



Drug and no smoking Policy

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Reviewed by: S Alderton, Assistant Head Student Services
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1. Description of how the policy was formulated

Policy written by:	Mrs Hendry, Assistant Head Behaviour and Enrichment
Date written:	Spring 2010
Governor support:	Safeguarding Governor
Approved by governors:	24 th Feb 2010
Next Review:	January 2016
Student involvement:	A student focus group from the school council
Parent involvement:	Parent focus group of parent volunteers
External agencies:	2XL, school nursing service and the Healthy Schools Coordinator have supported the federation in developing this policy.
Location of policy:	The policy will be placed on both school websites. Hard copies may be requested from the General Office.

2.1 Local and national guidance

This policy has been written using the national and local guidance documents.

2.2 Where and to whom the policy applies

The policy applies to all staff, students, parents/carers, governors and partner agencies working with federation. The federation's boundaries and jurisdiction of the policy's provisions covers the federation site, students travelling to and from federation, students and staff on educational visits and residential courses and students who are educated elsewhere either on a federation or work placement.

2.3 The federation's stance towards drugs, health and the needs of students

- Illegal and other unauthorised drugs are not acceptable within the boundaries identified within the policy.
- Federation rules with regard to authorised drugs can be found in the federation medical protocol and policy.
- The first concern in managing drugs is the health and safety of the federation community and meeting the pastoral needs of students.

2.3a Federation no smoking policy

The policy seeks to:

- Comply with Health & Safety Legislation and Employment Law
- Protect the students, staff and members of the community from exposure to second hand smoke
- Raise awareness of the dangers associated with exposure to tobacco smoke and promote the benefit of a smoke free lifestyle to our students

- Take account of the needs of those who smoke and to support those who wish to stop

Restrictions on Smoking

Smoking is not permitted in any part of the premises, entrances or grounds at any time, by any person regardless of their status or business with the federation.

As a result of our commitment to the well-being of children and the wider health of the community, this 'No Smoking Policy' extends to the use of our building outside college and school hours. This will be agreed beforehand with those who hire our premises.

Staff making visits to an individual's home should not smoke within these premises under any circumstances. Staff should not be required as part of their duties to enter any area where they would be exposed to second hand smoke.

Support for smokers

As part of the Smoke free Herefordshire Partnership we will supply information and contact details of local NHS Stop Smoking Services for our local area

<https://www.herefordshire.gov.uk/health-and-social-care/health-and-medical-advice/quitting-smoking>.

We will offer support to young people wishing to stop smoking through referrals to the school nurse for support.

Disciplinary action

- Staff members who disregard the policy will be disciplined according to usual disciplinary procedures.
- We will follow our Behaviour Policy when responding to students who disregard the no smoking policy. The consequence within the behaviour policy also applies to students who are known to be in the company of smokers (as per the C system consequence 'smoking related').

2.4 Staff with key responsibility for drugs

The Head of Faculty for Humanities will oversee and coordinate the delivery of Drugs education through the Empowerment and Issues and Ethics curriculum. Mrs S Alderton is the designated safeguarding lead at Aylestone, Mr O Neil is the designated Safeguarding lead at Broadlands, Mrs Goodson is the dedicated safeguarding lead at Withington, and will oversee any drug issues that arise for the students within the federation.

3. Drugs education

3.1 Definitions and terminology

The definition of a drug given by the United Nations Office on Drugs and Crime is:

A substance people take to change the way they feel, think or behave.

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

- all illegal drug (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)
- all over-the-counter and prescription medicines.

3.2 Aims and Objectives

The Federation aims to:

Provide opportunities for students and other members of the federation community to acquire knowledge and balanced information about drugs, including the potential dangers and consequences of drug misuse and the legal status of certain drugs

- To develop self-esteem
- To develop decision making skills including the formulation of personal opinion about drugs and drug use
- To develop personal and social skills relevant to healthy lifestyles
- To minimise the number of young people who choose to engage in drug misuse.

3.3 The Curriculum at Aylestone Business and Enterprise College

Drugs education is delivered through Science, Issues and Ethics and Humanities lessons, as well as during Enrichment (BEEP) days and form time activities. The underlying principles are that the teaching is factually accurate and evidence-based, age-appropriate, relevant, providing clear messages about the impact of drug use, inclusive, promoting equality and acceptance of diversity.

The KS3 Science Programme of Study:

Health- the effects of recreational drugs (including substance misuse) on behaviour, health and life processes

KS3 PSHE PW Programme of Study:

The range and content that teachers should draw on when teaching the key concepts and processes include:

- how high-risk behaviours affect the health and wellbeing of individuals, families and communities (d)
- basic facts and laws, (including federation rules) about alcohol and tobacco, illegal substances and the personal and social consequences of misuse for themselves and others (e)
- how making choices for being healthy contribute to personal wellbeing and the importance between work, leisure and exercise (f)
- ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations (g)

The KS4 Science curriculum includes:

- the process of discovery and development of new medicines
- the impact of lifestyle factors on the incidence of non-communicable diseases

KS4 Issues and Ethics Programme of Study:

The range and content that teachers should draw on when teaching the key concepts and processes include:

- the effect of diverse and conflicting values on individuals, families and communities and ways of responding to them (a)
- how the media portrays young people, body image and health issues (b)
- the benefits and risks of health and lifestyle choices, including choices relating to sexual activity and substance use and misuse and the short and long-term consequences for the health and mental and emotional wellbeing of individuals, families and communities (d)
- where and how to obtain health information, how to recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help and how to use basic and emergency first aid (e)
- the diversity of ethnic and cultural groups, the power of prejudice, bullying, discrimination and racism and the need to take the initiative in challenging this and other offensive behaviours and in giving support to victims of abuse (j)

3.4 **Timetabling, staffing and teaching**

Drugs education forms part of the curriculum, and is delivered through the Humanities faculty . Drugs education will be supported by visits and guest speakers on Enrichment (BEEP) days.

It is important to establish pupil knowledge and understanding at the beginning of each study unit, which in turn should inform the level of content of further teaching. Provision will be made to ensure access to vulnerable students and those with special educational needs. In planning drug education for students with special educational needs teachers will consider whether:

- particular aspects of the programme need to be emphasised/expanded or given more/less time. Materials from an earlier Key Stage might be used or adapted
- certain students should be given opportunities to revisit knowledge and skills in different contexts
- activities should be adapted to provide support for students with difficulties in cognition and learning or communication and interaction. This could include placing a greater emphasis on discussion, role modelling, role play and mechanisms for recording students' thoughts that do not rely on written materials.

3.5 **Methodology and resources**

Drug education shares the features of well-taught lessons in any subject. It ensures that every pupil succeeds, builds on what learners already know, make learning vivid and real, make learning an enjoyable and challenging experience, enrich the learning experience, and promote assessment for learning.

Other strategies for teachers to manage sensitive and controversial issues include:

- using distance techniques, e.g. third-person case studies, role play and theatre-in-education performances, depersonalised discussions, and anonymous question boxes.
- dealing with difficult questions on an individual basis, e.g., seeing students outside the classroom or referring the pupil to the school nurse or an outside agency. If a student's question raises concern that they may be at risk, the teacher should follow the federation's child protection policy
- presenting themselves as facilitators of pupil learning rather than "drug experts".

When involving external contributors, the federation will ensure that:

- they are clear about the desired learning
- the external contribution is integrated into the federation's programme, rather than being an isolated event
- the external contributors are competent educators and facilitators and do not provide input outside their area of expertise
- the content of lessons is negotiated to ensure that it meets the needs of students and is consistent with the overall aims of the drug education programme
- the contribution is grounded in a pupil-centred approach to learning, which may involve assessing educational needs
- all external contributors are fully aware of the federation's values and approach to drug education, the drug and other relevant policies, including those covering confidentiality, disclosure and child protection, to ensure that their approach is consistent with that of the federation
- all external contributors are aware of their roles, responsibilities and boundaries, i.e. that they work to the professional boundaries of the teacher when taking part in curriculum activities
- the value of the external contribution is assessed through pupil feedback and evaluation. This information is shared and used to inform future work.

3.6 The Curriculum at Broadlands and Withington Primary Schools

We regard drugs education as a whole-school issue, and we believe that opportunities to teach about the importance of living a healthy lifestyle occur throughout the curriculum. Each class teacher answers questions about drugs sensitively and appropriately, as they occur. In the routine circle-time sessions, we encourage children to discuss issues that are important to them, and we help children to be aware of the dangers of the misuse of drugs. In science lessons we recognize the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Pupils learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

Drugs education is an important part of our school's personal, social and health education (PSHE) curriculum. The main teaching about drugs takes place in Years 5 and 6, where the children are taught about illegal drugs, and the dangers involved to those who take them. In teaching this course we follow the guidelines provided by the LEA, and we receive advice and support from the Local Health Authority. The resources and materials that we use in these lessons are recommended either by the Health Authority or the LEA. Lessons that focus on drug education form part of a sequence of lessons that are designed to promote in children a healthy lifestyle.

The children's class teacher teaches them drug education in normal lesson time. Sometimes the class teacher seeks support from the school nurse or another health professional. The teaching style that we use encourages children to ask questions and reflect on the dangers to health of drug misuse. Children explore issues, such as why people take drugs, and how they can avoid putting themselves in danger in the future. We give children the opportunity to talk in groups or to the whole class. We encourage them to listen to the views of others, and we ask them to explore why drugs are such a problem for society.

3.7 Staff support and training

Staff training needs will be addressed routinely, prioritised and funded. All training provided will be assessed and future needs evaluated. Staff will have the opportunity to participate in current drug education training. Anyone with specific training requirements should inform the CPD Coordinator Mrs C Hendry.

3.8 Assessment, monitoring, evaluation and reviewing

Teaching and learning will be subject to regular review in accordance with changing circumstances and developing needs. BLINCS by the Senior Leadership Team and formal lesson observations will monitor teaching and learning. Student questionnaires will be used to evaluate the programme of study.

4.1 Management of drugs

Please also see medical protocol and procedure.

In the event of a drug related incident at Aylestone Business and Enterprise College and Broadlands and Withington Primary School, as a first reference the federation will follow the Department for education advice given on managing a crisis (available from <http://www.education.gov.uk/schools/adminandfinance/emergencyplanning/planning/a0010635/managing-crises-in-schools>). However, in the first instance the Head teacher and the appropriate Achievement Coordinator should be informed. Subsequent advice will be sought from the Designated Child Protection Officer prior to any action. Incidents may involve procedures detailed in other federation policies. Reference should be made to the Health and Safety Policy, the Child protection

Policy and Confidentiality Policy. There may be issues for child protection and it is important to limit knowledge of any incident to those who should know.

Effective targeted and integrated support services, involving parents or carers where appropriate, will ensure that vulnerable young people receive an early response drawing on a wide range of services as their additional needs emerge. This could include a personalised package of support, information, advice and guidance, and learning and development opportunities. All responses should focus principally on the needs of the individual students concerned, and aim to provide students with the opportunity to learn from their mistakes and develop as individuals. The needs of the wider community should also be properly considered. The needs of students in relation to drugs may come to light other than via an incident, for example, through pastoral support or concern leading to the completion of screening, pre-CAF or full CAF.

When dealing with parents/carers under the influence of drugs on college or school 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, the federation might 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 the 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 parent/carer becomes abusive or violent, staff should consider whether to invoke child protection procedures and/or the involvement of the police.

4.2 Police involvement

The federation will liaise closely with the local police officer and the CSO. The police may be called for advice. The following criteria will be considered before contacting the police.

- When can an incident be managed internally by the federation?
- When should the police be informed or consulted?
- When should the police be actively involved?
- When can a pupil's name be withheld and when should it be divulged to the police?

However, there may be a very small number of incidents where the police need to take action, irrespective of agreed protocols or the wishes of the federation.

4.3 The needs of students

The federation has a welfare support team who are located within Student Services on the Aylestone site. Students of concern will be brought to the attention of this group and specific support strategies adopted.

The federation will help to reduce the impact of risk factors and strengthen protective factors by promoting:

- supportive and safe relationships
- regular federation attendance
- the ability to cope well with academic and social demands at federation
- strong and supportive social networks
- good social skills
- realistic self-awareness and self-esteem
- a good knowledge of the effects and risks of drugs
- 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.

4.4 Referral and external support

In every case of an incident involving drugs, the federation will place the utmost priority on safety, meeting any medical emergencies with first aid and summoning appropriate help before addressing further issues. If the staff are in doubt, they should seek medical assistance immediately.

Wherever possible, a pupil will be supported from within universal provision. Although not an exhaustive list, possible responses include:

- early intervention and targeted prevention
- pastoral support programmes
- counselling
- school nurse drop-in/referral
- fixed-period exclusion
- a CAF
- a managed move

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

- the seriousness of the incident, for example whether there is definite evidence of an incident rather than rumour or suspicion, or whether the drug is legal or illegal, or whether this is a first offence or a persistent offender.
- the identified needs of the pupil and the wider federation community
- consistency with published federation rules, codes and expectations
- consistency with disciplinary action for breaches of other federation rules (such as theft, violence, bullying).

Possible agencies include:

- the Local Authority,
- Integrated Support Services (via the LA)
- the federation health team
- the agencies providing specialist help, for example, young people's drugs services, social services, family support and local safeguarding children boards.
- Addaction <https://www.herefordshire.gov.uk/health-and-social-care/children-and-family-care/drug-and-alcohol-support-for-under-21s>

4.5 Information sharing

Staff have the right to search a young person's bag. Normally staff would ask a young person to empty their bags or pockets if they have cause for concern.

See guidance for conversations with children in the child protection policy. Make clear the ground rules for discussion, following these general principles:

- It is not realistic to guarantee confidentiality for a student who may have a problem with drugs.
- The student should be informed of what information will be passed on and to whom.
- The teacher will consult with parents and relevant staff unless child protection issues prevent this communication.
- If there is a risk of harm to others, teachers are obliged to inform the head teacher and other colleagues.
- If the law is being broken, police should normally be told.

- If a student becomes ill, medical professionals need to know all relevant factors, including suspected drug use.

4.6 Involvement of parents/carers

Parents/carers have an important role to play in supporting their child's drug education. Parental influence is particularly strong on young people's developing attitudes towards alcohol. The federation will ensure that parents/carers are:

- made aware of the federation's approach and rationale for drug education involved in the planning and review of the drug education programme and policy,
- given information about their child's drug education and federation rules in relation to drugs,
- encouraged to support their child's learning at home
- able to access information about drugs and local and national sources of help.

Parents/carers should be encouraged to approach the federation if they are concerned about any issue related to drugs and their child. In this first instance parents/carers can call the Form Tutor /Class teacher or the Achievement Coordinator. The federation can refer parents/carers to other sources of help, for example, specialist drug agencies or family support groups and for this parents/carers should contact the Assistant Headteacher – student services.

4.7 The role of governors

As part of their general responsibilities for the strategic direction of the federation, governors have a key role to play in the development of the federation policy on drugs. The federation has appointed a governor with specific responsibilities relating to safeguarding.

5. Staff conduct and drugs

Teachers have a duty of care to students entrusted to the federation, including when on school trips. A member of staff may be deemed unfit to work if he or she poses a risk or potential risk to the health and safety of students or colleagues.

The welfare of staff with a drug problem is also an issue for the federation. The federation will address the professional, health and welfare needs of staff and will ensure that arrangements are in place for appropriate occupational health advice and support where appropriate.