



# TUNBRIDGE WELLS GRAMMAR SCHOOL for BOYS

## School Drugs Policy: Education and Incident Management

School Drug Education Policy and Drug Incident Management Policies Produced: January 2009

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Drug and drug education in the context of this document are inclusive terms including tobacco, alcohol, illegal drugs, medicines and other substances such as solvents.

A teacher of drug education does not need to be an authority on drugs, as it is the life skills approach that is crucial to this area of learning.

Successful drug education should start early; the key to which is developing pupils' emotional intelligence, resilience and life skills. These same skills are crucial to successful Sex and Relationships Education and anti-bullying approaches.

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

## **Drugs Education**

### **1. School Description and Context**

Tunbridge Wells Grammar School for Boys is a selective school with a specialism in Humanities, catering for children aged between 11-18 in the town of Tunbridge Wells with a population of 207,000. Girls are admitted in Year 12 and make up a small proportion of the Sixth Form. The children are predominantly of white, British heritage and come from both single and dual parent families. Approximately 20 pupils are removed from class for extra support with numeracy and literacy.

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

### **2. Principles (in keeping with the aims of the school)**

2.1 Tunbridge Wells Grammar School for Boys is committed to the Health and Safety of all its members and believes that we have a duty to support and safeguard the well-being of all its pupils/students and staff. The school is committed to the principles of the National Healthy Schools Standard and the Every Child Matters Agenda, in particular, 'Be Healthy' and 'Stay Safe'.

2.2 Effective drug education is an essential contributor to ensuring that all children and young people are able to reach their full potential and that the school works towards the five Every Child Matters outcomes for all its pupils. Education about drugs is also crucial for the school to achieve and maintain Healthy Schools status.

2.3 The school values the importance of its pastoral role in the welfare of its pupils/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.

2.4 Education about drugs is not concerned merely with substance, but with people in their social and community settings. Therefore, drugs education should involve the development of attitudes, values and the development of skills, as much as the acquisition of appropriate knowledge.

2.5 Families have an important role to play in supporting the provision of drug education, especially in helping a young person examine their attitude to drugs. Parents/carers are involved in

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planning the drug education programme and related policies. The school's approach and rationale is explained to parents/carers to gain their understanding and support. Parents/carers are provided with information about the drug education their child will receive at school so that they can support their child's learning at home, and have access to support and information about drugs

2.6 Drug issues and concerns extend across socio-economic and ethnic boundaries, and pupils/

students of all ages and abilities will encounter both the positive and negative effects of drugs, as used legally in medicine to aid recovery, or illegal use. Many pupils/students have some knowledge about illegal drugs through the media, "street talk", and personal experience. The school welcomes and encourages parent/carer and community involvement in the development of school policy and curriculum delivery in this area.

2.7 This policy has been developed collaboratively by members of the school community including pupils/students, through the School Council, and parents/carers by use of Drug awareness/

information evenings, school governors and members of the local community including PC Vernon Barker (YCRO) and Kent Drugs Education Coordinator.

### 3. Drug Policy Aims

- To provide a safe, healthy environment in which pupils/students and staff can learn and develop their understanding.
- 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 drug incidents and concerns about individuals.
- To promote clarity about the management of drug related incidents in the school.
- To encourage and enable pupils/students to appreciate the benefits of a healthy lifestyle now, and in the future.
- To enable pupils/students to make reasoned, informed choices.
- To minimise pupils/students experimentation with illegal or harm causing 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 pupils/students in their own personal learning and responsibilities.
- To enable young people and staff to access support structures (including the voluntary sector), e.g. Connexions Service, counselling, and treatment.
- To monitor, evaluate and review learning outcomes for pupils/students.
- To work with KCC and outside agencies, including the voluntary sector, to secure and support a balanced delivery of a drugs education programme, e.g. Community Drug Education Co-ordinators, Kent Advisory Service, other schools, Healthy Schools Schemes, Health Promotion, Primary Health Care professionals, Community Police, Youth and Community and Kent Safe Schools.

### 4. Objectives for Drug Education

- To provide opportunities for pupils/students to acquire knowledge and identify the distinction between authorised and unauthorised drugs.
- To develop and equip pupils/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 pupils/students' decision-making skills and increased self esteem.
- To engage parents/carers in the school community and learning process.
- To enable pupils/students and staff to access support if they have concerns about their own or others' drug use.

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## 5. Principles of Teaching and Learning

In addition to Science, Personal, Social and Health Education (PSHE) and Citizenship provide opportunities for drugs education at TWGSB. PSHE is described as a framework that is non-statutory. At Key stages 3 & 4 Citizenship is a statutory subject and is complemented by the PSHE framework.

Contributions are made through timetabled PSHE lessons as well as Science and off timetable activities. The aim of this is to provide opportunities for pupil debate, involvement and the deepening of their understanding. Pupils are taught within the guidance of the National Curriculum (Science Programme of Study), and the guidance of PSHE and Citizenship

## 6. Knowledge and Understanding

Pupils 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
3	To understand that people can become dependent on some drugs and that there is help available to them	I know what drug dependency means and how it affects people's lives. I know where to go to get help locally
4	To explore a range of attitudes towards alcohol use	I recognise that different people have different attitudes towards alcohol and why they might feel this way

6.1 Pupils 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
1	To know the dangers from household substances, if they are not used as instructed	I can identify different household substances and know that if they are not used properly, they can be dangerous
2	To know that there are different names given to drugs	I know the scientific names for drugs and that they also have other, common names
3	To understand that people can become dependent on some drugs and that there is help available to them	I know what drug dependency means and how it affects people's lives. I know where to go to get help locally
4	To explore a range of attitudes towards alcohol use	I recognise that different people have different attitudes towards alcohol and why they might feel this way

Year 7

- Police Presentation – Pupils are introduced to our school's Youth Crime Reduction Officer (YCRO) with the presentation emphasis placed on theft, although some references to drugs are made.
- 'Boys Stuff' – A personal hygiene video
- Bullying including cyber bullying

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- The Real Game – an experiential learning programme where pupils are given a role to play for the duration of the programme and explore real life issues such as employment, money management, decision making.

#### Year 8

- Magistrates in the community presentation on the justice system
- Alcoshots – a game based on exploring alcohol related issues using photographs to stimulate discussion including an emphasis on health and safety
- The Drink's Deal – a card game focussing on increasing knowledge about alcohol related issues
- Drug's Deal – A card game focussing on increasing knowledge about Drug related issues
- Watch Over Me – A Programme designed to address issues of Personal Safety and risk
- Taking Responsibility – a lesson designed to develop knowledge and understanding about rights and responsibility
- Fire Safety – Presentation given by Fire Service with the focus on Anti- Social behaviour
- Smoke screen – an activity aimed at developing knowledge about effects of smoking and peer group pressure.
- Social and Emotional Aspects of Learning – deals with the emotional aspects of growing up.
- Reality Bites – a visiting theatre group on the dangers of Drug and Alcohol abuse.
- Hospice – a visitor from the Weald of Kent Hospice - gives a presentation on coming to terms with bereavement and loss.

Science Lesson – Lessons delivered through Key Stage 3 Science include:

- What are drugs / Medicines are drugs but not all drugs are medicines.
- How drugs affect particular parts of the body
- Alcohol – Knowledge about alcohol and its effects on the body, both short term and long term. Attitude to drinking.
- Smoking – the effect both short and long term on the body and health. Peer pressure and smoking
- Drugs – the different types of drugs and their effect on the body and health. Attitudes to drug use and how we are influenced. Drugs and the law.

#### Year 9

##### PSHE Education

- Citizen's Advice Bureau – An introduction to this voluntary organisation and the services they offer. The presentation focuses on money management and consumer rights.
- Police presentation – led by YCPO on alcohol and solvent abuse and the law.
- Loaded Gun – Lessons exploring issues around solvent abuse
- Human Rights – a presentation delivered by Major Ian George, who has served in Kosovo – based on the European Convention on Human Rights.
- Alcoholics Anonymous – a presentation from the AA on how to tell when drinking is becoming a problem
- Drug's Education – Life of Ecstasy – a video based on the misuse of Drugs.
- Young Offenders – lesson aimed at exploring issues surrounding offending and Youth Justice

#### Year 10

- Presentation by School Nurse on Sexually transmitted infections

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- Presentation by Suzi Lamplugh Trust on Personal Safety and risk
- Presentations given by Lindsay Smith – Drugs consultant aimed at exploring issues surrounding drugs use and developing pupil knowledge of the effects
- Contraception: The Board Game – exploring a wide range of issues surrounding sexual health.
- A presentation by the Fire Service on Safety and managing risk
- Study skills – A visit to the school library focussing on research and effective means of studying
- Teenage Cancer Trust – A presentation from guest speaker on illness and young people

#### Year 11

- First Aid – Delivered by Martin Beard to individual forms on how to act in an emergency
- Rush and Express – Using a DVD as a resource - this lesson explores what it means to be deaf
- A-Z of Love and Sex – Using a DVD as a resource – this lesson explores Sex and Relationships in a modern world
- A- Z Drugs – Using a DVD as a resource – this lesson explores the misuse of Drugs
- A-Z Mental Health – Using a DVD as a resource, this lesson explores emotional issues connected with depression and ill health
- Fire Service – Rush. Delivered by the Kent Fire and Rescue Service and explores issues relating to road accidents.
- RNLI – A presentation to the whole year group from the RNLI
- Lindsay Smith – a presentation to the whole year group by Lindsay Smith on Drug misuse.

#### Year 12 and 13

##### PSHE and Tutorials

Presentations in the PSHE programme in the Sixth Form will seek to build upon the earlier programme although it is acknowledged that not all students in the sixth form will have attended TWGSB from Year 7. Outside agencies such as primary health care professionals may be involved in delivering age-appropriate presentations aiming to develop student's knowledge of drugs use and issues surrounding this. An example being a PHSE programme examining young people and alcohol: The Happy Hour.

## 7. Attitudes, Values and Skills

### 7.1 Pupils/students are taught:

- To value and trust in their own learning through positive reflections and development of assertiveness and coping skills.
- Confidence building and communication skills.
- About themselves and their achievements, seeing their mistakes, making positive changes and setting personal goals.
- 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, to 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.

7.2 In teaching drug education, teachers use a range of teaching strategies, including role-play, discussion group work, draw and write, debate and circle time. The use of circle time is a key strategy for developing life skills.

## **8. Resources**

8.1 To ensure effective drug education:

- Teaching resources are kept up to date, differentiated and culturally and age appropriate by the Head of PSHE.
- The school allocates adequate funding to Drug 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 A).

## **9. Cross-Curricular Links**

Drug education has many cross-curricular links, with science making a particular contribution. However, the development of life skills is a theme throughout the curriculum, within the programme for Personal, Social, Health and Citizenship Education (PSHCE), and enshrined in the values, which are embodied in the school's ethos. There are links to other subjects, such as geography and physical education, and aspects of school life, notably the spiritual, moral, social and cultural aspects of the curriculum.

## **10. Differentiation and Additional Educational Needs (AEN)**

Whilst some pupils/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. Teachers need to be sensitive to this issue and that lessons are planned to take account of pupils/students' age, culture, experience and maturity. The needs of pupils/students with AEN will be taken into account by the teacher who may need to provide different resources, different activities or specific support to some pupils/students.

10.1 The needs of pupils with AEN will be taken into account by the teacher who may need to provide different resources, different activities or specific support to some pupils. Where pupils' Individual Education Plans (IEP) identify targets relating to their personal development, the teacher will ensure that opportunities are planned to support pupils in achieving these.

## **11. Staff Development**

11.1 This school has an ongoing programme for professional development. Support and Continuing Professional Development (CPD) opportunities, for all school staff will be made available through training strategies provided by Advisory Service Kent, Kent's School Drugs Education Advisers and Healthy Schools and other agencies.

## **12. Monitoring, Evaluating and Reviewing**

12.1 There is a named co-ordinator (G Green) and a linked Governor (L Pollini-Kommu) for drug education and policy development.

12.2 Senior managers are involved in monitoring and evaluation.

- 12.3 Pupils/students, staff, parents/carers and governors are consulted and the programme and policy are modified biannually.
- 12.4 Drug education will reviewed in line with current LEA and Government guidelines.

## Management of Drug Related Incidents

### 13. Remit of the Drug Incident Management Policy

The school boundaries are defined as any area where a pupil is whilst he or she is in the charge of the school. Normally this means any area within the perimeter fence of the school. During any outside activities or trips it means anywhere where the pupil is in the charge of the school and its staff, whether this is within or outside school hours.

This policy will be available on the school website ([www.twgsb.org.uk](http://www.twgsb.org.uk)).

### 14. Responding to Concerns about Pupil Drug Misuse

2.1 The school will follow the guidance of the KCC and Kent Drug Alcohol Action Team 'School incident management procedures'.

2.2 If a pupil is suspected of being involved in substance misuse, is causing concern about his/her substance use, or makes a disclosure about their own or their family's substance misuse, the School Drugs Co-ordinator will make an assessment of the extent of the drug misuse. Following this assessment action must be taken to safeguard the pupil and, if appropriate, refer the pupil to local Young Person's Substance Misuse Services for further support. The Drug Use Screening Tool (DUST) will be used to help support this process. Referral to the local Drug Intervention and Support Programme may also be an option. (Advice available from the Community Drug Co-ordinators (CDECs) – contact details at the end of this document.)

2.3 Communication between staff and early involvement of parents/carers and police should set the scene for early, supportive pastoral intervention. An appraisal should take place to determine the nature of the pupil's needs and the additional support a pupil might need if, for example:

- their knowledge about drugs is low
- they rely upon frequent use of drugs
- their drug use is affecting performance at school
- their drug use is causing problems such as conflict at home
- they feel under pressure to use, perhaps due to other problems
- their (or someone else's) drug use is impacting on their behaviour and/or emotional health.

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

- providing information and advice in relation to specific drugs
- developing self-esteem and skills such as strategies for seeking support
- increasing their motivation to address their drug use
- facilitating access to activities of interest to them (such as Youth Clubs, extra-curricular events and activities, and external provision as part of Youth Service or Kent Drug & Alcohol Action Team (DAAT) activity)
- liaising with the Connexions Service who can identify need and co-ordinate the help of specialist agencies.

### 15. Procedures for Managing Pupils Suspected or Found in Possession of Unauthorised Drugs (See also Appendix 3)

3.1 All teachers have a duty of care and the pupils' safety and care is of paramount importance.

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3.2 **If a pupil/student appears intoxicated by drugs or drink** whilst at school, first aid or medical supervision must be the first consideration. If necessary the young person should be taken to the local Accident & Emergency Unit. The School Drugs Co-ordinator or senior member of staff will contact his/her parents or carers and request they collect him or her from school. If they are unavailable the pupil/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 (this may include staff taking the pupil/student home).

3.3 If a pupil brings drink or drugs to school or the school has good reason to believe they have done so, or if a pupil is found with a substance or a drug thought to be unauthorised, the following procedures should be followed:

- 3.3.1 All unknown tablets, powders and substances should be regarded as unauthorised.
- 3.3.2 There are Health and Safety considerations associated with handling unidentified substances. Gloves should always be worn if available, or a bag can be turned inside out and used to pick up the suspected drug. Advice is available through KCC's Children, Families and Education Health and Safety Unit. (01622) 694144 in conjunction with "The Safe Retrieval and Disposal of Used Hypodermic Needles and Syringes" attached at Appendix D.
- 3.3.3 The Police Youth Crime Reduction Officer (YCRO), PC Vernon Barker, should be the first point of contact with regard to confiscation of suspected illegal drugs in schools.
- 3.3.4 The police recognise that these issues will impact on the young person, their families, friends and the wider school community.
- 3.3.5 In the first instance, the school will attempt to contact the Youth Crime Reduction Officer. (Contact numbers in Appendix C). In "emergency" situations where the YCRO is unlikely to be able to attend immediately, the safety of all concerned is paramount, police assistance should be summoned in the most appropriate way (999 or local police station).
- 3.3.6 Substances should **NOT** be destroyed or flushed down the toilets.
- 3.3.7 If a pupil/student has taken a drug, or there is reasonable evidence to assume so, a trained first-aider will be called immediately, and professional medical help sought where appropriate. If not, then another member of staff will be called for help and as a witness.
- 3.3.8 Staff will inform the head teacher and the School Drugs Co-ordinator as soon as possible after they have ensured the safety of the pupil/student and any other pupils/students involved.
- 3.3.9 The school will encourage co-operation from pupils when asked to empty their pockets/bags and hand over the suspected drugs. The school recognises that it is not legal for school staff to conduct a personal search of a pupil/student. Police help will be obtained when a personal search is deemed necessary.
- 3.3.10 If the Police YCRO is called he or she can carry out a search of the pupil/student and his/her belongings if he or she considers such a search is justified and within the law. The search **must** be done in the presence of an appropriate adult.

- 3.3.11 If a further search is necessary, a search of desks, drawers and lockers and other school property where pupils have access can be undertaken, but their consent should be sought before any search is undertaken. Where consent is refused the school will balance the likelihood that an offence has been committed against the risk that the pupil's/student's right to privacy may be infringed without just cause before deciding to proceed with the search without consent. This school will not search pupil's private property, including bags and school lockers rented from the school, unless we have good reason to believe there is a likelihood of harm to pupils or others. The Headteacher or his Deputies will determine whether or not good reason exists.
- 3.3.12 The Police YCRO can retain, secure and have the substance analysed and offer advice and guidance regarding the alternative options. Kent Police work closely with the Local Authority and Kent Drug and Alcohol Action Team. There are agreed protocols about dealing with 'experimental' drug use which seek to reduce harm to the pupil/student and minimise school exclusions. (For a full range of responses see DCSF: Drug Guidance for Schools sections 3.13.1 – 9)
- 3.3.13 It is legal for a staff member to confiscate substances thought to be illegal. Confiscated drugs should be sealed in a clear plastic bag, with the completed incident form attached, and locked away until the police arrive. (See Appendix C for sample Incident Reporting Form).
- 3.3.14 Where it is considered that the pupil has been at risk, or it is thought that the drug or substance is unauthorised, the pupil's parent or carer should immediately be contacted and asked to attend the school, unless this is not considered to be in the best interests of the pupil in which case Kent Safe Guarding - Child Protection Guidelines should be followed. (See Mr J A Coen for details.)
- 3.3.15 If it is established that the incident is drugs related, the head teacher will contact the chairman of governors to inform him/her of the situation.
- Contact will be made with the Local Education Officer (LEO) who will inform the KCC press office if there is a possibility that the media may become involved.
- 3.3.16 Teachers cannot guarantee confidentiality, and where a pupil/student discloses information that indicates he or she is at risk, the information must be passed immediately to the appropriate person (Headteacher, Drugs Education Co-ordinator, Child Protection Co-ordinator). A teacher should sensitively indicate to a pupil/student that confidentiality cannot be maintained, preferably before any disclosure takes place.
- 3.3.17 Staff should record what has happened and all actions taken as soon as possible and the witness should countersign your statement.
- 3.3.18 If the Headteacher or Drugs Co-ordinator is unavailable or the incident happens off site alternative arrangements are in place. (See section 7 below)

## **16. Further Response, Support and Sanctions**

It is important that sanctions are appropriate, justifiable, proportional and necessary and it may be that the pupil is in need of additional support and/or educational input regarding the issues surrounding drug misuse. (See section 2)

4.1 The YCRO can, on request, if they consider this to be appropriate, use the **Drug Use Screening Tool** to assess the most appropriate intervention and will take legal action, including arrest, if considered necessary and requested by the School Drugs Co-ordinator or head teacher. A decision will be made in partnership with the school and with due consideration of all available information. It is strongly recommended that School Drug Co-ordinators become familiar with the use of the Drug Use Screening Tool (DUST). For more information and advice, contact the SDEA.

4.2 In many situations a local Drug Intervention and Support Programme (DISP) will be run to educate young people of secondary age about the impact of the use of unauthorised drugs. The purpose of the DISP is prevention and to reduce the numbers of young people who become involved in the criminal justice system or excluded from the education system. Should the assessment merit a higher level of referral, the school will be informed.

**Fixed term or permanent exclusion should only be considered as a last resort when the incident is extremely serious or part of a pattern of persistent behaviour. If, on the balance of probabilities, the Headteacher feels that a pupil/student was in possession of unauthorised drugs with the intent to supply then a fixed term exclusion will be applied and a permanent exclusion will be considered. If the unauthorised drugs are illegal a permanent exclusion will be imposed.**

## **17. Drug Testing and Passive Search Dogs**

5.1 This school may, from time to time, use passive search drug dogs as part of its drug education programme, and will adhere to the KCC guidance: [http://www.kenttrustweb.org.uk/UserFiles/CW/File/Childrens\\_Services/Healthy\\_Schools/PSHE/dru\\_gdogs.doc](http://www.kenttrustweb.org.uk/UserFiles/CW/File/Childrens_Services/Healthy_Schools/PSHE/dru_gdogs.doc) if it does so.

5.2 If any pupil is identified as using drugs as a result of passive search dogs or any other method then the procedures in Section 3 will be followed.

## **18. Alcohol and Tobacco**

Alcohol and Tobacco (AT) misuse by pupils/students is a serious issue for schools. Research shows that the younger pupils/students enter into experimental AT use, the more likely they are to develop an unhealthy lifestyle and problematic drug use. The school will ensure that:

- it adheres to the Licensing Act 1964 and other alcohol legislation.
- circumstances in which AT use are permitted are clear.

The police are not normally called to deal with pupils/students involved with alcohol or tobacco issue except where there are exceptional circumstances i.e. alcohol or tobacco is being illegally sold to pupils/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.

## **19. Residential and Off Site Visits**

7.1 Residential and off site visits must comply with KCC "Regulations and Guidance for Offsite Activities" full risk assessment practice. Drug issues, including tobacco, alcohol and other substances including volatile substances, should be discussed. Pupils and parents/carers must be clearly informed of the school's expectations and repatriation policy and sign the code of conduct/consent form. Expectations of staff must also be considered and agreed.

**If a drug related incident occurs during a foreign trip, it is advisable to seek the help of the British Consulate before involving the local police, if this is deemed necessary. Under no circumstances should unauthorised drugs be carried across national borders.**

## **20. Confidentiality and Child Protection**

Teachers cannot guarantee absolute confidentiality, and where a pupil/student discloses information that indicates he or she is at risk, the information must be passed immediately to the appropriate person (Headteacher, School Drugs Co-ordinator, Designated Child Protection Co-ordinator). A teacher should sensitively indicate to a pupil/student that confidentiality cannot be maintained, preferably before any disclosure takes place.

## **21. Staff**

9.1 Any staff bringing unauthorised drugs to work or their presence 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 pupils, therefore the head teacher must be informed immediately. All staff are expected to report any other member of staff suspected of bringing drugs to school or being intoxicated at work.

9.2 This school is a smoke free school, in line with national legislation effective from 1 July 2007. Staff smoking on school premises or who bring illegal drugs on to school premises will be deemed to be in breach of their contract. All staff are expected to adhere to the KCC Smoking Policy attached in Appendix 4.

9.3 The school will make every effort to support any member of staff in these circumstances and encourage them to seek appropriate professional help.

## **22. Parents/Carers and Drug Incidents**

10.1 This school informs parents about all aspects of its policies via a newsletter and via the school website. A proactive approach is used. In the event of a school drugs incident, the school will take any appropriate actions. Confidentiality and pupils safety issues are paramount. The school is not able to divulge any information about individual pupils. However, the whole school community can be reassured that every effort and precaution is being taken to ensure the safe running of the school and pupils. The school informs parents/carers of any local concerns/issues.

10.2 In any incident involving unauthorised drugs, schools are normally advised to involve the child's parent/carer and explain how the school intends to respond to the incident and to the pupil's needs. In exceptional circumstances, where the school suspects that to do this might put the child's safety at risk or if there is any other cause for concern for the child's safety at home, then the school should exercise caution when considering involving parents/carers. In any situation where a pupil may need protection from the possibility of abuse, the school's Child Protection Co-ordinator should be consulted and local child protection procedures followed.

10.3 Parents/carers should be encouraged to approach the school if they are concerned about any issue related to drugs and their child. Schools can refer parents/carers to other sources of help, for example, drug or alcohol specialist agencies or family support groups.

10.4 This school aims to be aware of the impact parent/carer drug misuse can have on a child and his/her education. Children of drug misusing 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.

10.5 Where the help of external services might be needed, and the child's safety is not considered at risk, we will liaise with the Connexions Service (where child is aged over 14) about possible referral to other agencies. The school policy on confidentiality will be carefully followed and the pupil informed at every step.

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

10.7 Where the behaviour of an intoxicated parent/carer repeatedly places a pupil at risk or the parent/carer becomes abusive or violent, staff should consider whether the circumstances of the case are so serious as to invoke child protection procedures, and the involvement of the police, if necessary. Staff with these concerns should raise them with the designated Child Protection Officer (Mr J A Coen) or the Headteacher immediately.

**It is important to gain support from other colleagues to act as a witness and/or give additional guidance when addressing parent/carers whom are intoxicated. For further guidance see: 'A Legal Toolkit for Schools (DfES, 2002)'.**

### **23. Monitoring, Evaluation and Reviewing of this Policy**

11.1 This school will review its policy in line with DCFS Guidance:

- There is a named co-ordinator (Deputy Head, Pastoral) and a linked Governor for drug policy development.
- Senior managers are involved in monitoring and evaluation.
- Pupils/students, staff, parents/carers and governors are consulted and the policy is modified where appropriate (Biannual).
- There is ongoing monitoring and evaluation of the effectiveness of this policy to ensure that needs are met.
- The Drug Related Incident Management Policy is reviewed in line with current LEA and Government guidelines. This review takes place at least every two years.

## **Appendix A: Checklist for Use of Visitors in Delivery of Drug Education**

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

Visitors and staff from a range of statutory and voluntary agencies can support and enhance drug 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 drugs 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 drugs education delivery and support for young people.

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

- Consistency with school's ethos, values, drug policy and approach to drugs 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 drug education.') The KCC School Drugs Education Advisers and the Kent Healthy Schools programme will be able to provide support and guidance in selecting school visitors.

## Appendix B: Useful Contacts

<b>KCC Community Drugs Education Co-ordinators</b>	
<b>Karl Love</b> - West Kent Tel: (01732) 225006 Mobile: 07786 191409	<b>Anne Lord</b> - East Kent Tel: (01227) 284572 Mobile: 07786 191408
<b>Kate Craib</b> - Mid Kent, (Ashford, Shepway, Maidstone, Tonbridge and Malling). Tel: (01622) 671411	
<b>Kent Police Main Switchboard</b> (can put you through to your local Youth Crime Reduction Officer (YCRO) or Crime Reduction Co-ordinator if the YCRO is unavailable Tel: (01622) 690690	
<b>KCC Education Child Protection Co-ordinators</b>	
<b>Helen Windiate</b> - West Kent Tel: (01732) 525035	<b>Kate Davis</b> – Mid Kent Tel: (01233) 898644
<b>KCC Education and Libraries Health &amp; Safety Team</b>	
<b>Doug Chenery</b> Tel: (01622) 694144	<b>SallyAnne Clark</b> Tel: (01622) 694138
<b>KCC Outdoor Education Adviser</b>	
<b>Richard Hayden</b> Tel: (01580) 715854	

## Appendix C: Record of Incident Involving Unauthorised Substances

- 1 For help and advice, telephone the School Drugs Education Adviser.
- 2 Complete this form WITHOUT identifying the pupil 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 School Drugs Education Adviser.
- 6 KEEP the original, adding the pupil'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	Pupil disclosure	Parent/carer use	A parent/ carer expresses concern
Name of pupil*:  Pupil's form*: <b>(*For school records only)</b> Age of pupil: Male/Female Ethnicity of pupil: (For DAT records**) <input type="checkbox"/> Tick box if second or subsequent incident involving same pupil		Name of school:  Time of incident _____ am/pm  Date of incident:  Report form completed by:			
First Aid given? _____ Yes/No Ambulance/Doctor called?(Delete as necessary) Called by: Time:		First Aid given by: Yes/No			
Drug 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. Connexions or other agency involved: Educational Psychologist report requested: case conference called: pupils/staff informed: sanction imposed: LEA/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.

## Appendix D: Smoking Policy



Issued by Personnel & Development  
December 2006

One of our publicly stated aims as an employer is to develop and foster a healthy organisation for staff through a range of activities. The position we adopt on smoking at work is one of the ways in which we attempt to improve the working environment whilst respecting the position of individuals who choose to smoke.

Our earlier Smoking Policy, introduced in April 1994, went a long way towards creating a safer, more comfortable environment for staff and the public who visit our offices.

However, the Government intends to introduce a ban on smoking in workplaces and enclosed public places in England by the summer of 2007 and, in light of this, our policy on smoking has been revised to reflect the forthcoming national changes.

### AIMS

The policy aims to give non-smokers the right to work in an environment that is free of tobacco smoke, whilst acknowledging the needs of people who do smoke.

### Scope

The policy applies to all employees, members, contractors, visitors and members of the public whilst in our buildings.

### KCC Policy Statement

Smoking is not allowed in any KCC building or establishment for the health, safety and well-being of our staff and visitors.

Residential establishments are exempt from the new legislation for residents only and if designated smoking facilities already exist they must be clearly marked.

The smoking policy will apply to any rooms or premises that are hired out for functions.

### Smoking and Others

#### Smoking outside buildings

We expect people who are smokers to take steps to minimise the effects of their smoke on others whilst at work. Primarily this will be by ensuring that when smoking outside a KCC building it is at a reasonable distance from the building. No smoking should take place in car parks or underground areas.

Corporate Employee Relations

December 2006

*'DRUGS' refers to ALL DRUGS including MEDICINES, VOLATILE SUBSTANCES, ALCOHOL and TOBACCO.*

## Delivering Services in People's Homes

The proposed smoking ban does not apply to private homes so when KCC staff deliver services to service users in their homes they should come to an agreement with their service user about smoking. Employees whose work involves visiting people in their homes should refer to their Directorate specific risk assessment process.

### Smoking in Vehicles

Smoking is not allowed in KCC-owned pool cars and other KCC vehicles e.g. delivery lorries, mobile libraries.

## KCC Staff Working for Other Organisations

Staff who are seconded or who work in establishments other than those owned by KCC must follow the policy of the organisation in question with respect to smoking.

## Smoking Breaks

Whilst KCC acknowledges that people may need to take breaks during the working day, including breaks to smoke, these should be minimal and in agreement with your line manager.

### Enforcement and Monitoring

Managers are responsible for ensuring staff comply with this policy. Persistent and/or intentional breaches of the policy will lead to disciplinary action under KCC's Disciplinary procedure.

Any visitor to our premises breaking the conditions of this policy will be asked to stop smoking or to leave the premises.

### This policy will be

- Displayed in all KCC workplaces and will be available on KNet (KCC's intranet)
- Communicated to all employees, members, contractors, visitors and external clients
- Referred to in job advertisements and contracts of employment
- Made available to all new employees as part of their induction

No smoking signs will be clearly displayed around buildings/establishments and within KCC owned vehicles.

### Local Support for Staff

Support is available from the NHS Stop Smoking Helplines for those who want help to stop smoking:

Area	Contact Number	Area Covered
East Kent	0800 849 4444	Thanet, Dover, Shepway, Ashford, Tenterden, Canterbury, Faversham, Whitstable and Herne Bay
Dartford, Gravesham & Swanley	01474 360546	Dartford, Gravesham & Swanley

**'DRUGS' refers to ALL DRUGS including MEDICINES, VOLATILE SUBSTANCES, ALCOHOL and TOBACCO.**

Area	Contact Number	Area Covered
Medway & Swale	01795 433785	Sittingbourne, Chatham, Gillingham and Rochester
South West Kent	01622 723836	Sevenoaks, Tonbridge, Tunbridge Wells, Edenbridge and Westerham
Maidstone Weald	01622 723836	Maidstone, West Malling, Snodland, Paddock Wood, Hawkhurst, Headcorn and Lenham

**NOTE:** It may be possible to set up workplace groups if there is sufficient interest.

### Other useful contacts

- Action on Smoking and Health (ASH) – offer confidential advice on problems associated with smoking in the workplace. Tel: (0207) 739 5902.  
Website: [www.ash.org.uk](http://www.ash.org.uk)
- NHS stop smoking [www.smokefreeaction.org.uk](http://www.smokefreeaction.org.uk)
- Quit [www.quit.org.uk](http://www.quit.org.uk)
- The National ‘Giving Up Smoking’ Helpline is on 0800 1690169.

## Appendix E: The Safe Retrieval and Disposal of Used Hypodermic Needles and Syringes

### 1. Risk Assessment

It is important to assess the risk of removal of any found objects when considering what action is to be taken.

Decide if it is safe for you to attempt removal. There is a sharps disposal kit kept in the school (Medical Room). *You must not take avoidable risks. If unsure, discuss what action to take with your line manager or head teacher.*

The area where the object is found must be safeguarded to protect others from injury. If the discovery is made when you are alone and children/young people or others are nearby, summon help by asking someone to get the sharps disposal kit, while you 'stand guard'. The incident must be recorded in the appropriate Health and Safety incident or record book. For KCC schools the Accident/Incident Report Form H5157 should be used.

### 2. Removal Procedure

Close and safeguard the area until the sharps disposal kit is collected.

Follow the procedure as outlined in the sharps disposal kit.

If the sharps kit is unavailable, **never** place a needle in a bin without it first being placed in a hard protective container to avoid injury.

Report the discovery to the local Police Youth Crime Reduction Officer.

In the event of discovering isolated needles or syringes, the surrounding area must also be checked **carefully**. *In attempting to do so DO NOT COMB GRASS BY HAND.*

Neither children nor adults should be permitted to enter an area where syringes or needles have been found repeatedly, unless that area has been fully checked before its use.

### 3. First Aid Treatment

**IF** an accident occurs where a needle or other sharp object has punctured the skin, then the following advice is recommended:

#### ***The injured person should:***

- Encourage the wound to bleed gently.
- Wash well with soap under cold running water.
- Cover the wound with a waterproof dressing.
- Seek medical attention as soon as possible, e.g. from his or her own doctor or an Accident and Emergency department at hospital.
- Inform your manager.
- Complete the accident/incident form.
- Inform the Occupational Health Unit tel: (01622) 605518

**An immediate response by the injured person can help reduce the risk of infections occurring.**

**Please refer also to the 'KCC Framework for Health and Safety', page 10.19. A copy should be kept in schools and in Youth Service premises.**

### 4. Rubbish Picks

Some schools conduct rubbish picks by pupils/students. This may be acceptable within the confines of a supervised building using proper protective equipment. However, it may not be advisable to do so outside in the play area or grounds where sharp objects may be concealed.

## Appendix F: Screening and Searching of Pupils for Weapons

### GUIDANCE FOR SCHOOL STAFF (MAY 2007)

#### Additional Kent Guidance:

Headteachers, and staff they authorise, now have the statutory power (**not** a legal duty) to search pupils without consent when they have reasonable grounds for suspecting that a pupil has a knife or other weapon.

Kent County Council and Kent Police have worked together to produce this additional guidance which aims to reduce risk to staff and pupils.

- Kent Police have metal detection arches, wands and other equipment, awareness material and tactical responses which, subject to sufficient notice, can be made available to schools. Youth Crime Reduction Officers can facilitate this preventative work.
- KCC and Kent Police would advise against school staff conducting without consent searches for weapons unless a full risk assessment had determined that such a course of action was absolutely safe for both the pupil and the staff involved.
- School staff who believe that a young person may have a weapon in their possession should also think carefully about how they ask him/her to give up possession. A non confrontational approach in an unconfined space reduces the chance of eliciting an aggressive response.
- Kent Police will, given sufficient notice, provide an effective and proportionate response if a school believes that a pupil has a knife.
- A proportionate response is determined by the Human Rights Act and has tests of proportionality, lawfulness and necessity. This results in a continuum of responses from physical presence to the deployment of specialists such as armed officers.
- To be clear, a 999 call from a school which said that a young person was suspected of having a weapon and was likely to use that weapon in the near future could lead to the deployment of armed officers.
- KCC and Kent Police have concerns regarding the deployment of such resources at school premises and the impact this can have upon the school and wider community. Schools are therefore urged to consider the guidance given in the Memorandum of Understanding before making such a 999 call.