



Homewood School & Sixth Form Centre

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SUBSTANCES EDUCATION & INCIDENT MANAGEMENT POLICY

Date approved by Governors
April 2019

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HOMEWOOD SCHOOL & SIXTH FORM CENTRE

SUBSTANCES EDUCATION & INCIDENT MANAGEMENT POLICY

This policy will be reviewed every 3 years

DATE OF POLICY: APRIL 2019

DATE OF REVIEW: APRIL 2022

Member of staff responsible for Policy:

Principal & Vice Principal Students

Signed.....Head Teacher

Signed.....Chair of Governors

Substance Education & Incident Management Policy

HOMEWOOD SCHOOL & SIXTH FORM CENTRE

PERSONNEL RESPONSIBLE:

- Overall responsibility for substance related incidents through the School Drugs Co-ordinator – Dr. O’Sullivan with support from Miss King, (Vice Principal Students)
- Link Governor – Safe Guarding Governor
- Police and Community Support Officer PCSO Richards

Substances and substance education in the context of this document are inclusive terms including tobacco, alcohol, caffeine, illegal drugs, medicines, ‘legal highs’ and other substances such as solvents.

This policy applies to all students, parents/carers, volunteers and staff members attending the school or whilst on school business including off-site visits and trips.

In-line with government guidelines, our school is a smoke free environment, which includes all buildings and school grounds/playing fields etc. Parent/carers, visitors and staff members are asked not to smoke on school premises or in the presence of students. This applies to off-site visits. In the interest of hygiene/cleanliness, we also ask that people refrain from smoking outside the school gates.

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1. Principles (in keeping with the aims of the school)

- Homewood School is committed to the Health and Safety of all its members and believe that we have a duty to support and safeguard the well-being of all its students and staff. The school is committed to the principles of the National Healthy Schools Standard and recognises that effective drug education is an essential contributor to ensuring that all children and young people are able to reach their full potential.
- The school values the importance of its pastoral role in the welfare of its students, and through the general ethos of the school, we seek to encourage and develop young people's learning and ensure support appropriate to their needs is provided.
- Education about substances is not concerned merely with substance, but with people in their social settings and therefore involves the development of attitudes, values and the development of skills, as much as the acquisition of appropriate knowledge.
- Drug issues and concerns extend across socio-economic and ethnic boundaries, and students of all ages and abilities will encounter both the positive effects of drugs, as used legally in medicine to aid recovery, or the negative effects of substances through illegal use.
- This policy has been developed collaboratively by members of the school community including students, staff and others where appropriate, i.e. Drugs Liaison Officer and the Police. The school welcomes and encourages parent/carer and community involvement in the development of school policy and curriculum delivery.

2. Drug Policy Aims:

- To provide a safe, healthy environment in which students and staff can learn and develop.
- To ensure all members of the school community know and understand the rules of the school, the expectations about their behaviour, and the policy regarding substance incidents and concerns about individuals.
- To promote clarity about the management of substance related incidents in the school.
- To encourage and enable students to appreciate the benefits of a healthy lifestyle now, and in the future.
- To encourage students to make reasoned, informed and safe choices.
- To minimise students' experimentation with illegal or harmful substances.
- To address and take account of local community needs, including the differences and diversity within the school community.
- To support and engage parents/carers and students in their own personal learning and responsibilities.
- To enable young people and staff to access support structures (including the voluntary sector), e.g. CXX, counselling and support through Addaction (previously KCA) and Kent Police.
- To work with outside agencies, including the voluntary sector, to secure and support a balanced delivery of a substance education programme, e.g. other

schools, Healthy Schools Schemes, Primary Health Care professionals, Community Police, Youth and Community Service, Project Salus, CAMHS, Addaction (previously KCA), CXK and Health Service.

3. Objectives for Substance Education:

- To provide opportunities for students to acquire knowledge and identify the distinction between legal and illegal substances.
- To develop and equip students with the knowledge, attitudes and skills necessary to build their resilience and avoid peer group pressure or unwanted drug offers from others.
- To build students' decision-making skills to make informed decisions around the use of drugs.
- To engage parents/carers in the school community and learning process.
- To enable students and staff to access support if they have concerns about their own or others' drug use.

4. Principles of Teaching and Learning

Science, Personal, Social and Health Education (PSHE) and Citizenship provide opportunities for substances education.

The school is committed to ensuring that any substance education delivery is in line with the available Quality Standards for the delivery of substance education in schools and educational settings (A checklist is shown in Appendix 1)

5. Knowledge and Understanding

Students are taught within the guidance of the National Curriculum (Science programme of study, and the guidance for PSHE and Citizenship). This includes:

| Key Stage | Learning Objective | Learning Outcome | Topics covered |
|---|---|--|---|
| 3 Yr 7 & 8 | <i>To understand that people can become dependent on some substances and that there is help available to them</i> | <i>I know what drug dependency means and how it affects people's lives. I know where to go to get help locally</i> | Year 7 Tobacco Year 8 Alcohol |
| 4 Yr 9, 10 11 | <i>To explore a range of attitudes towards substance use</i> | <i>I recognise that different people have different attitudes towards alcohol and why they might feel this way</i> | Year 9 Cannabis Year 10 Solvents Year 11 Myths, risks and legal highs |
| Key Stage 5 Yr 12, 13 & 14 | <i>To acquire and develop awareness and understanding of local and relevant issues</i> | <i>I recognise how certain substances may affect me and the people around me</i> | Date rape drugs Valium Spiking drinks and local issues |

Students are taught:

- To recognise risky behaviour and risk taking within different situations and be able to respond appropriately.
- That pressure to behave inappropriately or to take risks can come from a variety of sources, including people they know, TV and the media.
- How to seek/ask for help and use basic techniques for resisting peer or unwanted pressure in order to minimise harm to themselves or others.
- That their actions affect themselves and others, and that they respect and care about other people's feelings, trying to see things from their point of view.
- That communication and problem solving skills are central to bringing about a positive change in attitudes and actions.

In teaching drug education, teachers use a range of teaching strategies, including role-play, discussion group work, assemblies, draw and write, debate and circle time.

6. Resources:

- The school will ensure that teaching resources are up to date, differentiated and culturally and age appropriate.
- The school will allocate adequate funding to Substance Education provision.
- Adequate staff resources, development and training are provided to address identified needs.
- There is a protocol for use of visitors contributing to the school programme (see Appendix 1)

7. Differentiation and Additional Educational Needs (SEND)

Whilst some students may have a fairly broad knowledge and insight into the world of drugs, there are those who have little or no knowledge at all. Staff will be sensitive to this issue and lessons will be planned to take account of students' age, culture, experience and maturity.

The needs of students with SEND will be taken into account by the teacher who may need to provide different resources, different activities or specific support to some students.

8. Staff Development

This school has an ongoing programme for professional development. Additional support and Continuing Professional Development (CPD) opportunities for teachers involved in Substance Education will be made available through existing CPD and training, Addaction (previously KCA), Young People's services, the Drugs Liaison Officer and the Police. The school will ensure that Key Staff have appropriate training.

Management of Drug Related Incidents

9. Responding to Concerns about Student Substance Use

The school will follow the guidance of the KCC and Kent Drug Alcohol Action Team “Managing incidents in schools” and Project SALUS Kent Schools Drugs Education News.

If a concern is raised about a student being linked with substance use, the school drugs co-ordinator will be informed and will make an assessment of the situation. He or she will take appropriate action to safeguard students. He/ she may

- 1 Discuss the situation with the student
- 2 Escort the student to medical centre to seek medical advice if appropriate
- 3 Investigate the situation
- 4 Conduct an appropriate search of personal belongings and outer clothing
- 5 Call the Police if a personal search is required
- 6 Inform parents after the search has been completed
- 7 Refer to outside agencies if appropriate
- 8 Administration of DUST (Drug Use Screening Tool) if appropriate

Communication between staff and early involvement of parents/carers and police will be used for early, supportive pastoral intervention. An appraisal will take place to determine the nature of the students’ needs and the additional support a student might need if, for example if:

- their knowledge about substances is low
- they rely upon frequent use of substances
- their substance use is affecting performance at school
- their substance use is causing problems such as conflict at home,
- they feel under pressure to use

In addition to the substance education they receive through the curriculum, extra support may include any or all of the following:

- providing information and advice in relation to specific substances
- developing self-esteem and skills such as strategies for seeking support
- encouraging students to address their substance use
- signposting activities of interest to them (such as Youth Clubs, extra curricular events and activities, and external provision as part of the Youth Service.

10. Procedures for managing students suspected or found in possession or under the influence of unauthorised substances.

- All teachers have a duty of care to students’ safety and their care is of paramount importance.
- If a student appears intoxicated by substances whilst at school, first aid or medical supervision must be the first consideration. If necessary, the young person should be dispatched to the local Accident & Emergency Unit. The School Drugs Co-ordinator will contact his/her parents or carers and request they collect him or her from school. If they are unavailable the student will be supervised in a suitable room until the parents/carers are able to collect him or her, or other action appropriate to the individual and circumstances has been taken.

- If a student brings alcohol or substances to school or the school has good reason to believe they have done so, or if a student is found with a substance ~~or a drug~~ thought to be unauthorised, the procedures should be followed as outlined in Section 9
- If a parent notifies the school that their child is using controlled substances, the school will signpost the parent to support agencies who work with these young people
- If the school is made aware of a student using or suspected of using substances outside of school, then the school will raise this issue with the parents and signpost them to appropriate support agencies who work with young people in this area.

11. Further Response, Support and Sanctions.

The Drugs Co-ordinator can, if considered to be appropriate, use the Drug Use Screening Tool (DUST) to assess the most appropriate intervention. Where necessary the Police may be called and when appropriate arrests made. A decision will be made in partnership with the school and with due consideration of all available information.

All sanctions are outlined in the schools Ethos for Learning Policy.

12. Alcohol and Tobacco

Alcohol and Tobacco (AT) use by students is a serious issue. Research shows that the younger students enter into experimental AT use, the more likely they are to develop an unhealthy lifestyle and problematic drug use. The school will take action to safeguard the students and inform parents/carers as soon as possible.

The Police will not normally be called to deal with students involved with alcohol or tobacco issues, except where there are exceptional circumstances, i.e. alcohol or tobacco is being illegally sold to students or where there is a risk of violence or Child Protection concerns. There may be grounds for informing the local trading standards office of issues related to alcohol and tobacco sales.

13. Residential and Off-Site Visits

Any situation when a student is in school uniform and therefore representing Homewood School in any capacity, will be classed as being within the restrictions laid down in the other sections of this policy, dealing with drugs, alcohol and tobacco. This includes traveling to and from school, on foot or by public transport, in school ‘after hours’, taking part in any extra curricular activity off site.

All students on official school visits, in or out of school uniform, are subject to those restrictions dealing with drugs, alcohol and tobacco.

Students seeking advice on smoking cessation will be signposted to appropriate agencies who specialise in such work.

14. Drug Testing and Passive Search Dogs

The school and the School Drugs Education Adviser can offer guidance and support.

The school may, from time to time, use passive search drug dogs as part of its drug education programme, and will refer to the KCC Guidance if it does so.

If any student is identified as using substances as a result of substance testing or passive search dogs then the procedures in Section 9 will be followed.

15. Staff.

Any staff bringing unauthorised substance to work or presenting at work in an intoxicated state (including while staff are “on duty” on school trips and activities off site), could be subject to disciplinary procedures and possible police prosecution. All staff have a duty of care to the students; therefore the Principal must be informed immediately. All staff are expected to report any other member of staff suspected of bringing substance to school or being intoxicated at work.

This school is a smoke free school, in line with national legislation effective from 1st July 2007. Staff smoking on school premises or who bring illegal substances on to school premises will be deemed to be in breach of their contract. All staff are expected to adhere to the Homewood No Smoking Policy.

16. Parents/Carers and Substance Incidents.

This school informs parents about all aspects of its policies. A proactive approach is used. In the event of a school substance incident, the school will take any appropriate actions. Confidentiality and students’ safety issues are paramount, but information will be shared where appropriate with other professional bodies including the Police. The school is not able to divulge any information about individual students. However, the whole school community can be reassured that every effort and precaution is being taken to ensure the safe running of the school.

17. Children of substance using parents/carers.

This school aims to be aware of the impact parent/carer substance use can have on a child and their education. Children of substance using parents/carers may be at greater risk of emotional and/or physical harm, but this is not always the case. A parent/carer with a drug problem does not necessarily neglect their child or put them at risk. The school aims to be alert to behaviour which might indicate that the child is experiencing difficult home circumstances.

Where the help of external services might be needed, and the child’s safety is not considered at risk, we may liaise with other agencies.

18. Intoxicated parents/carers on school premises.

When dealing with intoxicated parents/carers. Staff should attempt to maintain a calm atmosphere. On occasions, a teacher may have concerns about discharging a student into the care of a parent/carer. The focus for staff will always be the maintenance of the student's welfare, as opposed to the moderation of the parent's/carer's behaviour.

Where the behaviour of an intoxicated parent/carer repeatedly places a student at risk or the parent/carer become abusive or violent, staff should consider whether the circumstances of the case are so serious as to involve child protection procedures, and the involvement of the police, if necessary.

19. Substance Policy links.

This policy links to a number of related school policies including

- Ethos for Learning
- Child Protection
- Trips and Visits
- PSHE and Citizenship

20. Monitoring, Evaluating and Reviewing.

- There is a named co-ordinator and a linked Governor for drug education and policy development.
- Senior managers are involved in monitoring and evaluation.
- Students, staff, parents/carers and governors are consulted and the programme and policy are modified where appropriate.
- There is ongoing monitoring and evaluation of the programme, teaching methodologies and learning outcomes to ensure that needs are met.
- substance education is reviewed in line with current CF&E and Government guidelines.

- **This policy was reviewed by**
S King Vice Principal – Students,
G O’Sullivan Vice Principal – Students,

Date: April 2019

Next review date: April 2022

Appendix 1

Checklist for Use of Visitors in Delivery of Substance Education

Substance Education is a shared responsibility and schools need not be alone in providing effective and relevant substance education for young people.

Visitors and staff from a range of statutory and voluntary agencies can support and enhance substance education programmes in schools when part of a PSHE programme. However, they should not be used to abdicate the responsibility of the school, and be relied upon solely to deliver substance education. The use of visitors needs to be part of a planned, coherent and integrated approach. The checklist below will assist the school in developing a partnership approach to substance education delivery and support for young people.

Before involving a visitor it is useful to consider the following:

- Consistency with school's ethos, values, substance policy and approach to substance education.
- The most appropriate source of information/support – why do you want the agency's involvement?
- What is the visitor expected to do ?
- What will the teacher's contribution to the session be ?
- Is it clear to the visitor that the teacher will remain in the classroom ?
- What preparation will be necessary, i.e. classroom layout, size of groups, content of session, A/V equipment etc. ?
- Has the visitor been checked with the Criminal Records Bureau (CRB)? Child protection implications.
- Have confidentiality issues been clarified, avoiding inappropriate disclosures?
- How will the session be followed up?
- How will the input be evaluated?
- Is parental consent required?

(This is not a comprehensive list. Further guidelines can be found in the TACADE publication: 'Making the most of visitors – using outside agencies in school substance education.') The KCC School Substance Education Advisers and the Kent Healthy Schools programme will be able to provide support and guidance in selecting school visitors.

Quality Standards for Drugs Education Checklist

| The Delivering Agency | Needs assessment | Curriculum design |
|--|--|---|
| <p>The staff / delivery agency:</p> <ul style="list-style-type: none"> • are familiar with the quality standards • have been appropriately trained (and where appropriate, accredited), • work to the appropriate values base • have relevant experience, understanding, knowledge and skills • ensure that they have access to a range of high-quality support and continuing professional development opportunities and is supported to reach the quality standards where necessary by developing adequate systems to continue their own professional and personal development • are aware of their own professional limitations, clear about professional boundaries and aware of when and how to refer participants on to relevant sources of support • are skilled in creating and delivering in, a climate where all opinions can be addressed in safety and where boundaries and working agreements/ground-rules are established and explicit • are available to support the school in disseminating the lessons learnt • use appropriate, effective teaching and evaluation techniques • work in partnership with the school with regard to the school's policy for working with external agencies | <ul style="list-style-type: none"> • the education provided is grounded firmly within an assessment of needs • local drugs education priorities have been identified and are reflected in the education provided • a drugs education needs analysis has been conducted with the pupils and the results are reflected in the learning objectives • the education provided includes opportunities for differentiation to account for pupils learning needs | <ul style="list-style-type: none"> • the model of the education provided is reflective of national evidence-based guidelines and best practice • the education provided enables pupils to expand their knowledge and understanding, develop their practical skills & challenge their attitudes about drugs • the education provided enables pupils to appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions • the lesson planning clearly shows how the activities facilitate learning • the learning outcomes have been identified to the young people concerned • National key stage content guidelines are reflected in the setting of learning objectives • evidence, learning and evaluation of previous drugs education programmes has been considered, reflected in planning & incorporated into the setting of learning objectives as appropriate • there are opportunities for participants to examine their sense of self esteem and personal awareness and there are specific links to the SEAL and other parts of the PSHE programme • the education has been cross referenced to current drug education provided elsewhere in the curriculum • structured opportunities for transference of learning into the home are provided |

Equality and Diversity

- the education provided pays particular attention to pupils who are vulnerable to drug misuse, including those at risk of exclusion and those excluded from school, to ensure that their specific needs are addressed
- the education provided takes into account the impact that health inequalities have on the young people's decision making around drugs use
- the education provided challenges discrimination, stigma and prejudice which may infringe or limit equality of opportunity, human rights and dignity. This includes, valuing diversity and creating safe, co-operative, yet challenging teaching environments in which young people can feel motivated to learn
- the education provided supports and promotes partnership, multi-agency and multi-disciplinary approaches where appropriate
- the education provided is free from racial, gender, sexist & other stereotypes
- the education provided promotes an understanding of rights and responsibilities towards oneself and others
- parents/carers are given information about their child's drug education and have opportunities to become involved in planning and evaluation

Delivery

- the teaching includes a mix of content, methods and teaching styles, (for example, the use of participatory and experiential methods) & allows opportunities for discussion and exploration of attitudes
- schools/settings give their support to the drugs education being delivered
- the allocated curriculum delivery time allows for needs assessment, planning, delivery and reflection
- the education engages young people's intellect, experience, thoughts and feelings
- the education programme makes use of existing resources, materials and exercises which should be up to date and reflect the principles outlined in these recommended quality standards
- the education challenge misconceptions that young people hold about the norms of their peers' behaviour and their friends' reactions to drug use. This 'normative education' is important because young people often overestimate how many of their own age group drink, smoke or use illegal drugs

Evaluation and Assessment

- plans have been made for how the effectiveness of the programme will be evaluated, taking into account the stated aims and objectives, what has been learnt, and feedback gained from pupils, teaching staff, parents/carers
- procedures are in place to systematically record what is taught, including deviations from the planned programme
- procedures for assessing pupils' learning has been established, taking account of the knowledge and understanding they have gained, the skills they have developed and put into practice, and how their feelings and attitudes have been influenced
- a formative monitoring process is in place to ascertain whether the learning outcomes from each lesson have been met
- systems are in place for monitoring and assessing the quality of teaching
- plans have been made for how feedback from pupils will be recorded
- the drug education programme is reviewed and amended to ensure that the content is brought up to date with changing local patterns of drug use, the changing needs of pupils, and evaluation findings

Appendix 3

Record of Incident Involving Unauthorised Substances

- 1 For help and advice, telephone Police
- 2 Complete this form WITHOUT identifying the student involved.
- 3 Copy the form (two copies if substance found)
- 4 Attach copy to bag containing any substances discovered
- 5 Send the copy within 24 hours of the incident to the relevant SSPO.
- 6 KEEP the original, adding the student's name and form – store securely.

(Please tick to indicate the category)

| Concern established after following up a suspicion or allegation | Discovery OFF premises | Discovery ON premises | Student disclosure | Parent/carer use | A parent/ carer expresses concern |
|---|------------------------|--|--------------------|------------------|-----------------------------------|
| Name of Student*: Student's Tutor Group*: (*For school records only) Age of student: Male/Female Ethnicity of student: (For DAT records**) Tick box if second or subsequent incident involving same student | | Name of school: Time of incident am/pm Date of incident: Report form completed by: | | | |
| First Aid given? Yes/No | | First Aid given by: | | | |
| Ambulance/Doctor called?(Delete as necessary) | | Yes/No | | | |
| Called by: Time: | | | | | |
| Substance involved (if known): (e.g. Alcohol, Paracetamol, Ecstasy) | | Sample found? (yes/no) Where retained: Witness name: Disposal arranged with: (Police, Environmental Health) At time: | | | |
| Senior staff involved: | | | | | |
| Name of parent/carer informed: Informed by: At time: | | | | | |
| Brief description of symptoms/situation: | | | | | |
| Other action taken: (e.g. KCA or other agency involved: Educational Psychologist report requested: case conference called: students/staff informed: sanction imposed: LA/GP/Police consulted) | | | | | |
| (continue on blank sheet if necessary) | | | | | |

** Categories: British, Irish, other white, white and black Caribbean, white and black African, white and Asian, other mixed, Indian, Pakistani, Bangladeshi, other Asian, Caribbean, African, other black, Chinese, any other, not stated.