on themselves and others is therefore of vital importance.

The term 'drug' throughout this document refers to all drugs including medicines, volatile substances, alcohol, tobacco, new psychoactive substances and illegal drugs. We recognise the importance of exploring the beneficial use of drugs as medicines as well as the harmful effects of drug misuse.

This policy document identifies effective strategies that we will implement in this area of the curriculum and takes account of the proposed OFSTED inspection arrangements, National Curriculum and LEA Curriculum policy, Entitlement and Achievement. **Guidance from the DfE and ACPO drug advice for schools 2012 is essential in supporting this policy.**

This policy applies to school and off site activities, all school staff, pupils, parents / carers, governors and other partner agencies working with the school.

2. Aims and Objectives

Blue Coat School is committed to Drug Education through ongoing Pastoral and PSHE programmes. Pupils are given the opportunity to raise their own awareness regarding harm, risks, dangers and effects of drugs misuse, and practise the skills of assertiveness and decision making so that they can make informed and responsible choices now and in later life.

We have prioritised the following objectives;

- To promote pupils' self-esteem and confidence.
- To have access to accurate information, knowledge and understanding about the drugs they may encounter in their lives.
- To consider and/or challenge attitudes pupils may have regarding drug use and misuse.
- To provide opportunities for pupils to be equipped with, and practice the skills they need to avoid the misuse of drugs.
- To enable any pupils who are misusing drugs or who have concerns about the misuse of drugs to identify sources of appropriate personal support.

3. Management and Co-ordination

In accordance with government guidance (**ACPO drug advice for schools 2012**) Blue Coat School has appointed the Deputy Head Pastoral to coordinate the school's drug policy. The Assistant Head Pastoral, together with Head of PSHE/drugs education lead has responsibility for supporting policy implementation by providing advice and support to governors, senior managers, curriculum leaders, classroom teachers and support staff.

The Deputy Head Pastoral will ensure that:

- The Drug Education Policy is disseminated to all members of the school community and is thoroughly discussed and understood
- Clear roles and responsibilities for policy implementation are identified
- The underpinning aims, values and attitudes of drug education are made explicit
- The development of good relationships is promoted within and beyond the school
- Equality of opportunity is promoted
- Provision is made for continued professional development within the field of drugs awareness and drug education

4. Staffing and Staff Development

All staff, including support staff, need access to professional development and support that relates to the drug education curriculum and its style of delivery. A range of provision will be identified that meets staff needs across a range of roles and responsibilities.

Areas of staff expertise and individual staff development will be identified through existing staff development systems. This will be ascertained through: staff audit, classroom observation, scrutiny of planning and performance management.

5. Curriculum organisation and planning

Drug education will be delivered in this school through a combination of planned curriculum opportunities and whole school approaches. This will take the form of:

- **Discrete curriculum time**
By identifying drug education within the planned curriculum for all pupils – especially, PSHE and tutorial programmes following schemes of work as highlighted by STREET AWARE, POSITIVE CHOICES and PSHE association.
- **Through and in other curriculum areas**
By identifying and planning for opportunities within other curriculum areas especially within science and PSHE).
The QCA Scheme of work for science includes the element 'Fit and Healthy' suggests specific activities to address drug education.
- **Through activities, school events and ethos**
By student involvement in extracurricular activities such as peer mentoring and education, pupils listening and supporting each other, the taking of responsibility, good relationships, positive behaviour, challenging stereo types, being aware of the language we use, the use of support and guidance systems

6. Curriculum Delivery

Teaching about drugs is generally best provided as part of an integrated programme of Personal, Social and Health Education. This programme is relevant to the needs and experiences of all pupils, is flexible

and develops as pupils grow older. The programme is developed within a positive climate in which pupils and adults feel able to talk openly and honestly.

In order to cover effectively all the aspects of drug education, a wide range of teaching and learning styles will be employed.

6.1 Resources, which support this area of the curriculum, will be up-to date, relevant to pupils and presented in ways that are consistent with the fundamental aims of PSHE. Overall responsibility for drug education resources is held by the Head of PSHE/drugs education lead.

In addition to existing resources, the school aims to review and update drug education resources regularly in accordance with budget allocation.

6.2 VULNERABLE PUPILS

The school is aware that some pupils are more vulnerable to drug misuse and other social problems. The table below illustrates the range of risk and protective factors associated with drug misuse.

Vulnerable groups	Risk factors	Protective factors
Homeless	Chaotic home environment	Strong family bonds
Looked-after children School	Parents who misuse drugs or suffer from mental illness	Experience of strong parental monitoring with clear family rules
Truants	Behaviour disorders	Family involvement in the lives of children
Pupils excluded from school	Lack of parental nurturing	Successful school experiences
Sexually abused	Inappropriate and / or aggressive classroom behaviour	
In contact with mental health and criminal justice system	School failure	Strong bonds with local community activities
Children of parents with drug problems	Poor coping skills	
	Low commitment to school	A caring relationship with at least one adult
	Friendship with deviant peers	Early intervention and preventative education
	Low socio-economic status	
	Early age of first drug use	
	Being labelled as a drug misuser	
	Social Media	

The school can help to reduce the impact of risk factors and strengthen protective factors by promoting:

- Supportive and safe relationships
- Regular school attendance
- The ability to cope well with academic and social demands at school
- Strong and supportive social networks
- Good social skills
- Strong pastoral systems
- Realistic self-awareness and self-esteem
- A good knowledge of general health and how to ensure good mental health
- A good knowledge of how to access help and information
- Work with parents / carers, particularly around communication and setting boundaries
- Participation in extra-curricular activities
- Counselling and other support mechanisms

6.3 External Agencies and Services

The school values and encourages the involvement of external agencies and services in supporting the delivery of this area of the curriculum. Where outside speakers are to be involved their contribution will be properly planned as part of the overall programme. Their contribution will compliment other teaching and be appropriate to the age and maturity of the pupils involved. Teachers will always be involved so they can deal with questions and concerns.

Should a student require additional support with substance misuse, a referral will be made to the local treatment agency through our safeguarding procedures. Every effort will be sought to gain parental consent for the referral, however, in some cases a referral may be made without consent and without parental knowledge in accordance with treatment procedures.

- **Coventry Treatment agency:** CGL, Positive Choices, <https://www.changegrowlive.org/positive-choices-coventry> 02476 553130 or 02476 5225605. Email coventryyp.info@cgl.org.uk

- **Useful websites:**

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

<https://youngminds.org.uk/find-help/for-parents/parents-guide-to-support-a-z/parents-guide-to-support-drugs-and-alcohol/>

<https://www.supportline.org.uk/problems/drugs/>

7. Partnerships

The school values' working in partnership with parents and carers and with the wider school community and sees this as an essential element of developing this policy and the schools drug education programme.

8. Equality of Opportunity

In accordance with school and LA policy, a commitment to Equal Opportunities will be built into all aspects of drug education. We recognise that some pupils with learning difficulties may need more help than others in understanding what sorts of behaviour are/are not acceptable. Where pupils are taking prescribed medication they will be helped to distinguish between appropriate and inappropriate drugs.

9. Assessment, Recording and Reporting

The assessment, recording and reporting of drug education will take place in accordance with whole school policy.

Understanding in drug education will be demonstrated through **assessment** against learning objectives, which will be built into curriculum planning. A variety of assessment techniques will be used, including discussion, scrutiny of work, pupil self-assessment, peer assessment, project assessment etc.

The **reporting** of individual achievement and progress will include skill development and values and attitudes, as well as knowledge and understanding.

10. Monitoring, Evaluation and Review

Provision for drug education, including the personal development of pupils, will be **monitored, evaluated and reviewed** by SLT and the Head of PSHE. This will be done by checking that whole school drug Education objectives are met, standards of teaching and learning expected are achieved, there are adequate resources and Schemes of Work are being developed and taught appropriately.

11. Managing Drug Related Incidents

We recognise that there will still be some young people who choose to experiment with illegal drugs even if they have both the knowledge of the risks and the skills to resist peer pressure. Our aim is to balance the interests of the school, the need to protect other young people and the need to help those who misuse drugs.

11.1 Pupil Discipline and Support

The Head teacher will be responsible for deciding how to respond to particular incidents and all factors influencing the incident will be taken into account. (E.g. the age of the pupil concerned, whether the incident involved one pupil or a group of pupils and whether there is evidence of particular peer group pressure.) Our Behaviour Policy has clear disciplinary measures that will be applied to drug related incidents and a variety of consequences/sanctions are possible. Exclusion may be appropriate in certain serious cases. In any such case the school will ensure that the excluded pupil has access to professional support and advice from health and counselling services.

11.2 Confiscating an illegal drug and its disposal.

If there is any question of a medical emergency the school will immediately call for medical assistance.

A drug related incident in school needs a planned and consistent approach. If a member of staff or pupil suspects a student to be in possession of or under the influence of an illegal substance, s/he must alert a senior member of staff immediately.

In the case of a member of staff by:

- Sending an 'on-call' alert via email or radio for duty/SLT 'on-call' to attend, the student will then be taken to suitable office for next process

OR

- Accompany the student to the senior manager. On no account is the student to be left alone or allowed contact with other students.

In the case of a pupil suspecting another pupil:

- Report the matter to any member of school staff immediately.

School staff will not attempt to analyse or taste an unidentified drug, but will take temporary possession of any drug suspected of being a controlled drug for the purpose of protecting our pupils from harm or

committing the offence of possession. If we suspect that a pupil is concealing illegal drugs, we will encourage the pupil to voluntarily surrender the drug, they may also be subject to a bag search. Under no circumstances will any teacher undertake an intimate physical search.

If the pupil refuses, the Head teacher may decide to contact parents and/or the Police Schools Liaison Officer. We will always inform parents if the police are called to an incident. (As our primary concern is the welfare of all our pupils alternative action may be taken, for example, we feel that parents are directly involved in the situation causing concern or that they may seriously over-react and cause harm to the child, we may have to inform other appropriate agencies.)

If the drug cannot be identified it will be treated as illegal. It should be placed in a sealed container, in a secure location and the police informed so they can collect it as soon as possible for disposal. We will always ensure that a witness is present when taking temporary possession of any drug. We will then decide how to proceed with due regard to Child Protection policy issues.

We will keep a written record of the action taken when responding to incidents of this nature, irrespective of the seriousness of the case.

Police Involvement: The police will be contacted to dispose of any illegal drug(s) found on a person(s) or the school site.

This section should be read in conjunction with the relevant sections from:

- a) DRUGS: GUIDANCE FOR SCHOOLS DfES / 0092 / 2012
- b) The School / West Midlands Police / LEA partnership arrangements
- c) Guidance on the Safe Disposal of Discarded Needles and Syringes

Dealing with drug related litter on or near school premises

The Site Service Officer is responsible for checking the school site daily. Any drug related litter will be carefully removed using the advice given by Coventry City Council Waste Disposal team. The Headteacher will be notified immediately.

Searches

The School will always seek consent and ensure that a second adult witness is present. If this is refused the school will need to consider whether to call the police. Searches will be conducted in such a way as to minimise potential embarrassment and distress.

For more detail on

- Personal searches Searches of school property
- Searches of personal property
-

See DoE Searching, screening and confiscation at school 2018

11.3 Managing Parents / Carers under the influence of drugs

Teachers need to assess the situation carefully. It is important to alert Senior Staff or Headteacher immediately. If the pupil is thought to be at 'risk' or in 'harm' by handing over to the parent, the school can, in **extreme circumstances**, refuse to hand over the pupil. This can only happen if the parent is in no fit state to take care of the pupil. The appropriate services must be notified immediately. This will most likely be Social Services or the Police. The Child Protection Co-ordinator will need to record the situation and action(s), clearly following local child protection procedures.

11.4 Confidentiality and Handling Disclosures

In managing drugs schools need to have regard to issues of confidentiality. Teachers cannot and should not promise total confidentiality. The boundaries of confidentiality should be made clear to pupils. If a pupil discloses information which is sensitive, not generally known, and which the pupil 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
- Referral to external services.

Every effort should be made to secure the pupil's agreement to the way in which the school intends to use any sensitive information.

It may be necessary to invoke local child protection procedures if a pupil's safety is under threat. It should be only in exceptional circumstances that sensitive information is passed on against a pupil's wishes, and even then the school should inform the pupil first and endeavour to explain why this needs to happen. These exceptions are defined by a moral or professional duty to act:

- Where there is a child protection issue
- Where a life is in danger.

11.5 Smoking Policy

This school is bound by the Coventry City Council and smoking is not permitted anywhere on the school site. Pupils wishing to assert their right to smoke, particularly in Years 12 and 13 will be made aware of the Policy. Any disregard for school restrictions on smoking will be treated as any other breach of school discipline.

11.6 Involvement of Parents / Carers

The school is well aware that the primary role in children's drug education lies with parents. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we will:

- Answer any questions parents may have about the drugs education their child receives in school;
- Take seriously any issue which parents raise with teachers or governors about this policy or the arrangements for drugs education in school;
- Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- Inform parents of any drug incident or situation involving their pupil, unless it is a child protection issue. Under these circumstances the Headteacher and the Child Protection Co-ordinator will be informed immediately and child protection procedures followed.
- Inform parents about the best practice known with regard to drugs education so that the parents can support the key messages being given to children at school.

11.7 The needs of pupils

We are committed to delivering the highest level drug education to our pupils, ensuring the needs of our pupils are met. Regular liaison with student's councils and QA ensures they are receiving the education they need to make the right life choices. Pupils are made aware of the various internal and external support structures through our PSHE programme, pastoral team, display boards and safeguarding staff.

12. Policy Review

This policy will be reviewed in 2023 by Deputy Head Pastoral/Drug education lead. This review will involve staff, pupils, parents and governors. This review will take the form of questionnaires, consultation meetings and focus groups.

DRUG EDUCATION POLICY

Written by:

Mrs Wood

January 2020

Reviewed by:

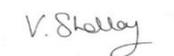
Next Review Date:

November 2020

Approved by Governors:

11 February 2020

Signed:



VICTORIA SHELLEY
Headteacher

Date: 11.02.20

Signed:



LYN JOHNSON
Chair of Governors

Date: 11.02.20