



# PUDSEY GRAMMAR SCHOOL

EST.1905

## Drug Education Policy

*This policy has been agreed by the Governing Body of  
Pudsey Grammar School*

## 1.0 Rationale

1.1 Increasingly the range and availability of legal and illegal substances locally and nationally provides the opportunity for drug misuse. The school does not condone either the misuse of drugs and alcohol by members of the school, nor the illegal supply of those substances.

1.2 The school has influence in the lifestyle of its young people. We are committed to the health and safety of its members and will take action to safeguard their wellbeing.

1.3 Information about drugs is readily available to young people, from the media, peers, prior learning and adults. Their knowledge and perceptions of risks may not be accurate and have an adverse effect on their decisions and action. The school acknowledges the importance of its role in the welfare of young people and through the general ethos of the school, will seek to persuade students in need of support to come forward.

## 2. Implementation

### 2.1 Implementation

- i. All students in school, will receive planned drug education
  - ii. Drug Education will be within PSHCEE but can also be integrated into other curriculum  
areas in the context of other personal and social issues e.g. homelessness, unemployment, moral and religious education, sex stereotyping and sex education.
  - iii. Drug education will be a balance of information which will enable students to make informed choices.
  - iv. There will be regular liaison with other schools in the partnership and local agencies, e.g. police, youth services
  - v. The Youth Service will be aware of the PSHCEE programmes in school, just as the school will be aware of drug education initiatives by the Youth Service and Police.
  - vi. All staff, parents/guardians and governors will be aware of the planned drug education in school and in the Youth Service.
- Principles and Practice

### 2.2 Principles and Practice

This policy will be directed at those substances, legal or illegal, the misuse of which may lead to adverse effects on individuals or the community.

### 3. Drug Education Curriculum Provision

The school has a comprehensive PSHCE education programme, of which drugs education forms a part. The specific curriculum provision is:

Year	Focus	Delivered through:
Year 7 Year 8	<p><b>MAKING HEALTHY CHOICES</b></p> <ul style="list-style-type: none"> <li>• How to maintain physical, mental and emotional health and wellbeing.</li> <li>• How to make informed choices about maintaining a balanced diet and physical activity</li> <li>• How to assess and manage risks to health and to stay and keep others, safe</li> </ul> <p><b>SMOKING AWARENESS</b></p> <ul style="list-style-type: none"> <li>• How to make informed choices about smoking</li> <li>• Assess the risk smoking poses to health</li> <li>• The role and influence of the media on people's attitudes to smoking</li> <li>• How to identify and access appropriate advice and support</li> </ul>	SLD/Coaching
Year 9	<p><b>DRUG AND ALCOHOL AWARENESS</b></p> <ul style="list-style-type: none"> <li>• How to make informed choices about drugs and alcohol</li> <li>• Access the risk drugs and alcohol poses to health</li> <li>• The role and influence of the media on peoples' attitudes to drugs and alcohol</li> <li>• How to identify and access appropriate advice and support</li> </ul>	SLD/Coaching
Year 10	<p><b>DRUG AND ALCOHOL AWARENESS</b></p> <ul style="list-style-type: none"> <li>• The link between drug and alcohol misuse and unsafe sexual behaviours</li> <li>• The role and influence of the media on people's attitudes to drugs, alcohol and unsafe sexual behaviours</li> <li>• The potential consequences of teenage pregnancy/STIs</li> <li>• How to identify and access appropriate advice and support</li> </ul> <p><b>SCIENCE GCSE</b> <b>BI.3 THE USE AND ABUSE OF DRUGS</b></p> <ul style="list-style-type: none"> <li>• Evaluate the different types of drugs and why some people use drugs for recreation</li> <li>• Evaluate claims made about the effect of prescribed and non-prescribed drugs on health</li> <li>• Consider the possible progression from recreation</li> </ul>	SLD7Coaching GCSE Science GCSE RS

	<p>drugs to hard drugs</p> <ul style="list-style-type: none"> <li>• Evaluate the use of drugs to enhance performance in sport and to consider the ethical implications of their use.</li> </ul> <p><b>GCSE RELIGIOUS STUDIES CORE</b> Unit 1: Crime and Punishment</p> <ul style="list-style-type: none"> <li>• Drugs and Alcohol Laws</li> <li>• Social and health problems caused by drugs and alcohol</li> <li>• Religious attitudes towards drugs and alcohol</li> </ul>	
Year 11	<p>Addiction Awareness</p> <ul style="list-style-type: none"> <li>• How to identify signs of addictive behaviours</li> <li>• Assess the risk addictive behaviour pose to wellbeing</li> <li>• The role and influence of the media on people's attitudes to addictive behaviours</li> <li>• How to identify and access appropriate advice and support</li> </ul>	SLD/ Coaching
Post 16	<p>Guidance and support provided through the Post 16 pastoral team. Targeted interventions for student who are at risk.</p>	Targeted Support Coaching

## 4. Confidentiality

4.1 Before talking to young people, staff should make clear to them, what degree of confidentiality can be expected.

4.2 Think carefully about where the information will be passed on to and for what purpose.

4.3 It is important that as a school community we avoid a situation where rumours are circulating about young people.

4.4 Records of suspected drug related incidents are to be passed in confidence to the Year/House Leader, who in turn will seek advice from Senior Leadership Team.

## 5. Legal Situation

5.1 Although there is no legal obligation for schools to contact the police about situations in which legal or illegal drugs are being consumed or sold, the Principal has a moral obligation to take action.

5.2 In deciding whether to contact the police, the Principal will consider:

- The seriousness of the situation.
- What are the likely consequences for the young person and the wider school community.

### **What to do if a Young Person is Found in Possession of a Substance or if Seizing a Suspected Drug:**

5.3 The process should be:

- i. Contact a senior member of staff
- ii. If confiscating a legal substance, eg. alcohol, proceed by discussing with the Year/House Leader who will contact parents/guardians after seeking advice from a senior member of staff.
- iii. If confiscating a suspected illegal substance:
  - Store the substance in a secure place.
  - Seal it and label with the date, time, person's name and place of finding with your signature and print on the package.
  - Ensure this process is witnessed by a colleague.
  - Upon advice from a senior member of staff, contact the police at the earliest opportunity to hand over the substance (the sooner the better otherwise this becomes possession).

### **Actions for other situations**

5.4 If a member of staff comes into possession of a controlled drug as 'found property' (ie. not taken from a person), there is only one course of action - it must be handed to the police. You should not store it or dispose of it. This action should be taken by a senior member of staff.

5.5 If you find yourself in a situation where you suspect a young person is either involved in drug misuse or is intoxicated, see para 8.1 and record the incident.

5.6 If someone is suspected of dealing or supplying, the Police should be contacted by a senior leadership team member.

5.7 If any suspected substance is found the Police should be contacted for advice.

## **Supporting the young person with suspected or known substance misuse**

5.8 If a young person admits or is suspected of substance misuse, information on support agencies will be shared with the young person and/or the family. School is unable to offer an extensive 'support service' but we can 'sign-post' ways forward by providing contact numbers.

5.9 The school reserves the right to implement a repertoire of responses, to such an incident. This may include, counseling, sanctions, fixed period of exclusion and in some cases, permanent exclusion.

## **6. Information for Parents/Guardians and Students**

6.1 The school will act with due regard to the welfare of members of the school community.

6.2 A drug is deemed to be any substance which alters the way in which the body functions.

6.3 If a person is found to be in the possession of a substance, legal or illegal, on the school premises or whilst in the care of the school e.g. on visits/residential visits, the Following action will be taken:

- Although the Principal does not have a legal obligation to contact the police. It is his moral duty to ensure that the welfare of all members of the community is safeguarded. The Principal will determine whether or not there will be police involvement.
- If a young person is suspected of, or found to be in possession of, a substance - legal or illegal, it will be confiscated. Parents/guardians will be contacted.
- If the young person is intoxicated or appears to be unwell, necessary first aid will be administered and parents/guardians will be contacted. Information on support agencies will be made available.
- The school reserves the right to implement a repertoire of responses, to such an incident. This may include counselling, sanctions, fixed period of exclusion and in some cases, permanent exclusion.

## **7. Staff Guidelines**

7.1 All staff need to be aware of the procedure for the management of incidents including off- site and residential visits.

7.2 The 'Tackling drugs to build a better Britain' initiative sets out 3 aims:

- To prevent or delay the onset of drug use.
- To prevent the escalation of drug use once experimentation has started
- To prevent and reduce the harm associated with drug use

7.3 High Risk' groups amongst young people are:

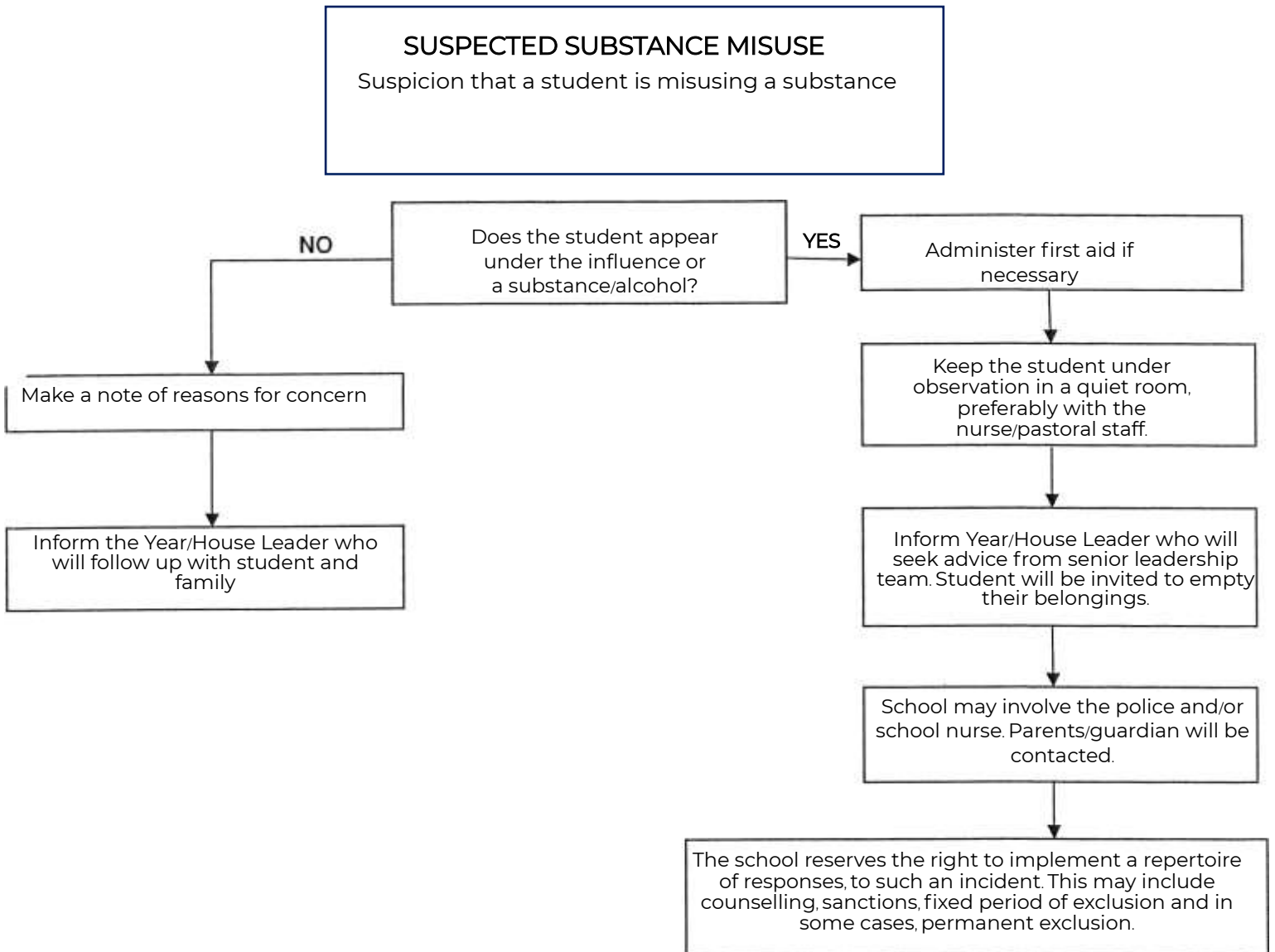
- Excluded students
- Sufferers of mental illness
- 'Looked after' students
- Homeless
- Young offenders
- Those on the Family First List
- Children whose parents/guardians have a drug misuse problem
- Students who live in an area that is a high risk drug use area

7.4 Prevention Programmes are the key to reducing the numbers of young people misusing:

- Peer programmes are most effective - coaching discussions, circle time.
- Life skills approach - refusal skills, conflict resolution, etc
- There is not a great deal of evidence to suggest success with treatment programmes, therefore, **PREVENTION IS THE KEY**

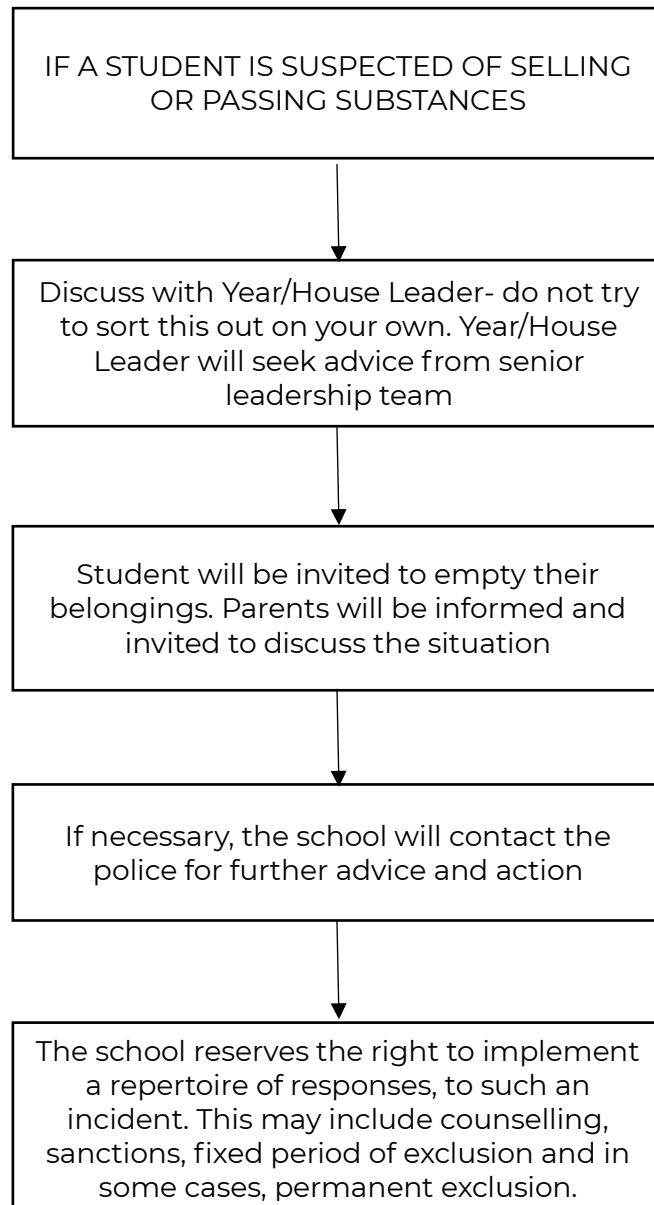
## 8. Suspected Substance Misuse Processes and Recording

### 8.1 For suspected substance misuse:

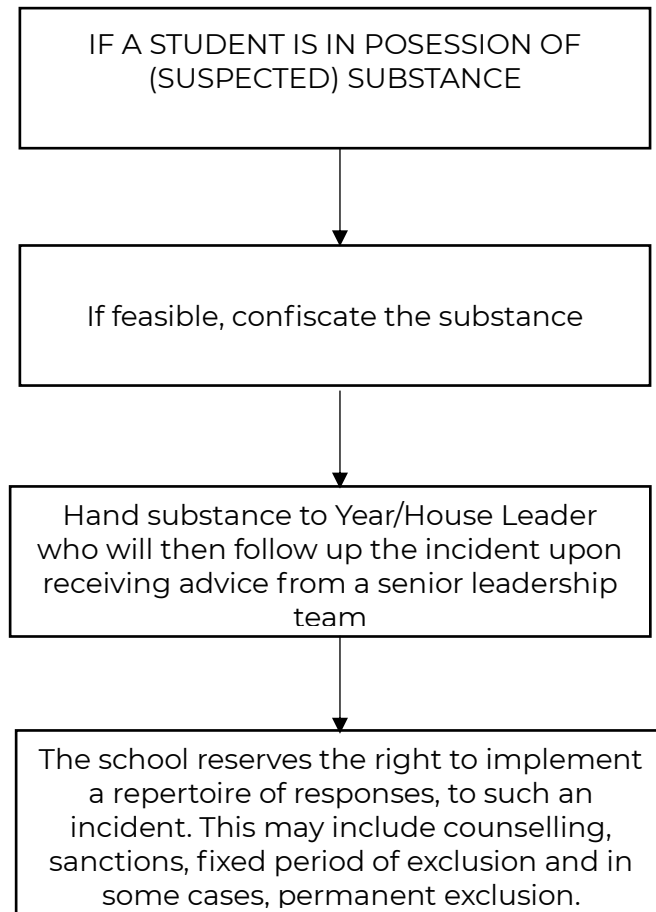




8.2 If a student is suspected of selling or passing substances:



8.3 If a student is in possession of (suspected) substances:



8.4 it is important that a record is kept of all drug related incidents.