



## Brentford School for Girls

# Drugs Education & Substance Abuse Policy

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## INTRODUCTION

- The school does not tolerate the misuse of drugs or alcohol by the members of the school (staff or students) nor the illegal supply of these substances;
- The school is committed to the health and safety of its members and will take appropriate action to safeguard their wellbeing;
- The school acknowledges the importance of its role in the welfare of young people and will seek to persuade students in need of support to come forward;
- The school recognises the role it plays in educating young people on the dangers of drug and substance abuse.

## AIMS

- To promote awareness amongst students of the harmful effects of substance misuse;
- To promote positive social activities and to build self confidence in students enabling them to make informed and positive decisions in this area of their lives;
- To ensure that all staff have access to the latest information on substance misuse;
- To ensure that all staff are confident in their ability to identify possible incidents of substance misuse, understand their responsibilities and the actions required of them in a given situation;
- To ensure that all incidents of substance misuse are managed in a consistent and appropriate manner;
- To ensure that students, parents, staff and governors understand the disciplinary consequences of substance misuse on the school site.

## LEGAL FRAMEWORK

The school will seek to inform students and support the current legislation. The school will liaise with the local police force regarding policies on dealing with a range of incidents, which may arise involving illegal drugs.

The possession and supply of illegal drugs is a criminal offence. Students must not have illegal drugs on site. Students must not come onto the site under the influence of illegal drugs.

- The Secretary of State expects that the police should be informed when illegal drugs are found on a student or on school premises;
- The law permits school staff to take temporary possession of a substance suspected of being a controlled substance and this will immediately be passed to a member of the Senior Leadership Team. This substance will be passed on to the police;
- A teacher who suspects a student of having illegal substances on their person should take the student to the appropriate Assistant Headteacher or other member of the Leadership Team. Every effort will be made to persuade the student to produce the substance voluntarily. However, the police will be called if the requests are met with persistent refusal. The Headteacher may reserve the right to instigate this search;
- When students disclose information about criminal activity outside of the school (e.g. regarding illegal supply of drugs, illegal sale of alcohol or solvents to minors) teachers should pass this information to the designated safeguarding person or the Assistant Headteacher who will take appropriate action to safeguard the interests of young people in the area.

## DEFINITION OF SCHOOL SITE

For the purposes of this policy the school site is defined as follows:

- The school buildings and grounds;
- All school sponsored off site activities and trips;
- All students travelling to and from school.

## MEDICINES

Parents must inform the school of any medication a student is required to bring onto the school site and of any changes to previously notified medication. Students should not bring un-notified medicines onto the school site.

If girls need to bring any medication into school, they should:

- Bring it to the wellbeing centre at the first possible opportunity, preferably before period one (8:50);
- Bring it in a named container;
- Ensure that a parent/ guardian has written in their journal the dose needed and the time this is to be taken;
- Ensure that the parent has signed the journal;

If girls have an inhaler or an epipen they should carry this with them. They will have a Medical Alert to this effect in the back of their journal.

- It is important that the girls have immediate access to these medications.
- Girls suffering from a medical condition will have a Medical Alert in the back cover of their journal indicating this and giving information about what to do in an emergency.

When girls need paracetamol in school, parental permission is required. We can obtain this by telephone but it is not always possible to contact parents and then girls may continue to suffer with a headache or period pain, which could have been relieved. An alternative is for girls to have a note in their journal giving permission for them to take paracetamol if required - signed by a parent or guardian. If paracetamol is given, using this written authority, the dose and time will be recorded in the student's journal.

## SUBSTANCES

Substances covered by this policy will include tobacco, alcohol, all illegal drugs and the abuse/misuse of all legal substances. The term drug is used to refer to any psychotropic. When addressing drug education and the management of incidents and situations involving drugs (including the management of medicines), school drugs policies are recommended to encompass all drugs, which included:

- Volatile (sniff able) substances (e.g. petrol, alkyl nitrites, butane, aerosols);
- Over-the-counter and prescription medicines (e.g. paracetamol, cough medicines, antibiotics, tranquillisers, steroids);
- Alcohol (e.g. wines, spirits and liquors);
- Tobacco or Vapes (e.g. cigarettes and cigars);
- Illegal drugs (e.g. opium, cannabis, heroin, LSD or ecstasy).

## DISCIPLINARY SANCTIONS

- Students involved in incidents of drug/substance abuse will be subject to the full disciplinary sanctions available to the school;
- These include fixed term and permanent exclusion;
- A member of the Leadership Team can involve the Police in instances of drug/substance abuse.

## TEACHING PROGRAMME

The drugs education programme supports the personal social development of its students. It supports this development at all levels. It aims to give young people the knowledge, skills and attitudes to appreciate the benefits of a healthy lifestyle relating these to their actions now and in the future.

The objectives are:

- To provide accurate information about drugs and health, that give accurate and up to date coverage of the effects of drugs, risks and legal aspects;
- To give opportunities for students to develop abilities to communicate, assert themselves and to take responsibilities for decisions, identify risks and help others, thereby enhancing their own competence and self-esteem;
- To increase understanding about the implications and possible consequences of substance misuse;
- To encourage an understanding for those experiencing or likely to experience substance misuse;
- To widen understanding about health related and social issues – sex, sexuality, crime, HIV and AIDS;
- To minimise the risks and potential risks that users and potential users face.

## CURRICULUM LINKS

### **SCIENCE**

Drugs and substance abuse is also covered within the science curriculum at KS3 and KS4. The expected outcomes for students are:

### **IN KEY STAGE 3**

- Recall that drugs are substances that affect how the body works;
- Describe some effects and side-effects of drugs (including alcohol) on the body;
- Recall that drugs can be addictive; classify drugs as being legal and illegal;
- Classify drugs as being stimulants or depressants;
- Classify drugs as being recreational and medical;
- Evaluate different ways of measuring reaction times;
- Explain some of the effects and side effects of drugs (including alcohol);
- Calculate blood alcohol units; describe the importance of testing drugs.

### **IN KEY STAGE 4**

- Define a drug as a substance that changes the way in which the body works;
- Describe the general effects of: a) painkillers that block nerve impulses, including morphine; b) hallucinogens that distort sense perception, including LSD; c) stimulants that increase the speed of reactions and

neurotransmission at the synapse, including caffeine; d) depressants that slow down the activity of the brain, including alcohol;

- Describe some harmful effects of alcohol abuse: a) in the short term – blurred vision, lowering of inhibitions, slowing of reactions; b) in the long term - liver cirrhosis, brain damage;
- Explain the effects of some chemicals in cigarette smoke, including: a) nicotine as an addictive drug; b) tar as a carcinogen; c) carbon monoxide reducing the oxygen-carrying ability of the blood;
- Evaluate data relating to the correlation between smoking and its negative effects on health;
- Demonstrate an understanding of the ethics of organ transplants, including: a) liver transplants for alcoholics; b) heart transplants for the clinically obese; c) the supply of organs.

## **PERSONAL HEALTH & SOCIAL EDUCATION**

Awareness of the dangers of drug and substance abuse is part of the schools' PSHCE programme as part of the Personal Wellbeing curriculum. Information is given through an introduction unit in KS3, which considers the dangers and links to focus of staying healthy, and how to say no to drugs. In KS4 the aim is to give students information on how to find support and help in dealing with drugs as an issue.

The key concepts are as follows:

- Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices;
- Understanding risk in both positive and negative terms and understanding that Individuals need to manage risk to themselves and others in a range of personal and social situations;
- Appreciating that pressure can be used positively or negatively to influence others in situations involving risk.

Specifically, in relation to drug education the following information will be included in the programme:

- The short- and long-term effects and risks of drugs;
- 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, emotional and political issues surrounding drugs.

The key processes are:

- Use knowledge and understanding to make informed choices about safety, health and wellbeing, evaluating personal choices and making changes if necessary.
- Find and evaluate information, advice and support from a variety of sources and be able to support others in doing so.
- Assess and manage risk in personal choices and situations, minimise harm in risky situations and demonstrate how to help others do so.
- Use strategies for resisting unhelpful peer influence and pressure, assessing when to use them and when and how to get help.

The key content is:

- The benefits and risks of health and lifestyle choices relating to substance use and misuse and the short and long-term consequences for the health and mental and emotional wellbeing of individuals, families and communities.
- 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.

## VISITORS & EXTERNAL SPEAKERS

Where appropriate, expertise available in the wider community is employed to supplement and enrich the teaching offered in our established programmes. e.g.:

- School and community nurses
- Community police officers
- Drug education consultants
- Community health workers

The school aims to ensure that external speakers are well recommended and are fully aware of our requirements for a particular session including how their contribution will link with our school programme, taking into account the age and maturity of the target audience. It is also an aim to give feedback to external speakers on the outcome of their contribution.

## PASTORAL SUPPORT

Through appropriate training all teachers should be able to develop their knowledge of 'drugs issues', either to enable them to participate in the drugs education programmes and/or to increase their confidence in identifying possible drugs related behaviour in students.

Other staff should be aware of the school policy on drugs and where appropriate specific training will be given to assist in recognising symptoms of substance abuse and how this might be reflected in student behaviour.

## PARENTS

Parents are made aware of the school policy with regard to drugs/ substance abuse will be informed and involved if incidents arise involving their daughters. Parents are always welcome to examine the materials in our teaching programmes.

## GOVERNORS

Governors should be aware of the school policy on drugs in particular those paragraphs relating to the management of drug related incidents.

## MANAGING DRUG RELATED INCIDENTS - PROCEDURES FOR STAFF WHO SUSPECT SUBSTANCE ABUSE

### **GENERAL CONCERNS**

Any member of staff who is concerned about possible drug/substance abuse amongst students must inform the appropriate Head of Year who will:

- Maintain a log of drug/substance related information
- Discuss concerns with the attached Assistant Headteacher/designated safeguarding officer
- Inform the LT of drug/substance related incidents.

## **SPECIFIC INCIDENTS**

(a) Any member of staff who finds illegal substances must:

- Immediately inform a colleague as a safeguard against any possible accusation;
- Take prudent precautions if handling the substance;
- Inform the Headteacher or a member of the Leadership Team.

(b) Any member of staff who witnesses or suspects drug taking or substance abuse must:

- Immediately take the student(s) to a member of the Leadership team
- Not leave the student(s) unsupervised;
- Not search the student.

## **ACTION BY LEADERSHIP TEAM**

If an incident is reported, senior leaders should: -

- Establish the nature of the substance involved if necessary by a search which could involve the police;
- If it is established that a drugs/substance abuse incident has occurred, inform parents and where appropriate: Chair of Governors, Police, Educational Welfare Officer, Social Services and other relevant agencies
- Place any suspected illegal substance in a sealed bag and pass to the police;
- Decide what form of disciplinary action is appropriate (this may include fixed term or permanent exclusion);
- If permanent exclusion is not invoked, consider with parents a school/student contract in relation to future behaviour in school, possibly involving a period of relevant counselling.

## **CONTACTS WITH THE MEDIA**

The Headteacher is to be regarded as the contact between the school and the media. Under no circumstances should any member of staff make any comments to the press about any substance misuse incident. All requests for comments or information either on or off the record should be referred to the Headteacher.

## **EVALUATION**

This policy should be the subject of an annual review, through discussion with staff and pupils. The governing body will ratify any changes.