



Brumby Engineering College

**DRUGS
&
ALCOHOL

POLICY**

September 2011

Location and dissemination of policy

The Drug Policy is located with the Principal, all staff, main office, governors, parents, LEA, local agencies.

Links with other College Policies

Our College drugs policy links to other policies – namely Behaviour, Health and Safety, Medicines, Pastoral Support, PSHE, Citizenship, Healthy Schools, School Visits, Child Protection.

Links with local and national guidance

Drugs: Guidance for Schools (DfES Spring 2004)

National Healthy School Standard: Drug Education (2004)

Drug, alcohol and tobacco education: curriculum guidance for Schools at Key Stages 1 – 4 (QCA, 2002)

National Healthy School Standard

North Lincolnshire Drug Action Team – Young Peoples Plan (2003/4)

Purpose of the Policy

The purpose of this Drug Policy is to:

- Clarify the legal requirements and responsibilities of the College
- Reinforce and safeguard the health and safety of students and others who use the College
- Clarify the College's approach to drugs for all staff, students, governors, parents/carers, external agencies and the wider community
- Give guidance on developing, implementing and monitoring the College's drug education programme
- Enable staff to manage drug-related issues on College 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 the College
- Provide a basis for evaluating the effectiveness of the College's drug education programme and the management of incidents involving illegal and other unauthorised drugs
- Reinforce the role of the College in contributing to local and national strategies

Where and to whom the policy applies

This policy applies to the College premises and perimeters and also:

- Journeys in College time
- Work experience
- Residential trips
- During the College day
- Those students educated in further education or other provision

The guidance is for all staff and those responsible for providing guidance and support to students/students of the College

Definitions

A drug is any substance other than food, water and oxygen people take to change the way they feel, think or behave.

The term 'drugs' and 'drug education', unless otherwise stated, is used throughout this document to refer to all drugs:

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

The possession, use or supply of illegal and other unauthorised drugs within College boundaries is unacceptable.

Illegal drugs have no place in schools. However, there are instances where other drugs may legitimately be in College.

- Medicines – some students may require medicines that have been prescribed for their medical condition during the College day – See Medicines Policy.
- Non- prescribed medicines – See Medicine Policy
- Volatile substances – must be securely stored to prevent inappropriate access or use.
- Alcohol is not permitted on College premises unless permission is given by the College governors for a special College event. The arrangements for storage and use must be agreed and adhered to.
- Tobacco – See separate College smoking policy.

The first concern in managing drugs is the health and safety of the College community and meeting the pastoral needs of the students. In every case of an incident involving drugs, College will place the utmost priority in ensuring the safety of students and staff, providing first aid for any medical emergencies and summoning appropriate help before addressing further issues.

Staff with key responsibility

The designated senior member of staff with overall responsibility for all drug issues within the College is **STEVEN WEBSTER**. His prime responsibility includes overseeing the planning and co-ordination of drug education and the management of drug incidents in accordance with the procedure laid out in this policy.

All staff should be fully aware of the procedures for managing incidents, including whom they should inform and who has authority regarding issues such as searching College property and involving the police.

Drug Education

Drugs Education provides children/young people with opportunities to:

- Develop their **knowledge, skills, attitudes and understanding** about drugs
- Develop an appreciation of the benefits of a healthy lifestyle, relating this to their own and others' actions

Drug education is a major component of drug prevention. Prevention of Drug abuse will help social inclusion and reduce inequalities in health.

Objectives

- Increase children/young people's **knowledge and understanding** and clarify misconceptions about
 - The short- and long-term effects and risks of drugs use
 - The rules and laws relating to drugs
 - The impact of drugs on individuals, families and communities
 - The prevalence and acceptability of drug use among peers
 - The complex moral, social and political issues surrounding drugs
- Develop children/young people's personal and social **skills** to make informed decisions and keep themselves safe and healthy, including:
 - Assessing, avoiding and managing risk
 - Communicating effectively
 - Resisting pressures
 - Finding information, help and advice
 - Devising problem solving and coping strategies
 - Developing self awareness and self esteem
- Enable students to explore their own and other people's **attitudes** towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences (**See Appendix 1 and 2 for expected learning outcomes**)

Drug Education is delivered through Statutory National Curriculum Science Orders, PSHE and Citizenship provision.

In each year, the needs of children/young people are first identified and lessons are planned at the appropriate level.

Provision is made for vulnerable students by assessing individual needs and working with external agencies to give the correct support

Drug Education of students with special educational needs is designed to be appropriate to their level of learning

Methodology

- Creating a safe, secure and supportive learning environment
- Ground rules
- Active learning approaches – action research/mind-mapping/case studies/circle time/creative writing literature/discussion/external contributors/drama visits/formal debate/group work/interactive ICT/local surveys/media analysis/peer education/questionnaires/role-play/simulations/structured games/theatre-in-education/video supported by follow-up discussion etc.
- Drug Education resources are stored with Nicola Williams and staff which are delivering the lifestyle module.

External contributors are always interviewed by Nicola Williams before their first input. The class teacher will always share teaching the lesson and always be in the classroom. A copy of the drug policy will be made available to all outside speakers.

Staff Support and Training

- Initial Teacher Training – NQTs should be familiar with the programme of study for citizenship and the framework for PSHCE, relevant to the age range they teach. This also prepares teachers for pastoral responsibilities.
- In College induction – all College staff should have general drug awareness and a good understanding of the College drug and other related policies. This should include first steps in managing drug related incidents and identifying and responding to students' needs.
- CPD Staff will be given opportunity access further training when appropriate funding and training is available

Assessment, monitoring, evaluation and reviewing

Assessment – the elements of drug education that form part of the science curriculum are assessed in accordance with the requirement of the national curriculum.

Learning from the other elements of drug education will also be assessed as part of overall PSHE provision.

Assessment should identify:

- Knowledge and understanding students have gained and its relevance to them
- Skills they have developed and put into practise
- How their feelings and attitudes have been influenced during the programme

Assessment should include:

- Assessment for learning – student's review and reflection on their progress
- Assessment of learning – measuring what students know, understand and can do

Progress and achievement in drug education forms part of the PSHE section of the College's annual report to parents/carers.

Monitoring – in order to ensure the quality, relevance and effectiveness of the drug education programme. The designated member of staff for co-ordinating drug issues should be responsible for the overall monitoring of drug education. This monitoring might include:

- Lesson observations with feedback to teachers
- Looking at a sample of students' work
- Teachers providing regular feedback on the scheme of work/lesson plans
- Monitoring curriculum plans weekly, mid-term and termly, with feedback to teachers
- Feedback from curriculum co-ordinators, heads of year, class teachers and students about what has been covered
- Including drug education as a regular agenda item at year teams/pastoral team/Governor curriculum meetings.

Evaluation – will take place every 3 years.

Changes to the drug education provision – possibly in response to changing local needs, will be implemented when and where appropriate.

Review – drug education provision will be reviewed on a regular basis to tie in with the College's Healthy College audit and action plan.

Management of Drugs at College

Brumby Engineering College has adopted the guidance for responding to incidents involving drugs

DfES-Drugs: Guidance for Schools 2004 Drug situations – medical emergencies

Incidents are reported using the standard North Lincs. proforma **Appendix 3**

Detection

Always ensure that a second adult witness is present. The police may need to be called in.

Personal Searches: **It is not appropriate for a member of staff to carry out a personal search.** Every effort should be made to persuade the person to hand over voluntarily any drugs. Where the child/young person refuses, the drug is believed to be illegal and the College wishes to proceed along formal lines, then the police must be called.

The police can conduct a personal search if they believe a crime has taken place, or to prevent harm to themselves or others following an arrest.

Searches of College property – staff may search the students' locker or desk if they believe drugs to be stored there. **Prior consent from the student should always be sought.**

Searches of personal property – **Colleges must not search personal property without consent.**

Where consent is refused consider notifying parents/carers, who may persuade their child to give consent or if they wish to proceed along formal lines call the police.

After any search involving students, the College, regardless of whether the result of the search is positive or negative, must contact parents/carers.

Responding to drug incidents

Drug incidents may include:

- Drugs or associated paraphernalia found on College premises
- A student demonstrates, perhaps through actions or play, an inappropriate level of knowledge for their age
- A student is found in possession of drugs or associated paraphernalia
- A student is found to be supplying drugs on College premises (friends sharing drugs/student being coerced to supply drugs, a group of friends taking it in turn to bring drugs in for their own use)
- A student, parent/carer or staff member is thought to be under the influence of drugs
A staff member has information that the illegitimate sale or supply of drugs is taking place in the local area
- A student discloses that they or a family member/friend are misusing drugs

A careful investigation will take place to judge the nature and seriousness of each incident, the needs of those involved and the most appropriate response. For example:

- What does the student have to say?
- Is this a one-off incident or longer-term situation?
- Is the drug legal or illegal?
- What quantity of the drug was involved?
- What was the student's motivation?
- Is the student knowledgeable and careful or reckless as to their own and others' safety and how was the drug being used?
- What are the student's home circumstances?
- Does the student know and understand the College policy and College rules?
- Where does the incident appear on a scale from 'possession of a small quantity' to 'persistent supply for profit'?
- If supply of illegal drugs is suspected, how much was supplied, and was the student coerced into the supply role, were they 'the one whose turn it was' to buy for others, or is there evidence of organised or habitual supply?

If during the course of the investigation the College decides that the police should be involved they should cease immediately to enable the police to conduct a full detailed enquiry.

Any response will balance the needs of the individual with those of the wider College community, and aim to provide students with the opportunity to learn from their mistakes and develop as individuals.

Possible responses include:

- Early intervention and targeted prevention
- Referral
- Counselling
- Behaviour support plans

- Inter-agency programmes
- Fixed-period exclusion
- Pastoral support programmes
- A managed move
- Permanent exclusion

Some responses may serve to enforce and reinforce College rules. Any sanctions will always be justifiable in terms of:

- The seriousness of the incident
- The identified need of the student and the wider College community
- Consistency with published College rules, codes and expectations
- Consistency with disciplinary action for breaches of other College rules (such as theft, violence, bullying)

Parents/Carers under the influence of drugs on College premises

When dealing with parents/carers under the influence of drugs on College premises, staff should attempt to maintain a calm atmosphere. On occasion, a teacher may have concerns about discharging a student into the care of a parent/carer. In such instances, discuss with the parent/carer if alternative arrangements could be made, for example, asking another parent/carer to accompany the child home. The focus for staff will always be the maintenance of the child's welfare, as opposed to the moderation of parent's/carer's behaviour.

Where the behaviour of a parent/carer under the influence of drugs repeatedly places a child at risk or the parents/carer becomes abusive or violent, staff should consider whether to invoke child protection procedure and/or the involvement of police.

Staff conduct and drugs

Tobacco – See separate College Smoking Policy

Alcohol – Restriction of drink and other drug use in College hours and on College trips. There should be no consumption of alcohol by any staff while they have care of children/young people. However, on special occasions it may be permissible for staff to consume small amounts of alcohol on site and also on some off-site activities.

Staff misuse/abuse – if this is known or suspected the appropriate North Lincolnshire Council policy and procedures should be followed.

The role of the police

Legal drugs:

The police will not expect to be routinely involved in incidents involving legal drugs but the College will inform the police about the inappropriate sale or supply of tobacco, alcohol or volatile substances to students in the local area.

Illegal drugs:

College has **no legal obligation to report an incident involving drugs to the police.**

Nevertheless, not informing the police may prove to be counter-productive for the College and wider community. **The police should, however, be involved in the disposal of suspected illegal drugs.**

Local officer	PCSO Nigel Grant
Contact Number	01724 275391
E-mail	4075ngrant@northlincs.net

The needs of students

The College will ensure that students have access to up-to-date information on sources of help. Local and national help lines (including FRANK, NHS Smoking Helpline and Drinkline), youth and community services and drug/health services will be prominently displayed so that those in need of help and who are reluctant to approach College staff can easily access it. Drug education

programmes will also include details of services and helplines, explain how they work and develop student confidence in using them.

Referral and external support

In every case of an incident involving drugs, the College will place the utmost priority on safety, meeting any medical emergencies with first aid and summoning appropriate help before addressing further issues.

Referral:

Possible agencies include:

- The LEA, for example, the Welfare Service
- The Connexions Service
- The College Health Team
- The Youth Service
- The Youth Offending Team
- Agencies providing specialist help, for example, young peoples drugs services, family support and child protection teams.

First contact to request support is Stuart Sutton Tel: 01724 275326

Confidentiality

Teachers cannot and should not promise total confidentiality. The boundaries of confidentiality should be made clear to the student. If the student discloses information that is sensitive, not generally known and which the student 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 and Inclusion
- Co-operating with a police investigation
- Referral to external agencies

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

Involvement of parents/carers

The College will ensure that parents/carers are:

- **Made aware of the College's approach and rationale for drug education**, for example, through the College prospectus or handbook and/or via drug awareness evenings
- **Involved in the planning and review of the drug education programme and policy**, for example, through questionnaires, mail shots or newsletters, focus group sessions, drug awareness evenings.
- **Given information about their child's drug education and College rules in relation to drugs**, for example, through newsletters, parent/carer notice boards. It is essential that all parent/carers understand how the College will respond to drug incidents and allay parental concerns following any serious incidents.
- **In any incident involving illegal and other unauthorised drugs the College will involve the parents/carers**, unless this would jeopardise the student's safety.
- **Able to access information about drugs and local and national sources of help.**

The role of governors

As part of their general responsibilities for the strategic direction of the College, governors have a key role to play in the development of the College's policy on drugs.

In accordance with the recommendations of the National Healthy School Standard, a governor will be appointed with specific responsibilities relating to the provision of drug education and policy development, although this is not a statutory requirement. The designated governor will also contribute to any case conferences called, or appeals against drug-related exclusions.

Governor training can be arranged if required.

Liaison with other Schools/Colleges

The local drug situation, the content of drug education, the management of incidents, training opportunities and transitions between Schools/Colleges will be routine elements of liaison.

External Agencies (Local)

North Lincolnshire Police

Headquarters Tel No. 01724 282888

College Community Police Officer: PCSO Nigel Grant tel. 01724 275391

Specialist Health Promotion Service

The Cedars
Bigby Road
Brigg
DN20 8HH
Tel No 01652 600100 (leaflets can be obtained)

Scunthorpe Drug and Alcohol Counselling

Scunthorpe
DN15 7PQ
Tel No 01724 854763

North Lincolnshire County Council

Education Welfare Services

Education Development Centre

Alcoholics Anonymous in Scunthorpe

Tel No 01724 270556

DRUGS	SMOKING	ALCOHOL
National drugs helpline 0800 776600 (24 hour)	Quit line 0800 002200	Al –Anon 0171 403 0800 Gives free confidential advice and support to people who have to live with someone else’s drinking
Drugs in School helpline 0808 8000 800 Information service for parents, teacher and students concerned about drugs in Schools	NHS helpline 0800 1690196	Drinkline 0500 801802 (24 hour free helpline)
Resolve 01785 817885 Information service on all aspects of solvent abuse		
Adfam 0171 9288900 Gives free confidential advice and support to friends and family of drug users		

Useful Web sites

www.wrecked.co.uk	Alcohol information
www.petepayne.com	General teen health site
Askfrank.com Also 0800 776600	Government website about drugs
www.wiredforhealth	National Healthy School Standard

National Healthy School Standard (NHSS) (Criteria for assessing School achievement)

Drug education (including alcohol and tobacco)

- The College has a named member of staff and a governor who are responsible for drug education provision
- The College has a planned drug education programme involving development of skills, starting from early years, which identifies learning outcomes, appropriate to students age, ability and level of maturity and which is based on students' needs assessment
- The College has a policy, owned and implemented by the whole College, including parents/carers, for managing drug related incidents which includes identifying sources of support for students and alternatives to exclusion
- Staff understand the role that Colleges can play in the national drug strategy and are confident to discuss drugs issues and services with students
- The College works with the police, youth service and local drug services in line with the Drug Action Team strategy to develop its understanding of local issues to inform its policy

Schools need to satisfy these minimum criteria for Drugs Education to achieve NHSS Level 3

Appendix 1

Suggested Learning Outcomes from DCSF and QCA Key Stage 3 Drugs Education

Knowledge and Understanding

Students should be taught:

- About the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people. **C**
- About the work of community-based, national and international voluntary groups. **C**
- How to keep healthy and what influences health, including the media. **PSHE**
- That good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health. **PSHE**
- That the abuse of alcohol, solvents and other drugs affects health. **Sc**
- Basic facts and laws, including College rules about alcohol and tobacco, illegal substances and the risks of misusing prescribed (and over-the-counter) drugs. **PSHE**
- Basic emergency aid procedures and where to get help and support. **PSHE**

During the key stage, students should be taught the **Knowledge, skills and understanding** through the opportunities to:

- Find information and advice. **PSHE**

Skills

Students should be taught:

- To recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel. **PSHE**
- To recognise when pressure from others threatens their personal safety and well being, and to develop effective ways of resisting pressures, including knowing when and where to get help. **PSHE**
- About the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively. **PSHE**
- To recognise some of the cultural norms in society, including the range of lifestyles and relationships (*e.g. recognising that not all young people use drugs, alcohol or tobacco*) **PSHE**
- To communicate confidently with their peers and adults. **PSHE**

During the key stage, students should be taught the **Knowledge, skills and understanding** through opportunities to:

- Participate (*e.g. in developing and putting into practice College policies about drugs and alcohol*) **PSHE**
- Meet and work with people (*e.g. people who can give them reliable information about health and safety issues, such as College nurses, community drug awareness workers*) **PSHE**
- Find information and advice (*e.g. about drug misuse*) **PSHE**

Attitudes

Students should be taught:

- About the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people (*e.g. by considering attitudes towards law-breaking and the criminal justice system in relation to drugs, alcohol and tobacco*) **C**
- How to empathise with people different than themselves. **PSHE**

During the key stage, students should be taught the **Knowledge, skill and understanding** through opportunities to:

- Feel positive about themselves. **PSHE**
- Consider social and moral dilemmas. **PSHE**

Those marked with **Sc** are part of the National Curriculum Science requirement, those with **C** Citizenship and those with **PSHE** part of the non-statutory guidance for PSHE

Appendix 2

Suggested Learning Outcomes from DCSF and QCA

Key Stage 4 Drugs Education

Knowledge and Understanding

Students should be taught:

- About the legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and civil justice systems (eg in relation to drug, alcohol and tobacco laws) **C**
- About the work of parliament the government and the courts in making and shaping the law (eg laws on use, misuse and supply, the reclassification of substances etc) **C**
- To think about the alternatives and long- and short-term consequences when making decisions about personal health **PSHE**
- The effects of solvents, alcohol, tobacco and other drugs on the body functions **Sc**
- The health risks of alcohol, tobacco and other drug use, and about safer choices they can make **PSHE**
- To know about the statutory and voluntary organisations that relate to drug, alcohol and tobacco use **PSHE**

Skills

Students should be taught:

- To recognise influences, pressures and sources of help and respond to them appropriately **PSHE**
- To research a topical political, spiritual, moral, social or cultural issue problem or event by analysing information from different sources, including ICT based sources, showing an awareness of the use and abuse of statistics **C**
- To use assertiveness skills to resist unhelpful pressure **PSHE**
- To seek professional advice confidently and find information about health **PSHE**
- To recognise and follow health and safety requirements and develop the skills to cope with emergency situations that require basic aid procedures, including resuscitation techniques **PSHE**
- To use their imagination to consider other people's experiences and be able to think about, express, explain and critically evaluate views that are not their own **C**
- To negotiate, decide and take part responsibly in College and community-based activities **C**
- To challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support **PSHE**

During the key stage students should be taught the **knowledge, skills and understanding** through opportunities to:

- Participate (*e.g. in an initiative with local shopkeepers to highlight the law on selling tobacco to young people*) **PSHE**
- Find information and provide advice **PSHE**

Attitudes

Students should be taught:

- About the legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and justice systems (*e.g. by considering attitudes towards the law and the role of the criminal justice system in relation to drugs in the UK and elsewhere*) **C**
- To research a topical political, spiritual, moral, social or cultural issue, problem or event (*e.g. young people's attitudes and values in relation to substance use*) by analysing information from

different sources, including ICT-based sources, showing an awareness of the use and abuse of statistics **C**

During the key stage, students should be taught the **knowledge, skills and understanding** through opportunities to:

- Feel positive about themselves **PSHE**
- Consider social and moral dilemmas **PSHE**

Those marked with **Sc** are part of the National Curriculum Science requirement, those with **C** Citizenship and those with **PSHE** part of the non-statutory guidance for PSHE

PRIVATE & CONFIDENTIAL

Appendix 3

**RECORD OF INCIDENT INVOLVING
UNAUTHORISED SUBSTANCES**



- 1 For help and advice, telephone the LEA – Marian Toyne or Lynne Devine on 01724 297129/297948
- 2 Copy the form
- 3 Send the copy attached to the standard exclusion letter to the LEA within 24 hours of the incident
- 4 KEEP the original, storing securely

Date of incident: Time of incident:

Tick to indicate the category:

Drug or paraphernalia found ON College premises	ρ	Student disclosure of substance use	ρ
Emergency/intoxication	ρ	Disclosure of parent/carer substance misuse	ρ
Student in possession of unauthorised substance	ρ	Parent/carer expresses concern	ρ
Student supplying unauthorised substance on College premises	ρ	Incident occurring OFF College premises	ρ

Tobacco	ρ	Alcohol	ρ	Volatile substances/ Aerosols	ρ	Cannabis (dope, resin, gear, wacky backy, blow)	ρ
Ecstasy (E's, Doves, Mitsibushis, Zodica's)	ρ	Cocaine (coke, snow, C, Charlie)	ρ	Amyl Nitrate (poppers, rush, locker room)	ρ	Amphetamine (speed, whizz, Billy, Base)	ρ
Magic Mushrooms (Shrooms, Mushis)	ρ	GHB (gamma- hydroxybutyrate)	ρ	Crack (rock)	ρ	Heroin (smack, brown, gear, H)	ρ
LSD (tabs, acid, grip)	ρ	Prescribed medication (eg tranquilisers, Ritalin, Methadone)	ρ	Please ensure that all relevant boxes are ticked			

Name of student:		Gender: <input type="text" value="M / F"/>	Year Group:	Ethnicity:
College: Vale of Ancholme Technology & Music College				

Drug found/removed? <input type="text" value="Y / N"/>	Where found/seized:	Disposal arranged with police/parents/other:	If police, incident reference number:
--	---------------------	---	--

Senior staff involved	Name of parent/carer informed:	Date: Time:
-----------------------	--------------------------------	----------------

Detailed description of incident:

Other action taken (please include any agency involvement):

Details of Exclusion (if relevant): Fixed term: days Permanent: date from