

## **MISUSE OF DRUGS AND OTHER SUBSTANCES**

### **Rationale**

The governing body believes that the school has a responsibility to inform and educate students of the consequences of substance use and misuse. They recognise the importance of the school's pastoral role in the welfare of its students and believe that the curriculum has a vital role to play in this area.

### **Policy**

The governors wish to discourage the misuse of drugs and other substances including alcohol, tobacco and solvents by students and the illegal supply of these substances. The governing body is committed to the health and safety of the students in their care and will take action to safeguard the well-being of its students. The purpose of the school's misuse of drugs and other substances policy is:

- to encourage personal responsibility in all forms of behaviour;
- to encourage self-esteem;
- to encourage respect and consideration for others;
- to provide support and information for young people and their parents.

### **Guidelines**

#### **1 Definition of "Drugs"**

Within this policy 'drugs' mean:

- all illegal drugs
- all legal drugs, including alcohol, tobacco and volatile substances
- all over-the-counter and prescription medicines.

#### **2 Drug Education**

By providing drug education, we aim to:

- increase students' knowledge and understanding and to clarify their misconceptions about drugs
- develop students' personal and social skills to make informed decisions and keep themselves safe and healthy  
enable students to explore their own and other people's attitudes towards drugs, drug use and drug users
- ensure the safety of staff and students when on the school site.

In particular, we will:

- provide the information and support for students to be able to make lifestyle choices
- encourage a supportive ethos in which issues can be discussed and questions answered
- provide appropriate role models and examples to illustrate a healthy lifestyle and take a firm stance against illegal drugs
- raise awareness for students of the importance of their choices in forging a healthy lifestyle
- recognise the valuable role that medication can have
- acknowledge that not all family members may make healthy choices, and examine some of the reasons why and the impact this can have
- enable students to develop self-awareness and realise the power they have to determine their own lives
- provide a whole-school approach to issues of healthy lifestyle
- draw attention to the effect that peers can have upon the decisions that we make and the need to take a considered approach to this
- alert student to ways of seeking additional help and support where necessary
- ensure that students have access to balanced information and views against which they can clarify their own opinions
- help students establish the difference between fact, opinion and belief.

The telephone numbers of helplines are displayed around school so that students who wish to seek confidential advice may do so.

### **3 Equality**

It is important that students are given the opportunity to express themselves and ask questions regardless of gender, race and disability. The classroom environment in which sensitive issues are discussed should be open and caring, enabling students to feel secure enough to raise issues and make comments.

### **4 Special Needs**

It is appropriate that all students have access to the information covered in our drug education programme. Arrangements are made within classrooms to enable this to happen either through additional TA support or by adapting curriculum materials. In most cases, the nature of the subject will mean that all children have equal access.

It should be noted that some students will need to use medication regularly as part of their own special needs. This might be for either physical or emotional reasons. Care should be taken at all times to draw a distinction between different types of drug use to enable students to see the value that drugs can have in our society to large groups of people

## **5 In the Event of Disclosure**

There may be times during discussions about drugs when students make disclosures. If this happens, the teacher should listen sensitively to what the student has to say, while avoiding further disclosure in front of the class. At the end of the lesson, it might be appropriate to spend some time with the student to allow them the opportunity to speak. The safeguarding children policy should be followed and no questions should be asked or information written down at this stage. Confidentiality cannot be promised.

As soon as is reasonable, the class teacher should pass on their own concerns to the designated person who will follow the agreed procedure for disclosure handling. The class teacher should always ensure he or she remains calm and should not appear shocked by what students might have to say. It is important that students understand the ground rules during any discussion and that they do not put pressure upon one another to reveal personal information.

## **6 Procedures**

A separate police for dealing with drug related incidents is available.

### **Monitoring, Evaluation and Review**

- a) The policy will be reviewed every third year by the Assistant Head (Pastoral).
- b) The Pastoral Assistant Head and the subject leader for personal wellbeing will monitor drug education.
- c) A nominated governor from the Curriculum and Student Welfare sub-committee, will have a link role between the school and the governing body.

### **Dissemination of the Policy**

The full policy and programme of study are available on request to parents, the LA, and OFSTED through the Principal.

### **Other policies that have relevance are:**

Dealing with Drug Related Incidents  
Health and Safety  
Personal Wellbeing  
School Behaviour Policy

Date approved by governors	June 2017
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Date for review	June 2020
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