



POLICY STATEMENT ON THE TEACHING OF SEX EDUCATION

Member of Staff Responsible for the Policy: MH

Date on which this Policy was last reviewed: January 2016

Date on which this Policy is to be next reviewed: January 2019

Dissemination of the Policy: All Staff, Governors, parents via website

Context and rationale:

Research shows that continuing programmes of life-skills based drug education, starting at an appropriate but early age, can have an impact on first use of drugs by young people. The most successful education programmes emphasise information and social skills approaches, such as peer resistance, as well as improvement in self-esteem and self-awareness. A drug is any substance, taken into the body, which alters the way in which the body functions either physically, emotionally or mentally. It can also alter behaviour. The words "drugs" and "substances" are used interchangeably and encompass:

- Legally available drugs such as alcohol, tobacco, caffeine and solvents;
- Over-the-counter and prescribed medicines such as tranquillisers and pain killers;
- Illegal drugs such as cannabis, ecstasy and heroin.

This policy is concerned with the use of illegal drugs and the misuse of legal drugs and applies during the normal school day and also extends to cover travel to and from school, whilst wearing school uniform, any school trip (residential or day) and any situation where the School's reputation or the welfare of any pupils is compromised.

Aims:

The overall aims of drug education in the school are to:

- Provide pupils with the necessary knowledge and understanding;
- Develop the pupils' skills, attitudes and values;
- Enable the pupils to make lifelong, informed and responsible choices for a healthier and safer lifestyle.

Objectives:

- To consider attitudes and values about drug use
- To raise a young person's self-esteem
- To create a climate where a young person feels comfortable to discuss drug issues
- To enhance young people's decision making skills
- To help young people distinguish between different drug substances and consider their use, misuse, benefits and ways to minimise harm
- To provide staff with regular in service training
- To increase the wider community's awareness of drug use, signs and symptoms to be aware of and possible strategies for dealing with drugs.

Practice:

In order to achieve these objectives the following programme is in place.

1. Drug Education

Organisation of drug education

In Years 8, 9, 10 and 11 pupils receive discrete lessons in PDC when drugs education is delivered as part of the health strand.

Year 8

Police Liaison Officer delivers a session on alcohol and the law. Illegal drugs are also touched upon in this topic, in particular cannabis

Year 9

The “decision making” module covers issues relating to drugs and sexual activities. Police liaison officer input re drugs and the law. He also gives a drug identification lesson on all classes of drugs including alcohol and tobacco.

Year 10

A module “Risky Business” looks at drugs as risk taking behaviour including legal highs. It includes alcohol, the dangers of binge drinking and smoking. This gives the government guidelines of the acceptable levels of alcohol intake for men and women. The “Rights and Responsibilities” module covers a wide range of issues including substance misuse. Outside speakers, including the Police Liaison Officer, hold sessions which encourage students to debate relevant points, thus raising their awareness of each topic. Drug and alcohol misuse are central to the discussion in particular the consequences of abusing substances on a regular basis.

PDC lessons are taught by a small group of PDC teachers, who meet regularly to review the course. These lessons are supplemented by the statutory National Curriculum requirements for Science in KS3 and KS4. They are also supplemented by cross-curricular education in English, RS, French, German and PE.

Teaching and learning methods

A wide variety of participative methods are employed in drug education. These include question and answer sessions, watching videos/DVDs, role play, paired work, group work, brainstorming and mind mapping, posters, decision making exercises, debates, games and presentations to the class.

Staff Development

Appropriate training courses will be attended by relevant staff to enable participants to be updated on local and national events as well as “Investors in Health” courses.

2. Responding to drug related incidents

Downlands Community School is committed to protecting the health, safety and well-being of all members of the school community. We will not tolerate any misuse of drugs (including tobacco and alcohol) by members of the school, nor the illegal possession or supply of these substances. Any instances of unauthorised possession, misuse or supply of illegal drugs, alcohol, tobacco or other substances on school premises will be regarded with the utmost seriousness and any members of the school community involved in a drug-related incident would be dealt with by the school using appropriate sanctions. The normal response to the supply of illegal drugs is permanent exclusion. Pupils using drugs for medical purposes should follow the policy on supporting pupils with medical needs.

Designated Staff

All incidents should be reported to the Assistant Headteacher (Pastoral) or Assistant Headteacher (Safeguarding/SENCO) in the first instance. In their absence incidents should be reported to another member of the leadership team. Pupils with any concerns relating to drugs should speak to their Pastoral Support Officer. It is the responsibility of all staff employed at Downlands Community School to inform the Assistant Headteachers of any drug related incident in school or in the near vicinity of school. They will initiate or coordinate action, including consultation with the head teacher, governors and outside agencies where relevant. For names of designated staff and a full list of roles and responsibilities see Appendix I.

Identifying and dealing with Drugs Incidents

The immediate concern in any suspected drug incident is the safety and welfare of the pupils and staff. An initial assessment is needed to determine whether the incident constitutes a medical emergency or not. For details of possible drug incidents, see Appendix II.

Assessing individual cases – factors that may influence the school’s response

There are many factors to consider which may be of equal or greater importance when making a decision on the course of action to be taken. The diagram below shows the extremes of ten areas of possible concern. Each factor should be considered carefully, in order to build up a whole picture. Other factors may also come into account, such as the character of the pupil involved. When all of the circumstances and factors have been thoroughly explored, then the possible responses can be considered and discussed.

Rumour/suspicion	←	→	Definite evidence
Not intoxicated	←	→	Intoxicated
Pleasure seeking	←	→	In personal turmoil
In no immediate danger	←	→	Medical emergency
Careful low-risk use	←	→	Reckless as to safety
Ignorant of rules	←	→	Understood rules
Uncontrolled drug	←	→	Class A illegal drug
Possession of small quantity	←	→	Persistent supply
Admission	←	→	Denial
First offence	←	→	Persistent offender

Contacting parents/police

In instances of drug possession, misuse or supply on the school premises the parents/ guardians will be notified. The school is committed to working with parents to support the young person involved. The decision may also be taken to contact the police. The police liaison officers are contacted for advice, they provide specialist support of the drug education curriculum and they may be asked to investigate a particular incident where the possibility of charges could arise. See Appendix VI “Drugs and the law in relation to schools.” It is the policy of Downlands Community School to co-operate fully with the police over such matters.

Confidentiality

The same rules apply as to all other areas;

- Pupils should be made aware that any information divulged must be passed on to the appropriate agency if it relates to the breaking of the law.
- Teachers who are informed of drug or substance misuse should not keep that information to themselves, but should pass it onto the drug coordinator.
- In all but exceptional circumstances, parents should be informed about the use of illegal drugs/substances and legal drugs/substances.
- All information should be recorded in the pupil’s file.

Searches

Consent should always be sought and there should be a second adult witness present. Please refer to “Drugs-Guidance for schools.” <http://www.mentoruk.org.uk/wp-content/uploads/2012/12/2004-schools-guidance.pdf> for further information.

Possible responses

Any one or a combination of these may be used;

Support

Wherever possible the school will offer support to the pupils and parents. This support could include behaviour contracts, pastoral support programmes, in-school counselling, referral to outside agencies and case references. It is possible to identify particular groups that are more at risk of drug misuse and target these groups to receive preventative support. See Appendix VII; “Risk factors and possible school action.”

Education

As part of the PDC programme and elements of the curriculum in other subjects (e.g. science) or on an individual/small group basis. For example, intensive in-school programmes or inter-agency education programmes.

Sanctions These will be issued following the school's behaviour policy. They could include detentions, fixed term exclusions, permanent exclusions and the criminal justice system. The action will be dependant on a number of factors, such as; the nature of the item, the circumstances surrounding the taking of the substance, age/s of the pupils concerned, the law and whether the school rules have been broken. Please refer to the school's behaviour policy.

For further information, refer to "Drugs-Guidance for schools." <http://www.mentoruk.org.uk/wp-content/uploads/2012/12/2004-schools-guidance.pdf>

Statutory requirements

The following guidance should be adhered to;

- There is no statutory requirement to hand drugs over to the police.
- If a decision is taken that it should be handed over, it should be bagged, labelled, dated and held securely. Any transfer should be witnessed by another adult.
- If the drug is given to the police, the teacher is not obliged in law to give the name or other identifying characteristics of the young person involved.

Handling the media

The school is fully prepared to co-operate with the media as long as it is in the school's and pupil's best interests. All contact with the media should be through the headteacher, or deputy headteacher in their absence. When dealing directly with the media the guidelines in Appendix VIII should be considered. In case of a disaster, reference should be made to the Critical Incidents Policy located in the office and the action plan should be followed.

3. Evaluation

Recording, monitoring and reviewing

The success of this drugs policy relies upon the careful recording of drug related incidents and the actions taken. These incidents can then be monitored and the effectiveness of the policy with regard to individual incidents can then be reviewed.

All incidents should be referred to the drug's coordinator and a report form should be completed for each incident. These reports will be kept in a central location. See Appendix IX; "Recording drug related incidents." Criteria by which the effectiveness of the policy will be assessed include the level of knowledge of the pupils, the number of repeated offences following different kinds of support and sanctions and the number of fixed term and permanent exclusions.

Pupils will be involved in evaluating the drug education programme and thus informing the content of the programme.

Relevant Staff

Mr M Wignall	Headteacher
Mr Mark Hill	Assistant Headteacher Pastoral
Mr Graham Odlin	Assistant Headteacher Safeguarding/Senco
Mrs A Burnside	Pastoral Support Officer Year 7
Mrs S Duala	Pastoral Support Officer Year 8
Mrs M Ridley	Pastoral Support Officer Year 9
Mrs S Hudson	Pastoral Support Officer Year 10
Mrs A Hughes	Pastoral Support Officer Year 11
Mrs L Pryor	Medical Officer

Roles & Responsibilities

Headteacher's Role and Responsibilities

Headteachers should:

- Ensure the school has a written drugs policy
- Designate a member of the Senior Leadership Team, named in the school drugs policy with a clearly defined role
- Ensure a planned drug education curriculum is delivered as part of the school's PDC provision
- Be responsible for the health and safety of all in the school community in respect of all drugs – legal, illegal or medicinal
- Ensure the school acts in accordance with all relevant laws relating to the curriculum and to drugs on school premises

Assistant Headteacher's Responsibilities

Responsibilities should include:

- Overall charge of the process which forms and reviews the drugs policy
- Responsibility for implementing monitoring systems
- Responsibility for ensuring evaluation takes place and this informs policy review
- Ensuring co-ordination and coherence of drug education and the management of drug related incidents.
- Coordinating planned action to manage medicines in school
- Initiating or coordinating responses to any unplanned incidents involving drugs
- Coordinating links with external agencies
- Cross-phase liaison with other primary or secondary schools

Governing Body's Role and Responsibilities

The School's Governing Body should:

- Be involved in the policy-making process, including identifying sources of support for pupils and alternatives to exclusion
- Work closely with the Headteacher to ensure quality delivery of drug education to all pupils and to ensure that the curriculum for the school satisfies the requirements of Section 351 of The 1996 Education Act.
- Be consulted as appropriate following a drug incident to discuss and consider an appropriate response

Teaching Staff's Role and Responsibilities

The teaching staff should:

- Be familiar with the content and location of the school drugs policy
- Ensure delivery of drug education in accordance with the Quality Standards identified in the " DfE and ACPO drug advice for schools - Advice for local authorities, headteachers, school staff and governing bodies". Ensure delivery of drug education is consistent with the aims and principles laid down in the school drugs policy
- Liaise principally with the Assistant Headteacher (Pastor or Child Protection/SENCO) on all matters to do with drugs
- Be aware of health and safety arrangements e.g. the procedures for supervising appropriate medication; the disposal of any used needles or other such debris discovered on school premises

Other School Staff's Role and Responsibilities

All staff should:

- Be familiar with the content and location of the school drugs policy

- Ensure any treatment of drugs issues is consistent with the aims and principles laid down in the school drugs policy, to ensure messages to pupils are consistent
- Liaise principally with the Assistant Headteacher (Pastor or Child Protection/SENCO) on all matters to do with drugs
- Be aware of health and safety arrangements e.g. the procedures for supervising appropriate medication; the disposal of any used needles or other such debris discovered on school premises.

Medical Emergencies

Emergencies

Always act calmly and do not panic. While your primary responsibility is for any pupil(s) at immediate risk, you also need to ensure the well-being and safety of the other pupils and staff. If medical help is needed, or if there is any doubt, do not hesitate to get such help.

The following steps should be taken:

1. Assess the situation
 - a. If you can, remove the cause of the immediate risk or harm
 - b. If medical help is needed or might be needed, summon a doctor or ambulance
 - c. Send a pupil to Reception/Medical Room to get help. Do not leave the pupil before assistance arrives.
 - d. Send for designated first aider
 - e. Inform Assistant Headteacher

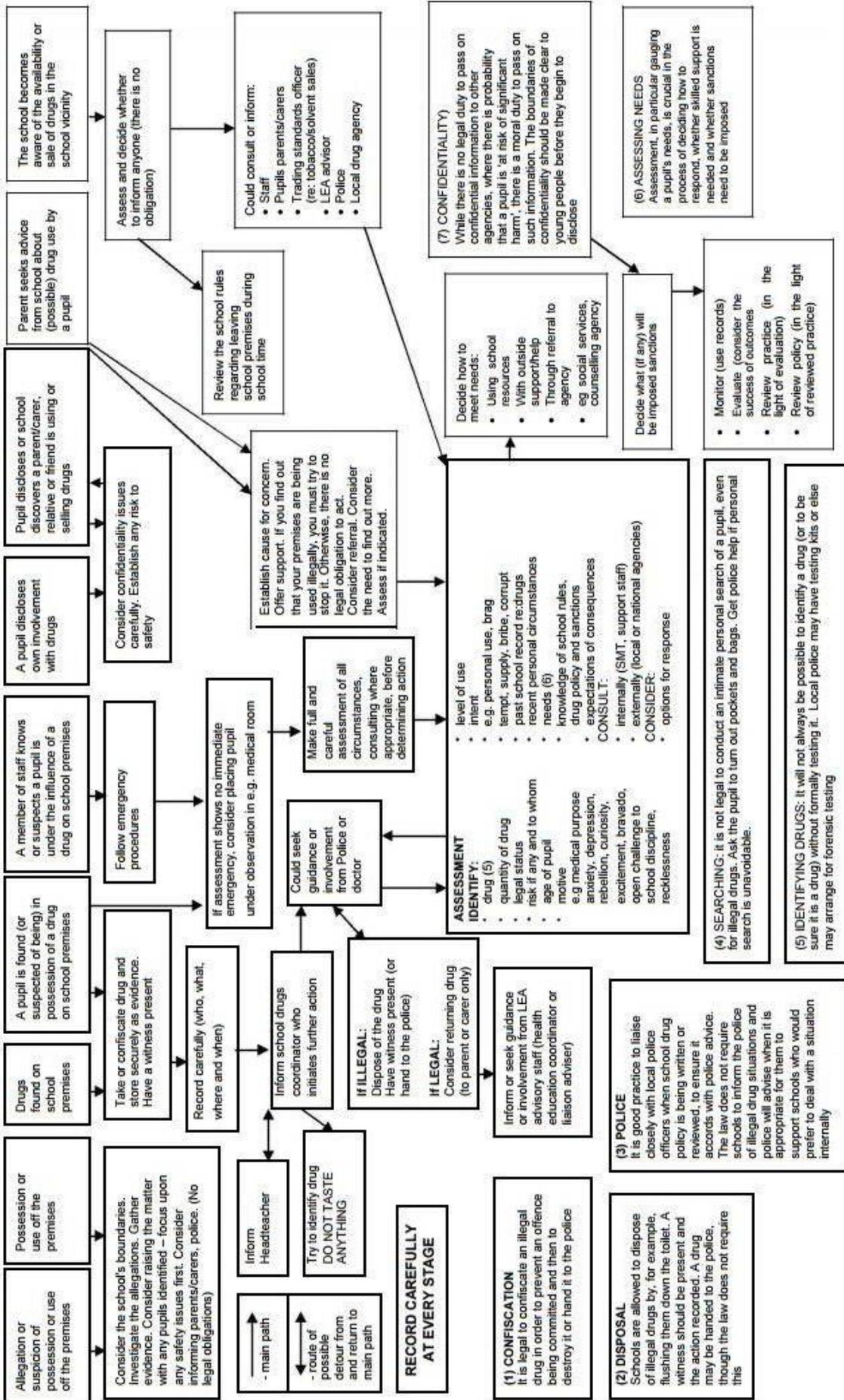
If person is conscious	If person is unconscious
Ask him or her what happened in a firm but friendly manner and to identify any substance used.	Ensure that the person can breathe and place in recovery position
Collect any substance and any vomit for medical analysis	Do not move the person if they have fallen, as fall may have led to spinal or other serious injury, which may not be obvious
Do not induce vomiting.	Do not give anything by mouth.
Keep the person under observation, warm and quiet.	Do not attempt to make the person sit or stand.
	Do not leave the person unattended or in the charge of another pupil.

2. When medical help arrives:
 - a. Pass on any available confirmation and any vomit and drug samples.

This could help treatment and may save a life.

SITUATIONS INVOLVING DRUGS WITHOUT MEDICAL AUTHORITY

Legal drugs (alcohol, tobacco, butane gas, nitrites etc.) **medicines** (slimming pills, tranquilisers, painkillers etc.) **illegal drugs** (cannabis, amphetamines etc.)



Signs & Symptoms of Drug Abuse

Some signs of drug use are also signs of other problems and sometimes of quite innocent behaviour. It is, therefore, important that we do not jump to conclusions or apply labels if they are not appropriate.

Warning signs in individuals:

- Changes in attendance
- Unwillingness to take part in school activities
- Decline in performance in school work
- Mood swings, restlessness, irritability, tiredness
- Reports that more time is being spent away from home
- Change of friends
- Excessive spending/borrowing of money
- Stealing
- Sores or rashes, especially on the mouth or nose
- Lack of appetite
- Disregard of physical appearance
- Slurred speech
- Different speech patterns
- Changes in motor skills
- Smells of stances

Warnings signs in groups

- Irregular absence
- Keeping a distance from other pupils, away from supervision points
- Pooling money
- Use of drug related slang
- Being subject to rumours drug taking
- Stealing which appears to be the work of several students rather than just one person
- Exchanging money, or other objects in unusual circumstances

Objects that may indicate drug abuse

- Foil containers discoloured by heat
- Spoons discoloured by heat
- Plastic, cellophane or metal foil wrappers
- Twists of paper
- Syringes or needles
- Plastic bags or butane gas containers
- Shredded cigarettes
- Metal tins
- Pill boxes
- Small plastic or glass phials or bottles
- Sugar lumps
- Cigarette papers and lighters
- Stamps, stickers or transfers
- Pieces of paper folded to form an envelope

Drugs and the Law in Relation to Schools

In determining the content of their policies, schools are recommended to pay close attention to the following laws, roles and responsibilities.

Laws (with some relevance to drugs) which affect schools:

- Schools must deliver the drug education specified in the National Science Curriculum.
- Schools must adhere to Section 351 of the 1996 Education Act, which requires that
 - The curriculum for a school satisfies the requirements of this section if it is a balanced and broadly based curriculum which:
 - a. Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
 - b. Prepares pupils at the school for the opportunities, responsibilities and experiences of adult life.

The governing body and Headteacher of every maintained school shall exercise their functions with a view to securing that the curriculum for the school satisfies the requirements of this section.

- Schools must take prompt and reasonable action to stop any of the following taking place on school premises:
 - Supply or offer of any controlled drug to another person
 - Possession of, or possession with intent to supply to another, any controlled drug
 - Administration or use of a controlled drug which is unlawfully in any person's possession at or immediately before the time when it is administered or used.
 - The sale of alcohol without a license.
 (Note: there is no legal requirement to report any of the above).

- All Headteachers and governors must have regard to the document "Social Inclusion: Pupil Support (Circular 10/99, DfEE 1999) when deciding whether to exclude a pupil. This circular was amended on 1 August 2000.
- Schools should take careful note of the new regulations in the Education Act 1997 outlined in the document "Changes to the Law on Exclusion, Education Otherwise and Discipline Matters (DfEE, May 1998).
- In loco parentis. This duty, first described in 1888, is not well defined in law. Whilst a child is in a teacher's care, some of the privileges of the natural parent are transferred to the teacher. This confers legal and moral obligations upon teachers in every aspect of their work. Thus the school has to be seen to act in respect of an individual child as a reasonable, caring parent would act. For a school's duty of care to the whole school body to be fulfilled, it should act with reasonable care and in accordance with the practices of other, like institutions. The courts have long sought to explain "reasonableness" and have concluded not entirely helpfully, that the "reasonable parent" test is no more than one which in a given set of circumstances may assist a court in determining whether a teacher has achieved that standard of care that the law looks for.

Suggested further information: www.drugs.gov.uk

Risk Factors/ Protective Factors

Vulnerable Groups	Risk Factors	Protective Factors
<ul style="list-style-type: none"> • Homeless • Looked after • School truants • Pupils excluded from school • Sexually abused • Prostitutes • In contact with mental health and criminal justice system • Children of parents with drug problems. 	<ul style="list-style-type: none"> • Chaotic home environment • Parents who misuse drugs or suffer from mental illness • Behavioural disorders • Lack of parental nurturing • Inappropriate and/or aggressive classroom behaviour • School failure • Poor coping skills • Low commitment to school • Friendship with deviant peers • Low socio-economic status • Early age of first drug use • Being labelled as a drug misuser 	<ul style="list-style-type: none"> • Strong family bonds • Experiences of strong parental monitoring with clear family rules • Family involvement in the lives of children • Successful school experiences • Strong bonds with local community activities • A caring relationship with at least one adult

Contact with the Media/Contingency Plan for Disasters

When dealing with the media, consider the following guidelines:

- Prepare a checklist of the key facts of the incident beforehand
- If contact unexpectedly, ask to be called back later when more information may be available
- If the police also make a comment, try to ensure that your response is consistent with theirs
- Do not be drawn into saying more than you want to; this can be difficult to avoid
- Do not release any information that could be prejudicial to individual pupils or the school, such as details that may be required in a court action
- Avoid commenting on events or circumstances, which are outside the school's influence
- Show that the incident has been taken seriously and managed effectively
- Do not make off the record comments (i.e. not for attribution) as this can lead to serious misunderstandings
- Be positive wherever possible, and conclude with reassurance about the incident
- Treat media inquiries with respect and be aware of their deadlines

Contingency plan for disasters

In the event of a drug incident or any other crisis involving serious injury or deaths, staff need to be able to act quickly without wasting time making decisions. In such an event, the Critical Incidents policy should be referred to.

Identifying and dealing with drugs incidents

Medical emergencies

A medical emergency arises when a person

- Is unconscious
- Is having trouble breathing
- Is seriously confused or disorientated
- Has taken a harmful, toxic substance
- Is otherwise at immediate risk of harm

If the incident does constitute a medical emergency, the guidelines in Appendix III “Medical Emergencies” should be followed.

In a non-emergency situation the pupil’s safety is still paramount. Staff should follow the guidelines in Appendix IV “Situations involving drugs without medical authority” and refer incidents to the Assistant Headteacher. These guidelines will be prominently displayed in the medical room.

Possible drug related incidents

There are a number of signs and symptoms of drug misuse that parents and staff should be aware of. See Appendix V “Signs and Symptoms of drug misuse”.

Intoxication

Assess as above for emergency medical help. If assessment shows no immediate emergency, consider placing the pupil under observation in the medical room. Refer to Assistant Headteacher for assessment.

Discovery/observation

Take or confiscate the drug and pass to Assistant Headteacher to be stored securely as evidence. Carefully record details (who, where, what) and inform Assistant Headteacher who initiates further action.

Disclosure

Consider confidentiality issues carefully. You cannot reassure a pupil that the information will not be taken any further, especially if it is considered that the pupil (s) may be at risk. Establish any risk to safety and follow procedure above.

Suspicion/hearsay

Consider whether on or off school premises. Are the allegations of personal use or intent to supply? Pass information on to Assistant Headteacher who will investigate the allegations.

Definitions

The following definitions are used for the purpose of this policy.

Use and misuse	obviously some drugs have a valid use in our society. Misuse implies the use of a drug not for its intended purpose.
Possession	the substance is on the person or is hidden away.
Supply	providing or making the substance available to others, whether or not money is exchanged. Supply and an offer to supply are offences.
Possession with intent to supply	possession is proved but there is insufficient evidence to prove supply. However, "intent" is proved through other circumstances such as large quantities of money of drugs.
Statutory defence	this is a defence to a charge of unlawful possession and not a legal excuse for possession. It is a protection for those who take possession of a drug from another person in order to prevent the offence continuing. However, in order to be protected against prosecution, that person must take all reasonable steps to deliver the substance to an authorised person such as a police officer/ destroy the substance as soon as possible (This may not be done without notifying the police).